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Annual Report of the Secretary-General to the Board of Governors of the European Schools

Board of Governors of the European Schools

Meeting in Brussels on 14, 15 and 16 April 2010

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I. INTRODUCTION

The year 2009 was an important one for the European Schools system, as at its April meeting in Stockholm, the Board of Governors adopted document 2009-D-353-4 on 'Reform of the European Schools System'.

This document has been published on the website of the Office of the Secretary-General of the European Schools (http://www.eursec.eu/fichiers/contenu_fichiers1/1255/2009-D-353-en-4.pdf).

Further to this decision, whereby two meetings of the Board of Governors are scheduled rather than three as was previously the case, the report of the Secretary-General is now presented to the Board of Governors at its April meeting instead of the January one.

This report covers the 2009 calendar year. Its objective is to provide the members of the Board of Governors with consolidated information about the European Schools system as a whole, in the different areas of activity of the General Secretariat and of the schools, with particular reference to the following:

- Pedagogical aspects
- Baccalaureate
- Legal aspects
- Budgetary aspects
- ICT
- Human resources

Statistical data on the start of the 2009-2010 school year, showing the pattern of development of the pupil population, of the number of seconded staff and locally recruited teachers and of administrative and ancillary staff (AAS), as well as the breakdown of pupils by nationality and languages, were presented to the Board of Governors at its December 2009 meeting. The document in question (2009-D-2910-en-2) is appended to this report. It also contains information about the infrastructure in the different schools.

In addition, this report contains information about the operation of the Central Enrolment Authority and about the results of the work of the internal audit service, set up under the new Financial Regulation, approved in 2007.

Finally, it presents the current status and progress of implementation of the reform, the 2009-2010 school year being considered a transition year, to put in place the new organisation of governance and to adapt the regulatory texts.

The culmination of several years of reflections and discussions following the European Parliament's 2002 and 2005 resolutions, there are three main thrusts to the reform of the European Schools:

- Opening up of the European Schools system and reform of the European Baccalaureate
- Governance, at central level (role and function of the different organs of the European Schools) and at local level (autonomy of the schools)
- The system's funding (cost sharing),

each of which is addressed in a specific section in this report.

- II. A. STATISTICS ON THE START OF THE 2009-2010 SCHOOL YEAR**
See Annex I: 2009-D-2910-en-2
- B. INFRASTRUCTURE OF THE EUROPEAN SCHOOLS**
See Annex I: 2009-D-2910-en-2

III. PEDAGOGICAL ASPECTS

The Joint Report of the Swedish Chairs of the Boards of Inspectors and Teaching Committees for the 2008-2009 school year paints a very comprehensive picture of the results of the work undertaken and of the pedagogical developments in the system.

The Report of the Secretary-General can therefore concentrate on certain fast-changing areas which are already, or will be in the near future, the focus of discussions.

The enhancement of the Secretary-General's role, sought by the reform of the European Schools system decided in Stockholm in April 2009 (ref. 2009-D-353-en-4), led to a change of name for the Pedagogical Unit of the Office of the Secretary-General, now known as the Pedagogical Development Unit, which was accompanied by the granting of a post of assistant for this unit with effect from 1 January 2010.

This is the logical culmination of a long-term development, which accelerated after completion of the work the 'Issue of Languages' Working Group and led to the General Secretariat's increasingly being assigned the task of preparation and coordination of work in order to resolve complex questions.

As far as the issue of languages is concerned, this applies to:

- the situation of so-called SWALS (Students Without A Language Section) and questions relating to the organisational aspect and the extent of teaching of Language 1 (L1), and to support measures for their integration into the section of their Language 2 (L2),
- the different Languages 3 (L3), and involves harmonisation of their syllabuses and of assessment arrangements, respecting the Common European Framework of Reference for Languages developed by the Council of Europe, and the scope for possibly bringing forward by one year the start of the teaching of L3,
- the question of support measures to preserve the teaching of Latin and Ancient Greek,
- the possibility of introducing the language of the host country as Language 2 (L2) in the schools located in countries whose language is not one of the three vehicular languages (the eight European Schools in Belgium, Italy, the Netherlands and Spain are concerned) or the discussion on other possibilities of increasing pupils' knowledge of the language of the host country.

Work on these matters is very far advanced and the outcomes are expected to be submitted in autumn 2010 to the Boards of Inspectors and the Joint Teaching Committee and, if appropriate, to the Budgetary Committee and subsequently to the Board of Governors for decision-making.

By cutting the funds earmarked in the budget of the General Secretariat for the inspectors' different activities, the Budgetary Committee and the Board of Governors sent a clear signal: even in the

area of quality assurance and development of educational provision, resources are limited and the inspectors' freedom of action is subject to budgetary constraints and to the need to determine priorities for their activities.

In fact, it is the responsibility of the Deputy Secretary-General, as authorising officer, and of the Pedagogical Development Unit to ensure that priorities are set and respected, that the inspectors' budget for their activities (individual visits to the schools, in particular for evaluations of teachers' performances, as required by the relevant sets of regulations, participation in team inspections, organisation of working groups and of in-service training courses for the subjects for which they are responsible) and that the budget is not exceeded.

The fact that this decision was taken at the time when different work directives have been issued by the Board of Governors itself (see above) and have to be implemented and when reform of the Baccalaureate, the necessary updating of a large number of syllabuses and evaluation of locally recruited teachers' performances all have to be undertaken increases the difficulty of setting new priorities with a smaller budget and at the same time shows how difficult it is to foresee and plan certain pedagogical activities and their costs more than a year and a half in advance.

The reduction in budgetary resources and the pedagogical imperatives already identified at many levels necessitates proper establishment of priorities and determined efforts to implement them before embarking upon new pedagogical projects in schools which are undoubtedly amongst the most rigorously monitored in Europe.

Analysis of repeat rates

The analysis of repeat rates and of unsatisfactory (fail) marks requested by the Board of Governors was conducted in conjunction with and thanks to the preliminary work of the ICT and Statistics Unit of the Office of the Secretary-General. For the first time, it gives a clear picture of school failure in the different schools, language sections and subjects, elements which will enable statistical deviations to be identified at the level of each school and of the system and their causes to be analysed and strategies to remedy the problems arising subsequently to be developed.

The working group set up to handle follow-up will propose, on the basis of this analysis and of the work of the 'Natural Sciences' Working Group, a range of measures designed to reduce the incidence of school failure as much as possible, in the short and medium term.

The discussions, which will focus on secondary years 4 and 5, will probably lead to a broader discussion concerning a definition of the basic knowledge and skills, the famous common core, which pupils are expected to have acquired at the end of year 5 in order to embark upon the 'specialisation cycle' leading up to the Baccalaureate.

SEN (special educational needs) pupils

The SEN policy of the European Schools, as defined in the document 'Integration of pupils with special needs into the European Schools' (ref. 2009-D-619-en-3), was particularly severely tested by an appeal, initially administrative, lodged with the Secretary-General, and subsequently contentious, lodged with the Complaints Board, first in summary proceedings, then at a public hearing, against a school which, after a trial period, had declared itself incompetent to provide schooling and education for a child.

The Complaints Board upheld the decision of the Secretary-General and of the school concerned and thus also confirmed the policy on integration of special needs pupils as followed and developed by the European Schools.

The new analysis of the SEN statistics, entitled 'Statistics on the integration of SEN pupils into the European Schools' (ref.: 2010-D-431-en-3), which was submitted to the Joint Teaching Committee in February 2010, shows that this policy is still developing and that it is expanding rapidly. A growing number of special needs pupils requiring intensive support and provision are now being integrated under this policy.

The number of SEN pupils increased by more than 25% between 2008 and 2009 and costs rose even more quickly.

With the adoption of the document 'Special arrangements for the Baccalaureate for candidates with special needs' (ref.: 2009-D-559-en-3), the Board of Governors took account of this development and transferred competence for certain decisions on this subject from the Board of Inspectors (Secondary) to the schools, as part of their new autonomy.

The Office of the Secretary-General and the newly appointed inspectors responsible for the application and development of SEN policy are joining forces to achieve a common reading of this policy and its more harmonised application across the schools by acting jointly, at the level both of the Directors and of in-service training provision for Deputy Directors and SEN coordinators (SENCOs).

Reform and adaptation of the syllabuses

The report produced by Professor EKHOLM, Chairman of the 2009 European Baccalaureate Examining Board, which praises the organisation of the Baccalaureate, a very complex operation, but is highly critical of the 'set in stone' content of the examination question papers and the lack of integration of the objectives of the Lisbon Strategy and other pedagogical developments which they reflect, arrived just in time to have a salutary influence on the discussion on reform of the European Baccalaureate, which had been somewhat neglected hitherto compared with the administrative and financial aspects.

It thus encouraged the working groups charged with reform of a fairly large number of syllabuses to include the outcomes of recent European pedagogical work in the syllabuses and to take account of the forms of assessment of pupils' knowledge and skills proposed.

There has been particularly marked progress in the foreign language teaching area, with respect, *inter alia*, to harmonisation across the three vehicular languages and to methods of assessment of pupils' competences, at both primary and secondary levels.

IV. BACCALAUREATE

The 2009 European Baccalaureate

As has been the case in recent years, the 2009 Baccalaureate session produced very good results, with a pass rate of 97.99% amongst the 1491 candidates who entered for the examination and an average final mark, for all the candidates, of 7.65.

A report on the organisational, pedagogical and financial aspects was produced by the Baccalaureate Unit and presented to the Board of Governors at its December 2009 meeting.

The information contained in this Report makes it possible to monitor and track candidates' performances year on year and also the aspects associated with the cost of the Baccalaureate. The cost per candidate was down compared with the 2008 session. Nevertheless, it is still considered to be high.

Scuola per l'Europa in Parma

For the very first time, a type II school entered candidates for the European Baccalaureate examination.

A transitional solution was agreed between the Board of Governors and *Scuola per l'Europa* in Parma to enable 12 candidates to take the 2009 European Baccalaureate session written and oral examinations.

The arrangements for the candidates' participation were determined by the Board of Governors and by a protocol concluded between the European School, Varese and *Scuola per l'Europa* in Parma.

The Parma students were registered for the European Baccalaureate at the European School, Varese, while the written and oral examinations took place in Parma.

All the candidates entered by *Scuola per l'Europa* in Parma passed the Baccalaureate and were awarded the certificate by the European School, Varese, the certificate being identical with the one awarded to its own students by the Varese School.

The costs to be defrayed by *Scuola per l'Europa* were calculated on the basis of the additional expenditure incurred especially for this school and amounted to the sum of €14,493.01, which was duly paid by *Scuola per l'Europa* in Parma.

Scuola per l'Europa in Parma will enter four candidates for the 2010 Baccalaureate session.

Remote correction

At its meeting of 20 and 21 January 2009, the Board of Governors emphasised the need to reduce the cost of organisation of the Baccalaureate, amongst other things, by having examination scripts corrected remotely.

For the 2009 Baccalaureate session, 21 external markers of 16 different nationalities and covering 12 different subjects participated in the correction of 140 examination scripts, which had been photocopied for that purpose. The cost of this operation totalled €12,367.98, instead of €14,700.34, the estimated expenditure which would have been incurred if the markers had come to the European School, Brussels I to correct the scripts.

The marks awarded by the markers who had corrected scripts in their respective countries were made available to the schools at the same time as those of the external markers who had corrected scripts at the European School, Brussels I.

The exercise using photocopies of scripts will be repeated for the 2010 Baccalaureate session.

Experiment with dematerialisation of Baccalaureate examination scripts

An experiment with dematerialisation of Baccalaureate examination scripts was conducted at the Office of the Secretary-General of the European Schools in March 2009. The purpose of the experiment was to determine the pros and cons of such a correction method in terms of our needs for correction of European Baccalaureate examination scripts. The markers' reaction was very positive.

In the view of the 'European Baccalaureate' Working Group, of University of Cambridge – International Examinations [which conducted the external evaluation] and of the Chairmen of the 2008 and 2009 Baccalaureate Examining Boards, dematerialisation would appear to be the way forward for correction of written examination scripts in the future.

Admission of European Baccalaureate-holders to universities in the Member States

Questions concerning the equivalence of the European Baccalaureate, in relation to national upper secondary leaving certificates, and the criteria for admission of European Baccalaureate-holders to Universities in the EU Member States or in other countries were raised by parents or by the Commission and put to the Baccalaureate Unit.

The Baccalaureate Unit brought these questions to the attention of the national authorities of the countries concerned, requesting them to take appropriate steps to ensure that the rights of Baccalaureate-holders, mentioned in the Convention defining the Statute of the European Schools, are respected in the different Member States.

One particular problem encountered by European Baccalaureate-holders is their admission to certain university faculties, such as medicine, which operate a quota system. The limit on the number of students who can be admitted imposes the introduction of more stringent admission criteria for all candidates, whether they are holders of a national upper secondary leaving certificate or of the European Baccalaureate.

Students of the European Schools who are candidates for admission to the Faculties of Medicine of universities in some countries are obliged to take an additional written paper in order to meet the admission requirements of these medical faculties, namely three science subjects in addition to mathematics. This situation will be resolved if the number of written examinations to be taken in the Baccalaureate is six rather than five as is the case at present.

A favourable solution for our students to some of the problems is found thanks to the assistance of the national authorities of the different countries. This is the case for Sweden, which recently agreed to recognise the European Baccalaureate as being of the same level as the national leaving certificate.

In other cases, discussions between the Office of the Secretary-General and the national authorities are continuing so that Baccalaureate-holders can continue go onto the course of study of their choice in higher education in their country of origin or elsewhere.

The transformation of the European School, Culham into an Academy forming part of the education system of England, Wales and Northern Ireland [Scotland having a different education system] requires an urgent solution, so that the European Baccalaureate can be accredited by Ofqual (Office of Qualifications and Examinations Regulation), the body responsible for monitoring and auditing the quality of school examinations in the UK [apart from Scotland].

V. LEGAL ASPECTS

Since 1 January 2009, the Office of the Secretary-General has been able to use the services of a legal assistant, who is charged in particular with monitoring and following up on administrative and contentious appeals. This new collaboration offers interesting prospects, along the lines of the recommendations of the European Commission's Internal Audit Service (IAS), in so far as new procedures are gradually being put in place, whilst other existing ones are being improved.

In the light of the recommendations of the IAS, priority is being given, as regards the procedures to be put in place, to protection of privacy and to questions of administrative transparency and of management of the educational and administrative files of the seconded teachers. In addition, a number of documents or memos have been circulated, these being designed to facilitate the job of the staff of the schools, to promote good administrative practices and to remind the schools of the legal framework of their action.

For instance, in April 2009, templates of letters and minutes were proposed, designed to guarantee the validity of the decisions of Class Councils. The procedure introduced was established on the basis of existing model letters used by certain schools, the objective being to make available to all

the schools templates which could be personalised, thus guaranteeing compliance with the provisions of the General Rules.

The instructions for the conduct of Discipline Councils were also updated, whilst the schools were made aware, through the circulation of memorandums, of the importance of issues such as the protection of privacy in the conduct of meetings of the Administrative Boards, the content of the educational and administrative files of seconded teachers (to take account of the recent case law of the Complaints Board) and respect for privacy and the right of personal portrayal on the taking and publication of photos and video images in the school environment.

The schools were also questioned about how they deal with data of a personal nature which they are led to collect for the purposes of management of their relations with their pupils and their staff or, where applicable, for other purposes. Their collaboration was sought in order to take stock of the current status of the regulations and the different national legislation applicable.

From a legal viewpoint, it should be reported that the so-called Category II Contracts, i.e. contracts proposed to Category II organisations, were thoroughly revised. This revised version was approved by the Board of Governors by written procedure No 2009/38, which ended on 6 January 2010.

Finally and more generally, the day-to-day management of the schools is giving rise to increasing numbers of questions of a legal nature, impinging on many different areas of the law (intellectual property rights, right of personal portrayal, employment law, procurement, etc.), and often also of an international nature, adding to the complexity of the questions raised.

Appeals

In 2009, the Office of the Secretary-General dealt with 120 administrative appeals and 69 contentious appeals, 18 of the latter having already been dealt with by the Office beforehand as administrative appeals. Details of all the appeals are given below, by area or decision-making organ:

➤ Administrative appeals:

- 28 appeals concerning seconded staff, including 26 financial appeals
- 1 appeal concerning locally recruited staff
- 21 appeals concerning an application for enrolment in schools other than the Brussels ones
- 60 appeals against the decision of a Class Council
- 3 appeals against the decision of a Discipline Council
- 4 appeals against the European Baccalaureate results
- 2 appeals against a decision concerning the integration of a SEN child
- 1 appeal against a decision of the Board of Governors

➤ Contentious appeals:

- 6 appeals concerning seconded staff
- 4 appeals concerning an application for enrolment in schools other than the Brussels ones, including 1 in summary proceedings

- 6 appeals against the decision of a Class Council, including 1 in summary proceedings
- 2 appeals against the decision of a Discipline Council
- 1 appeal against the European Bacculaureate results
- 2 appeals against a decision concerning the integration of a SEN child, including 1 in summary proceedings
- 1 appeal against a decision of the Board of Governors
- 47 appeals against decisions of the Central Enrolment Authority, including 15 in summary proceedings.

A fall in the number of appeals against the decisions of Class Councils is to be noted in 2009, something which can be attributed to better application by the schools of the general regulatory provisions, following the sending out by the Office of directives designed to guarantee the validity of the decisions of Class Councils.

The number of appeals concerning enrolment in Brussels remains high. Dealing with appeals during the summer months involves a very great deal of effort on the part of the persons concerned in a comparatively short time. It is therefore essential for legal staff to be on duty throughout the summer holiday period.

The creation of a post of legal assistant to the Secretary-General on 1 January 2009 led to a notable improvement in the situation at the Office compared with previous years.

The annual report of the Chairman of the Complaints Board for the year 2009, which is on the agenda for the April 2010 meeting of the Board of Governors, presents a detailed picture of the situation from that organ's viewpoint.

VI. BUDGETARY ASPECTS

The tables below, published in the report of the Financial Controller, are reproduced in this document because of the overview which they give of the costs of the system and of their distribution amongst the different contributors.

Development of costs – expenditure by school and for the Office of the Secretary-General

Table 1 shows the development of costs from 2004 to 2009. The figures show an increase of 25.3% over the five-year period and an increase of 3.7% from 2008 to 2009. It should be remembered that the pupil population increased by more than 12% from 2004 to 2009 and by 3% between 2008 and 2009.

	2004	2005	2006	2007	2008	2009	% 04 - 09	% 08 - 09

Al	8,265,623	9,271,918	10,398,783	11,097,943	11,265,097	12,239,292	48.1%	8.6%
Be	10,664,213	9,272,479	9,129,940	9,262,303	9,017,315	8,968,346	-15.9%	-0.5%
Br I	24,166,319	25,479,692	26,923,771	29,960,478	31,691,818	32,662,981	35.2%	3.1%
Br II	26,384,610	26,055,082	27,537,597	29,080,260	31,336,148	31,919,158	21.0%	1.9%
Br III	23,512,316	24,189,135	24,873,606	25,590,807	28,679,058	28,380,298	20.7%	-1.0%
Br IV				1,462,371	3,451,431	4,751,620		37.7%
Cu	10,855,737	10,684,414	10,698,087	10,846,654	9,846,605	9,379,797	-13.6%	-4.7%
Ff	7,427,133	8,484,316	10,043,162	9,958,371	10,425,896	11,069,502	49.0%	6.2%
Ka	11,196,364	11,250,667	11,388,828	11,355,904	12,483,991	12,746,086	13.8%	2.1%
Lux I	32,645,494	30,861,306	33,445,420	34,775,570	37,009,986	39,003,585	19.5%	5.4%
Lux II	2,048,889	6,156,171	6,477,238	6,861,971	6,989,029	7,424,545	262.4%	6.2%
Mol	10,235,123	10,150,934	10,410,155	10,511,380	11,219,276	11,789,404	15.2%	5.1%
Mun	16,810,115	17,147,567	17,755,501	18,135,372	18,941,426	20,258,094	20.5%	7.0%
Var	15,584,147	16,214,257	16,533,942	17,687,629	18,296,045	19,096,570	22.5%	4.4%
OSG	6,904,443	7,535,694	8,006,764	8,967,345	9,071,996	9,208,210	33.4%	1.5%
TOTAL	206,700,526	212,753,632	223,622,794	235,554,358	249,725,117	258,897,488	25.3%	3.7%

The figures for 2004-2008 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled.

The figures for 2009, which include appropriations carried forward to 2010, are the best figures available at the year end and are subject to adjustment.

Table 2 shows the development of the cost per pupil over the same five-year period. It should be remembered that the Alicante and Frankfurt schools only reached their full complement of year groups with the 2005 enrolment, so 2006-2007 is the first year for which they are comparable with the other schools. Luxembourg II and Brussels IV are for the moment primary schools only, so their costs are not comparable with the other schools. For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2009, the costs per pupil of the two groups of schools are almost identical.

The average cost per pupil per annum across the schools, including the costs of the Office of the Secretary-General, is €11,835, an overall increase of 11.4% over the five-year period and an increase of 0.6% from 2008 to 2009. These increases are very close to the index of inflation over the same period.

Table 2: Cost per pupil (€)

	2004	2005	2006	2007	2008	2009	% 04 - 09	% 08 - 09
Alicante	9,294	9,635	10,525	11,109	11,033	11,929	28.4%	8.1%
Bergen	15,576	14,236	15,091	16,540	16,170	15,679	0.7%	-3.0%
Brussels I	10,330	10,323	9,865	10,039	10,394	10,621	2.8%	2.2%
Brussels II	9,250	8,834	9,234	9,992	10,818	10,835	17.1%	0.2%
Brussels III	8,711	8,715	9,091	9,702	10,903	10,500	20.5%	-3.7%
Brussels IV				25,506	13,241	9,697		-26.8%
Br I, II, III & IV	9,386	9,242	9,391	10,023	10,769	10,605	13.0%	-1.5%
Culham	12,166	12,169	12,616	13,063	11,868	11,233	-7.7%	-5.3%
Frankfurt	10,179	10,206	11,205	10,475	10,395	10,407	2.2%	0.1%
Karlsruhe	10,316	10,574	11,195	11,631	12,564	13,033	26.3%	3.7%
Luxembourg I	9,147	9,858	10,381	10,489	10,897	11,314	23.7%	3.8%
Luxembourg II	7,432	7,257	7,186	7,510	7,818	8,292	11.6%	6.1%
Lux I & II	9,024	9,303	9,683	9,846	10,255	10,691	18.5%	4.2%
Mol	15,934	15,961	16,454	16,048	16,564	16,165	1.4%	-2.4%
Munich	11,425	11,269	11,302	11,185	11,168	11,338	-0.8%	1.5%
Varese	11,785	12,308	12,548	13,430	13,808	14,373	22.0%	4.1%
All schools	10,271	10,243	10,545	10,931	11,335	11,414	11.1%	0.7%
OSG	355	376	392	433	427	421	18.6%	-1.5%
Schools + OSG	10,626	10,619	10,937	11,364	11,763	11,835	11.4%	0.6%
Expenditure is based on the figures in Table 1.								
Pupils: Weighted average. (No in October of year n-1 x 8/12) + (No in October of year n x 4/12)								

Table 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2004. The figures show a decrease in the share of the Member States, an increase in the share of the Commission, and a decrease in the share accounted for by category III school fees, no doubt reflecting the fall in the number of pupils in this category within the system. It should be noted that costs of the buildings made available by the Member States and the salary costs of the national inspectors do not appear in the budget.

Table 3. Budget contributions (excluding surplus carried forward and use of reserve funds)							
		2004	2005	2006	2007	2008	2009
Member States	€	47,269,665	50,273,816	50,998,425	52,480,536	54,454,918	53,750,977
	%	22.60%	23.6%	22.4%	22.7%	22.1%	20.8%
Commission	€	118,357,034	116,388,279	127,124,086	127,096,284	138,910,044	151,717,386
	%	56.70%	54.7%	55.7%	55.0%	56.5%	58.8%
EPO	€	13,487,395	14,092,602	14,679,899	14,882,438	15,338,041	17,354,240
	%	6.50%	6.6%	6.4%	6.4%	6.2%	6.7%
Category II fees	€	9,908,563	10,984,317	12,387,964	13,662,767	13,894,567	13,590,701
	%	4.70%	5.2%	5.4%	5.9%	5.7%	5.3%
Category III fees	€	16,437,967	17,338,757	18,438,111	17,788,809	17,723,591	16,907,854
	%	7.90%	8.1%	8.1%	7.7%	7.2%	6.5%
Other	€	3,427,202	3,856,530	4,454,397	5,221,693	5,540,086	4,818,328
	%	1.60%	1.8%	2.0%	2.3%	2.3%	1.9%
TOTAL*	€	208,887,826	212,934,301	228,082,882	231,132,527	245,861,247	258,139,486
<p>For the years 2004 to 2008, the figures show revenue as recorded in the final accounts; those for 2009 are the best figures available at the year end and are subject to adjustment.</p> <p>* The figures exclude the surplus carried forward and use of the reserve fund.</p>							

• Budget of the General Secretariat

The budget of the Office of the Secretary-General covers the operating costs of the system at the central level. The table below shows the development of the budget of the Office of the Secretary-General from 1994 to 2010.

This development reflects EU enlargement from 12 Member States in 1994 to 27 in 2007, the consequences of which are, inter alia, an increase in the costs of translation of documents into the various languages, in interpretation costs and in mission expenses, an increase in the number of schools, an increase in and the diversification of administrative tasks and of cases of litigation and an increase in the number of meetings and of working groups.

Development of some significant budget items and of the total budget of the OSGES

	1994	1996	1998	2000	2002	2004	2006	2007	2008	2009	2010
CHAPTER I											
Seconded staff	612,589	635,595	630,990	687,136	678,561	678,878	817,962	887,785	988,316	998,479	1,052,203
AAS	869,982	922,529	1,091,398	1,195,862	1,444,837	1,679,257	1,975,078	2,189,053	2,197,028	2,646,025	3,053,213
Total Chapter I	1,482,571	1,558,124	1,722,388	1,882,998	2,123,398	2,358,135	2,793,040	3,076,838	3,185,344	3,644,504	4,105,416
CHAPTER II											
Rent, etc.	129,815	437,415	395,807	403,202	420,570	548,241	769,032	809,303	844,710	933,494	891,350
Office equipment	74,390	69,984	52,589	79,997	70,037	84,999	85,942	79,455	79,785	70,589	85,000
Telephone, post, etc	47,916	102,389	121,179	136,771	85,333	79,438	39,009	13,846	18,280	20,753	19,200
Translation	145,693	297,399	297,967	340,000	379,672	794,850	746,243	970,425	1,110,867	1,017,692	1,050,000
Interpretation	160,847	179,779	269,912	260,127	255,227	295,781	336,485	304,726	300,929	238,830	315,000
Mission expenses	47,121	41,639	49,235	46,279	82,820	80,516	64,298	60,090	50,900	53,978	50,000
In-service training	148,208	135,551	179,681	224,796	281,204	612,885	294,979	319,085	270,000	270,003	360,000
Board of Governors	81,752	123,920	153,842	140,042	193,858	266,752	184,779	224,997	249,951	183,497	260,000
AFC	50,264	45,009	55,052	58,680	50,887	73,574	63,761	59,998	55,224	53,273	65,000
Inspectors' meetings	189,692	312,499	394,595	334,996	322,262	300,000	486,375	372,993	488,000	379,000	369,000
Inspectors' inspections	117,500	148,500	179,456	184,612	219,425	199,820	198,814	167,998	259,000	275,000	180,000
Baccalaureate	337,156	415,613	451,914	542,439	686,652	703,772	779,925	859,992	839,990	870,830	840,000
Litigation costs	56,068	107,199	94,064	107,066	153,456	215,272	161,204	205,581	192,000	269,833	235,000
Complaints Board	0	0	0	0	0	0	37,671	92,701	107,000	102,536	137,000
Total Chapter II	1,506,429	2,382,129	2,643,661	2,985,304	3,319,491	4,388,093	4,365,015	4,616,805	5,097,482	4,855,532	5,048,050
CHAPTER VII											
ICT	457,777	394,433	639,175	612,622	906,110	525,526	979,468	1,180,410	602,133	771,773	752,000

TOTAL	3,746,069	5,222,526	5,049,424	5,675,667	6,399,617	7,286,970	8,172,894	9,063,703	9,117,314	9,208,210	9,920,466
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A breakdown of the costs of the main meetings in the year 2009 charged to the budget of the Office of the Secretary-General of the European Schools appears below.

**EXPENDITURE ON THE MEETINGS OF THE BOARD OF GOVERNORS,
THE BUDGETARY COMMITTEE AND THE INSPECTORS**

a) EXPENDITURE ON THE MEETINGS OF THE BOARD OF GOVERNORS

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
January 2009	31,785	20,404	600
April 2009	34,666	42,078	-----
December 2009	28,680	26,692	800
Working Groups, Troika, Steering Committee, Cost Sharing, Reform, CEA Selection Committees,*)	<u>56,700</u>	<u>48,590</u>	<u>10,800</u>
SUBTOTAL:	151,831	137,764	12,200

b) EXPENDITURE ON THE MEETINGS OF THE BUDGETARY COMMITTEE

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
March 2009	16,355	10,846	800
June 2009	11,920	4,483	300
October 2009	<u>16,427</u>	<u>6,170</u>	<u>600</u>
SUBTOTAL:	44,702	21,499	1,700

c) EXPENDITURE ON THE MEETINGS OF THE INSPECTORS

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
BI, TC 02.2009	33,932	17,725	1,500
BI, TC 06.2009	24,232	10,654	900
BI, TC 09.2009	15,965	7,563	500
BI, TC 10.2009	27,563	18,988	1,200
Working Groups+SEN+ICT *)	177,996	4,675	600
Courses (solely 2607)	13,800	-----	-----
Inspections	<u>219,507</u>	<u>-----</u>	<u>-----</u>
SUBTOTAL:	512,995	59,605	4,700

Other meetings (= *)

TOTAL:	709,528	218,868	18,600
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GRAND TOTAL: 946,996

VII. ICT

Information and communication technologies play an important role in all areas in the schools. ICT are considered to be a tool common to all the schools which preserves their autonomy but also harmonises to a large extent their administrative management (accounts and financial aspects, as well as staff and pupils).

Administrative applications

The European Schools use a range of computer application programs for the administrative and financial management of the schools. Those applications have reached the end of their useful life and must be renewed as soon as possible.

This renewal is by far the most important task of the ICT development unit but it is also a very complex mission: we have a fairly unique administration system that does not allow us to easily adopt any commercial software. The beginnings of the project seemed very promising. After a call for tenders procedure in 2005, the company to which the contract had been awarded started its work in January 2006. During the first half of the year 2006 a complete analysis, including the integration of all modules, was made, resulting in process re-engineering. The development phase started in the second half of the year 2006 and was scheduled to finish by June 2007. By July 2007 (on schedule), the ICT Unit started a pilot in the new Brussels IV School because it seemed an ideal situation: a small school with a reduced number of pupils, a reduced number of staff to train and brand-new ICT infrastructure.

However, by January 2008 we were forced to stop the pilot at Brussels IV and our conclusion was that part of the project (the financial package produced by one of the firms in the consortium which had won the call for tenders, *ORDIGES*) did not meet the requirements of the European Schools. As all the modules of the new application were closely interlinked with the financial packages, the project initially planned was halted.

This failure seriously damaged the project. After several meetings with the lead contractor, NSI, an amicable agreement was reached to avoid further dispute and resolve the problem by making a change to the project, in order to redirect all the financial part of the project by adopting a new approach, based on a new development, more ambitious than initially planned, in order to have a customised application to incorporate the accounting part into the same environment as the new developments for the other lots in the invitation to tender. Unfortunately we lost almost a year and a half in the redefinition of the project.

In the year 2009, the external development team held a series of meetings with the key people in the schools and in December 2009, a new detailed analysis was finally approved by the staff of the Office of the Secretary-General and the two pilot schools, Varese and Luxembourg.

Pedagogical applications

By January 2010, the classrooms of our 14 schools were equipped with a large number of personal computers, projectors, interactive whiteboards and other ICT hardware. All schools have deployed ICT rooms that are used not only for teaching ICT but for many other subjects. Many schools also use mobile ICT rooms with laptop trolleys that can be easily moved from class to class.

Many teachers have interactive whiteboards in their classrooms so they can not only project the content of their PCs but can also use interactive educational software, enabling pupils to work on

the board. Moreover, these interactive boards include an authoring tool that allows teachers to devise their own interactive exercises themselves. The inter-school pedagogical portal, Learning Gateway, is also available for all teachers, pupils, inspectors and staff to share any kind of digital content and work collaboratively.

Some advanced teachers also use Learning Management Systems (LMS), which allow teachers to communicate with pupils out of the classroom; the teacher can prepare and send to each pupil different assignments and complementary work for their digital homework. Ideally, in the future absolutely all teachers and pupils should work with a corporate system that will update log-ins and permissions daily according to the school administration databases. This form of organisation will allow “business continuity” of the school in case of closure of the schools due to emergencies (snow falls, epidemics, transport strikes). These virtual classrooms will allow us to continue working in the case of pupils who are absent from school because of long-term illness or of absences of teachers.

Computer hardware is becoming cheaper and cheaper, so the availability of equipment will not be a problem; we can assume that almost 100% of our pupils have at least one personal computer connected to the internet at home. The big challenge will be the effective training of the teachers; according to the latest surveys, almost all teachers are comfortable using a personal computer, accessing the internet, emailing and using a projector to display a presentation. However, only a few teachers are able to generate their own contents for interactive whiteboards and very few are familiar with LMS.

The training should address not only new technologies but also how to use new technologies to transform classroom teaching methods. For instance, if the teacher has prepared some content it could be distributed electronically instead of having the pupils copy what is written on the screen. If we embed ICT in the curriculum, classroom dynamics as a whole are bound to change.

The ‘Distance Learning’ Working Group is continuing its work with the aim of offering pupils more possibilities of taking distance learning courses when it is not possible to find a teacher on the spot. In that sort of situation, several schools use video conferencing and web conferencing.

The e-Learning contest was held for the third time. The objective of this contest was to reward the best initiatives in use of new technologies in the schools. All the projects entered by the contestants can be consulted on Learning Gateway, for use as teaching aids.

VIII. INTERNAL AUDIT SERVICE

The Commission's Internal Audit Service, to which the internal audit function within the European Schools system was entrusted for a three-year period in 2007, carried out a consultancy on internal control standards and procurement rules during its mission.

In accordance with the multi-annual action programme approved by the Board of Governors, it subsequently conducted an audit of human resources management at the Office of the Secretary-General and in three schools: Brussels I, Luxembourg I and Varese.

The outcome of these audits was the production of six separate reports:

- one report for each school,
- two reports for the Office, one concerning human resources management proper at the Office, the other, entitled 'Corporate Responsibilities', identifying across-the-board aspects concerning the system as a whole,
- a report for the Board of Governors, entitled 'Cross-Cutting Issues', in which are mentioned a number of points concerning the system as a whole and inviting the Board of Governors to allocate responsibility for follow-up on the recommendations to the most appropriate organs.

The latter report, accompanied by the Secretary-General's proposals, was presented to the Board of Governors at its December 2009 meeting.

In the case of the reports directly associated with human resources management, after several exchanges on the draft reports, the Office and the schools sent their action plans, based on the recommendations made in the final reports, to the IAS. These action plans have now all been approved by the IAS.

All the reports, the responses and the action plans have been brought to the attention of the Budgetary Committee and are to be presented to the Board of Governors at its April 2010 meeting.

Several recommendations have already been implemented, involving recruitment and evaluation procedures in particular.

In addition, as indicated in point V above, 'Legal aspects', directives have been issued to the schools, in the form of letters or memorandums from the Secretary-General, in several areas identified by the IAS.

Without doubting the interest value of having clear procedures for human resources management and in other areas of activity, the fact remains that the internal control standards in force in an institution such as the Commission do not necessarily seem appropriate for an organisation such as the General Secretariat and even less so for the schools, which do not have the resources or skills required for their introduction.

In that connection, the IAS, to which we made that comment, suggested recruiting a person for a fixed period to assist us with this task.

IX. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS

Objectives and priorities for 2009-2010

The Central Enrolment Authority has now been operational for three years, which have been characterised by the devising of an annual enrolment policy. In December 2009, a review of the results of the 2009-2010 enrolment policy was produced by the Secretary-General, on the basis of which the Board of Governors defined the guidelines for the 2010-2011 enrolment policy.

The review of the results of the enrolment policy for the 2008-2009 school year having shown that the objective of filling the Brussels IV School had been achieved to a reasonable extent and in view of the postponement of the availability of the Laeken site until 2012, the objectives of the 2009-2010 enrolment policy were adapted.

On that basis, the Central Enrolment Authority devised a policy taking account of a structure defined for each school, which was used as a benchmark for the award of places, taking care to ensure a balance in the distribution of the pupil population between both schools and language sections.

Results of the 2009-2010 enrolment policy

The main data on the 2009-2010 enrolment session are as follows:

- 1951 enrolment applications were received and processed, including 89 for category III children, 13 of whom had siblings,
- 90.38% of the applications were successful in being granted admission to the first preference school,
- 273 applications for the enrolment of categories I and II children with siblings already attending the schools were received,
- 12 applications were submitted for children whose families were returning from assignments.

	Number of places accepted on 15 September 2009
Brussels I School	474
Brussels II School	485
Brussels III School	498
Brussels IV School	172
Total	1629

- 178 offers of places were refused,
- 144 enrolment applications were subsequently withdrawn by parents, 74 of them corresponding to an offer of a place in the first preference school. These withdrawals were often the result of applications for enrolment in several schools, including Belgian schools, parents often making their choice on the basis of the replies received.

Thanks to the introduction of the order of preference of schools criterion, the offer of places was perceived more positively this year. For instance, pupil numbers in the nursery and primary year classes of the language sections of the Brussels I, II and III Schools which are also open at Brussels IV (DE, EN, FR, IT and NE) increased, thus allowing consolidation of the results of the measures taken during the 2008-2009 session, which were designed to ensure the continuing existence of those language sections in the former three schools.

Of the 76 applications for a transfer between Brussels Schools, for which, under the provisions of the policy, supporting evidence, based on particular circumstances, had to be provided, 44 came from the Brussels IV School, 24 of them requesting a transfer to the Brussels III School.

As for applications for the enrolment of children of accredited assistants to members of the European Parliament, whose change of status became effective on 14 July 2009, 21 were submitted. This small number can be attributed to the late date of entry into force of the new status but also to the profile of parliamentary assistants.

Finally, 22 applications for the enrolment of category III pupils were accepted in accordance with the provisions of the enrolment policy, 11 of them being for children of the civilian staff of NATO. 18 confirmed their acceptance of the place offered.

Operation of the Central Enrolment Authority

The 2009-2010 enrolment policy was characterised by the greater complexity of its application mechanisms, the effect of which was to centralise certain tasks. In this connection, the services of the Office's lawyers and the legal assistant recruited this year had to be used on several occasions: their advice was sought not only for the management of appeals but also beforehand, for the drafting of some of the Authority's decisions. While the Authority held fewer meetings this year compared with the previous session, implementation of the policy required more and more resources to be made available at the level of the Office of the Secretary-General, significantly altering the Authority's operation. This development was the subject of an application for a new post of assistant and for earmarked appropriations for operation of the Central Enrolment Authority, which was accepted by the Board of Governors.

Enrolment policy for 2010-2011

In the light of these results, it was proposed to the Board of Governors at its December 2009 meeting that the objectives of the future enrolment policy should be adapted to match the situation as established at the beginning of the 2009-2010 school year. Given the pupil numbers already reached at the Brussels IV School, which has to remain on the Berkendael site until 2012, the priority objectives are balanced distribution of pupils amongst the four schools, which will allow pedagogical continuity to be ensured, and optimum use of resources.

The new approach, aimed at distributing classes in the four schools in order to establish a stable structure for each of them, taking account of the existing language sections and of the resources available in terms of capacity, was retained. Moreover, as secondary year 1 is to open at the Berkendael School at the beginning of the 2010-2011 school year, the filling of this class in this school needed to be ensured. To that end, it was decided to enrol all new primary year 5 pupils without any particular priority criterion in all the sections opened at the Brussels IV School and also all new secondary year 1 pupils without any particular priority criterion in the DE, EN, FR and IT sections of the same school, in order to lay the foundations of the secondary cycle.

It was with reference to those elements that the Board of Governors approved the guidelines for the enrolment policy in the Brussels Schools for the year 2010-2011.

On the basis of these guidelines, published on the European Schools' website, the Central Enrolment Authority devised the enrolment policy appended to this report and also available for consultation on the European Schools' website.

In view of the objectives adopted, devising the 2010-2011 enrolment policy proved to be a very complex task and its implementation is proving no less so.

X. REFORM OF THE EUROPEAN SCHOOLS SYSTEM – IMPLEMENTATION OF THE REFORM

The reform of the European Schools system was approved by the Board of Governors in April 2009. It comprises four parts:

1. Governance

Central governance

At central governance level, the role and function of the different organs of the European Schools have been redefined, so that, in particular, decisions can be taken at the appropriate level without the need for them systematically to be referred to the Board of Governors, which should focus on political and strategic questions.

The provisions of the reform with consequences in the organisational area were implemented as early as September 2009 and involved a reduction in the number of meetings of the different central organs, namely the Board of Governors, the Budgetary Committee, the Boards of Inspectors and the Teaching Committee. The Secretary-General adapted the corresponding sets of rules of procedure, which were then approved by the organs concerned.

The reform provides for enhancement of the role of the Secretary-General, to whom is assigned responsibility for ensuring the system's coherence, whilst at the same time greater autonomy is given to type I schools, together with responsibility for the system as a whole, with a view to overall quality assurance of the European education provided in the different types of schools, to ensure continuing recognition of the European Baccalaureate.

Local governance and autonomy of the schools

The corollary of the controlled autonomy granted by the Board of Governors to type I schools is greater responsibility for the directors, who are accountable for their management and for implementation of their budgets.

The year 2009 is considered to be a transition year for the putting in place of the structures required to exercise this autonomy.

On the model devised by the three pilot schools during the discussions on the reform, a School Advisory Council was set up in all the schools and the rules of procedure for the Administrative Board, which has increased decision-making power, were adapted in line with the decision of the Board of Governors concerning members' voting rights and the voting arrangements.

It should be pointed out that the parents challenged this decision and lodged an appeal with the Complaints Board. The Board of Governors will be informed of the Complaints Board's decision as soon as it has been delivered.

The tools required for the implementation of autonomy by all the schools, in particular, the definition of common indicators, are in the process of being devised, to allow the system's coherence to be ensured and its performance to be evaluated.

2. Opening up of the system

Since the establishment and adoption of criteria for European schooling and education by the Board of Governors at its April 2005 meeting in Mondorf, in response to the resolution of the European Parliament recommending the wider availability of the European Baccalaureate, allowing it to be taken by pupils other than those of the European Schools, significant advances have been made.

With a view to the system's opening up, the Board of Governors has in particular established a classification of the schools into:

Type I schools:

These are the European Schools set up by the Board of Governors in accordance with the provisions of the Convention defining the Statute of the European Schools, of which there are currently 14, located in seven Member States.

Type II schools:

These schools are opened at the instigation of the Member States concerned in order to facilitate the schooling of children of a European agency or institution whose numbers do not justify the setting up of a type I European School. As a result, a type II school is associated with the presence of a European agency or institution in the territory of the country in which the school is located and the school is therefore under an obligation to give priority to the enrolment of category I pupils.

The administration and funding of such schools are the responsibility of the relevant authorities in the school's host country.

The European Commission is currently studying the arrangements for making a pro rata contribution towards the funding of type II schools, according to the number of category I pupils enrolled.

Type III schools:

Type III schools are being set up as part of a *pilot project*. They are not necessarily associated with the presence of European institutions or agencies. The request to participate in the pilot project must come from a Member State, which must present a school offering European schooling and education corresponding to the criteria defined by the Board of Governors in 2005.

To date, two countries have embarked upon the procedure seeking to be granted accreditation as a type III school (the Netherlands and Germany).

Accredited schools

An accredited school is a national school, in the state (public) or private sector, located in the territory of a Member State. At the end of the accreditation procedure laid down by the Board of Governors, an Accreditation and Cooperation Agreement is signed for each school by the authorities legally responsible for it and by the Secretary-General on behalf of the Board of Governors.

The accredited school is authorised to provide European schooling and education on the basis of the existence of this agreement, which has to be renewed every two years after an audit of the school by inspectors of the European Schools.

The type II schools already accredited are:

- *Scuola per l'Europa*, Parma – Italy. Agency: EFSA (European Food Safety Authority)

- Centre for European Schooling, Dunshaughlin – Ireland. Agency: FVO (European Food and Veterinary Office)
- School of European Education, Heraklion – Greece. Agency: ENISA (European Network and Information Security Agency)
- European Schooling Helsinki – Finland. Agency: ECHA (European Chemicals Agency)
- European school, Strasbourg – France. European institutions: European Parliament and European Ombudsman. Other organisations present: Council of Europe and European Court of Human Rights.

The type II schools in the process of accreditation are:

- European schooling at the International School Manosque – France – ITER Programme. The first audit of this school took place from 22 to 26 February 2010. The inspectors' report will be presented to the Joint Teaching Committee, then to the Board of Governors.
- The Culham European Academy project in the UK.

At its meeting in April 2007 the Board of Governors decided that the European School, Culham should, over a period of seven years commencing in September 2010, be phased out as a type I European School. It also took note of the UK's proposal to transform the Culham School into an Academy (coming under the English education system) and encouraged all steps likely to enable European schooling to be put in place after 2017;

Culham will therefore close as a type I school on 31 August 2017.

The general interest file submitted to the Board of Governors at its meeting of 2 to 4 December 2009 with a view to transformation of the European School, Culham into an Academy (type II school) was approved.

A dossier of conformity will be submitted to the Joint Teaching Committee in October 2010 and to the Board of Governors in December 2010.

The UK project foresees transformation of the European School, Culham into an Academy from September 2011.

The feasibility study currently being conducted by the UK authorities should clarify the curriculum to be taught, the operating arrangements and the terms and conditions of employment of staff who will be taken over by the Academy.

The Secretary-General, for her part, is taking steps to ensure, on behalf of the Board of Governors, that all the arrangements laid down by the 'Gaignage' document concerning the closure of a European School will be made to preserve the rights of the different categories of staff, who are currently covered, as the case may be, by the Regulations for Members of the Seconded Staff, the Conditions of Employment for Part-time (locally recruited) Teachers and the Service Regulations for the Administrative and Ancillary Staff (AAS).

The type III schools in the process of accreditation are:

- The International School of The Hague – The Netherlands
- European Schooling, Bad Vilbel (*Land* (State) of Hesse) – Germany.

Fact sheets on the types II and III schools appear in Annex III.

The European Baccalaureate in accredited schools

The European Baccalaureate, in its present form, can be offered in an accredited school after the signing of an additional agreement to the Accreditation Agreement recognising the education provided in secondary years 6 and 7, which must conform in every respect to the curriculum taught in type I European Schools. The same accreditation procedure as for the previous years must be followed.

At present, only *Scuola per l'Europa* in Parma has secondary years 6 and 7 leading to the European Baccalaureate. In 2009, it entered 12 candidates for the European Baccalaureate for the very first time, under the auspices of the European School, Varese, which awarded the certificate to the successful candidates.

Other accredited schools are set to take their students up to the European Baccalaureate in the near future. It is therefore important to find with all speed a definitive legal solution to the problem of award of the certificate to these students.

Review of the results

Opening up of the system has been a gradual process so far. The decisions taken to cater for the schooling needs of children of the staff of European agencies or institutions located in various Member States have subsequently been subsumed into the more comprehensive process of reform of the system.

The criteria for European schooling and education defined in Mondorf in 2005 and the political will for opening up have allowed accreditation of schools with very different characteristics, ranging from the closest possible reproduction of the European Schools model to integration of pupils into the national education system, supplemented by specific teaching, particularly in mother tongue.

After five years' experience, the time has come for an initial review of the results, in order to consolidate the legal, organisational and financial aspects of opening up of the system, which constitutes one of the major advances of recent years and is undoubtedly the future of the educational model of the European Schools.

3. Reform of the Baccalaureate – State of play of the work of the 'European Baccalaureate' Working Group

Taking account of the previous work of the initial 'European Baccalaureate' Working Group, of the recommendations of the external evaluation of the European Baccalaureate and of the reports of the Chairmen of the 2004-2008 European Baccalaureate sessions, the Baccalaureate Unit produced a document presenting a summary of the recommendations made so far and a series of proposals, which was then used as a basis for discussion by the 'European Baccalaureate' Working Group and the Board of Inspectors (doc. 2009-D-85-en-4 'Reform of the European Baccalaureate: Summary of the recommendations').

The objectives following from the aim of the reform of the Baccalaureate, referred to in this document, and which have guided the work of the 'European Baccalaureate' Working Group can be summarised as follows:

- propose simpler organisational arrangements for the examination;
- reduce the cost without, however, jeopardising the Baccalaureate's quality;
- revise the content and organisation of the examination so that it meets the present-day requirements of Universities;
- make arrangements to publicise the certificate more widely and make it more easily accessible.

Amongst the proposals included in the 'Reform of the European Baccalaureate: Summary of the recommendations' document, a consensus of the members of the Working Group was reached on some and they were ratified by a decision of the Board of Governors in December 2009.

Decisions were thus taken on the presentation of the examination question papers to the Chairman of the Bacca-laureate Examining Board and on the organisation and conduct of the examinations in the schools.

In addition, at the same meeting, the Board of Governors approved document 2009-D-559-en-3, entitled 'Special arrangements for the Bacca-laureate for candidates with special needs'.

For the handling of appeals concerning the Bacca-laureate examinations, it was proposed by the 'European Bacca-laureate' Working Group that the Board of Governors be requested, at its April 2010 meeting, to agree to amendment of Article 12 of the Arrangements for implementing the Regulations for the European Bacca-laureate to allow appeals to be dealt with by the General Secretariat and the Chairman of the Bacca-laureate Examining Board, so that candidates can have the decision on their appeals as quickly as possible.

As far as the pedagogical aspects are concerned, at its January 2009 meeting, the Board of Governors decided to grant an extra year to the 'European Bacca-laureate' Working Group so that it can make proposals with a view to their implementation for the 2013 Bacca-laureate.

The 'European Bacca-laureate' Working Group has recommended revision of the syllabuses of the different subjects so that they match the requirements of present-day pedagogy. The revision of some syllabuses has just been completed or will be completed shortly.

The measures involving making candidates' examinations scripts anonymous and sending them to markers electronically will be introduced as soon as the preparatory work undertaken by the Bacca-laureate Unit so permits.

The 'European Bacca-laureate' Working Group is continuing its work and is considering in particular:

- the number of written and oral examinations;
- the introduction of interdisciplinary project work in year 6;
- counting the marks for the year 6 final examinations towards the preliminary mark for the Bacca-laureate;
- a possible change to the marking system;
- the question of single or double marking;

together with the other proposals contained in document 2009-D-85-en-4, entitled 'Reform of the Bacca-laureate – Summary of the recommendations'.

4. Funding of the system: sharing out of the costs of seconded staff amongst the Member States (cost sharing)

Several Member States experience difficulties in filling the posts requested of them by the schools to meet pedagogical needs and every year several dozen posts are not filled, for teaching in the vehicular languages in general and in English in particular, which is studied by almost all pupils (L1, 2 and 3).

The non-binding general principle of proportionality between the percentage of pupils who are nationals of a Member State and the percentage of seconded staff, adopted in Helsinki in April 2008, makes it possible for those Member States which so wish to second staff in a language different from their mother tongue. The teacher's level of linguistic competence in the target language has to be checked beforehand by the seconding authority.

The table below, produced on the basis of this general principle, shows the situation in 2009.

Member States	Number of pupils per country	Breakdown of pupils by Member State (%)	Seconded staff: Teachers, Educational Advisers, Librarians and Directors and Deputy Directors	Seconded staff: Bursars	Seconded staff: OSGES	TOT	TOTAL SECONDED STAFF	Required number of Staff in relation to the number of pupils
German	3357	15,64%	239	3	2	244	16,14%	236
Austrian	298	1,39%	22	0	1	23	1,52%	21
Belgian	2082	9,70%	208	5	0	213	14,09%	146
British	1935	9,02%	240	0	1	241	15,94%	136
Bulgarian	219	1,02%	0	0	0	0	0,00%	15
Cypriot	31	0,14%	0	0	0	0	0,00%	2
Danish	716	3,34%	34	0	0	34	2,25%	50
Spanish	1834	8,55%	84	1	1	86	5,69%	129
Estonian	147	0,69%	3	0	0	3	0,19%	10
Finnish	641	2,99%	31	0	0	31	2,05%	45
French	2724	12,69%	184	0	2	186	12,30%	192
Greek	739	3,44%	44	0	1	45	2,97%	52
Hungarian	262	1,22%	15	0	0	15	0,99%	18
Irish	465	2,17%	61	0	0	61	4,03%	33
Italian	2157	10,05%	107	0	0	107	7,08%	152
Latvian	124	0,58%	1	0	0	1	0,06%	9
Lithuanian	190	0,89%	9	0	0	9	0,59%	13
Luxembourg	225	1,05%	21	1	0	22	1,45%	16
Maltese	64	0,30%	3	0	0	3	0,19%	4
Dutch	1175	5,48%	80	1	0	81	5,36%	83
Polish	313	1,46%	21	0	0	21	1,38%	22
Portuguese	617	2,88%	33	0	0	33	2,18%	43
Romanian	180	0,84%	0	0	0	0	0,00%	12
Slovak	130	0,61%	4	0	0	4	0,26%	9
Slovenian	78	0,36%	1	0	0	1	0,06%	5
Swedish	587	2,74%	35	0	0	35	2,31%	41
Czech	169	0,79%	12	0	0	12	0,79%	12
TOTAL	21459	100,00%	1492	11	8	1.511	100,00%	

Note:

Adding the countries other than the 27 MS, a total pupil population of 22331 is obtained; 872 pupils are not nationals of the 27 MS.

XI. CONCLUSION

After several years during which it was very much involved in the work on the reform of the European Schools system, the General Secretariat is delighted that the Board of Governors approved the broad lines of this reform at its April 2009 meeting.

The major project now in progress, therefore, is implementation of the different aspects of this reform. It is undoubtedly the essential task of the coming two years after the current transition year.

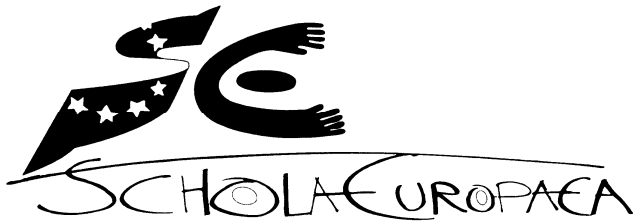
In addition to the obvious priorities of actual putting in place of the new governance, in which each organ must find its own niche at the service of the whole, and of devising the tools required for the schools' autonomy, there is the urgent need for in-depth reflection on the system's opening up and the reform of the European Baccalaureate, in order to ensure the smooth operation of a unique high-quality European education system which is now open to the outside world.

Work on this major project must not, however, mean losing sight of the increasingly heavy workload for the General Secretariat represented by the routine management tasks which it is required to perform, covering all areas of activity of the system, bearing in mind that other particularly delicate issues, such as the Brussels Schools, and several pedagogical issues, will also need to be kept under very close review and monitored accordingly.

We are fully prepared to take up the challenge of such an undertaking, but whilst thanking the Board of Governors for the favourable reception which it gave in 2008 to the applications for administrative posts submitted to it, I would draw its attention to the fact that the General Secretariat remains an administration of modest size to perform all the duties expected of it. In that connection, I would like to thank all the members of the Office for their invaluable cooperation.

ANNEXES

- I. **FACTS AND FIGURES ON THE START OF THE 2009-2010 SCHOOL YEAR
(2009-D-2910-en-2)**
- II. **POLICY ON ENROLMENT IN THE BRUSSELS EUROPEAN SCHOOLS FOR THE 2010-
2011 SCHOOL YEAR**
- III. **FACT SHEETS ON TYPES II AND III SCHOOLS**



Schola Europaea

Office of the Secretary-General

Ref.: 2010-D-569-en-2

Orig.: FR

Facts and figures on the beginning of the 2010-2011 school year in the European Schools

Board of Governors of the European Schools

Meeting in Brussels on 1, 2 and 3 December 2010

INTRODUCTION

This document contains a number of facts and figures, as at 15 October 2010, on the situation of the European Schools (type I) after the beginning of the 2010-2011 school year, in terms of pupil population, of choices of languages by pupils and of staff (seconded, locally recruited teachers and AAS).

This document also includes figures on pupils' repeat rate for the 2009-2010 school year and the 2010 Bacculaureate results.

These facts and figures will subsequently be incorporated into the Secretary-General's annual report, which will be presented to the Board of Governors in April 2011.

I. DEVELOPMENT OF THE PUPIL POPULATION

1. Total pupil population

Table EL1 shows pupil numbers for each school and the total numbers for the system as a whole, year on year, for the period 2007-2010 and the percentage variation year on year over the reference period. The last column shows the percentage variation in pupil numbers over the period as a whole.

Table EL 1: Pupil population from 2007 to 2010

Schools	2007		2008		2009		2010		Difference between 2007 and 2010	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	1017	2,73%	1029	1,17%	1020	-0,87%	1035	1,47%	18	1,76%
Bergen	554	-1,60%	565	1,98%	586	3,71%	608	3,75%	54	9,74%
Brussels I	3045	3,08%	3057	0,39%	3112	1,79%	3074	-1,22%	29	0,95%
Brussels II	2893	-0,89%	2904	1,43%	3030	4,33%	3089	1,94%	196	6,77%
Brussels III	2621	-0,94%	2649	1,06%	2811	6,11%	2902	3,23%	281	10,72%
Brussels IV	172		438		594		809	36,19%	637	
Culham	827	-0,60%	835	0,96%	835	0,00%	807	-3,35%	-20	-2,41%
Frankfurt	978	4,38%	1053	7,66%	1085	3,03%	1085	0,00%	107	10,94%
Karlsruhe	1001	3,84%	979	-2,19%	976	-0,30%	943	-3,38%	-58	-5,79%
Luxembourg I	3376	2,77%	3437	1,80%	3468	0,90%	3475	0,20%	99	2,93%
Luxembourg II	897	-2,71%	888	-1,00%	910	2,47%	943	3,62%	46	5,12%
Mol	657	0,46%	718	9,28%	752	4,73%	789	4,92%	132	20,09%
Munich	1666	4,19%	1756	5,40%	1848	5,23%	1901	2,86%	235	14,10%
Varese	1317	0,00%	1341	1,82%	1304	-2,75%	1318	1,07%	1	0,07%
Total	21021	2,13%	21649	2,98%	22331	3,15%	22778	2,00%	1757	8,35%

The total population of the European Schools on 15 October 2010 was 22 778 pupils, representing an average growth rate of 2% compared with 2009, although this covers markedly different situations according to the Schools.

For instance, the Frankfurt and Munich Schools have high growth rates, as a result of the increase in the number of staff of the European Central Bank and the European Patent Office. The Mol School has also seen its pupil numbers rise by 20%, as a result notably of the creation of an Anglophone section from September 2008.

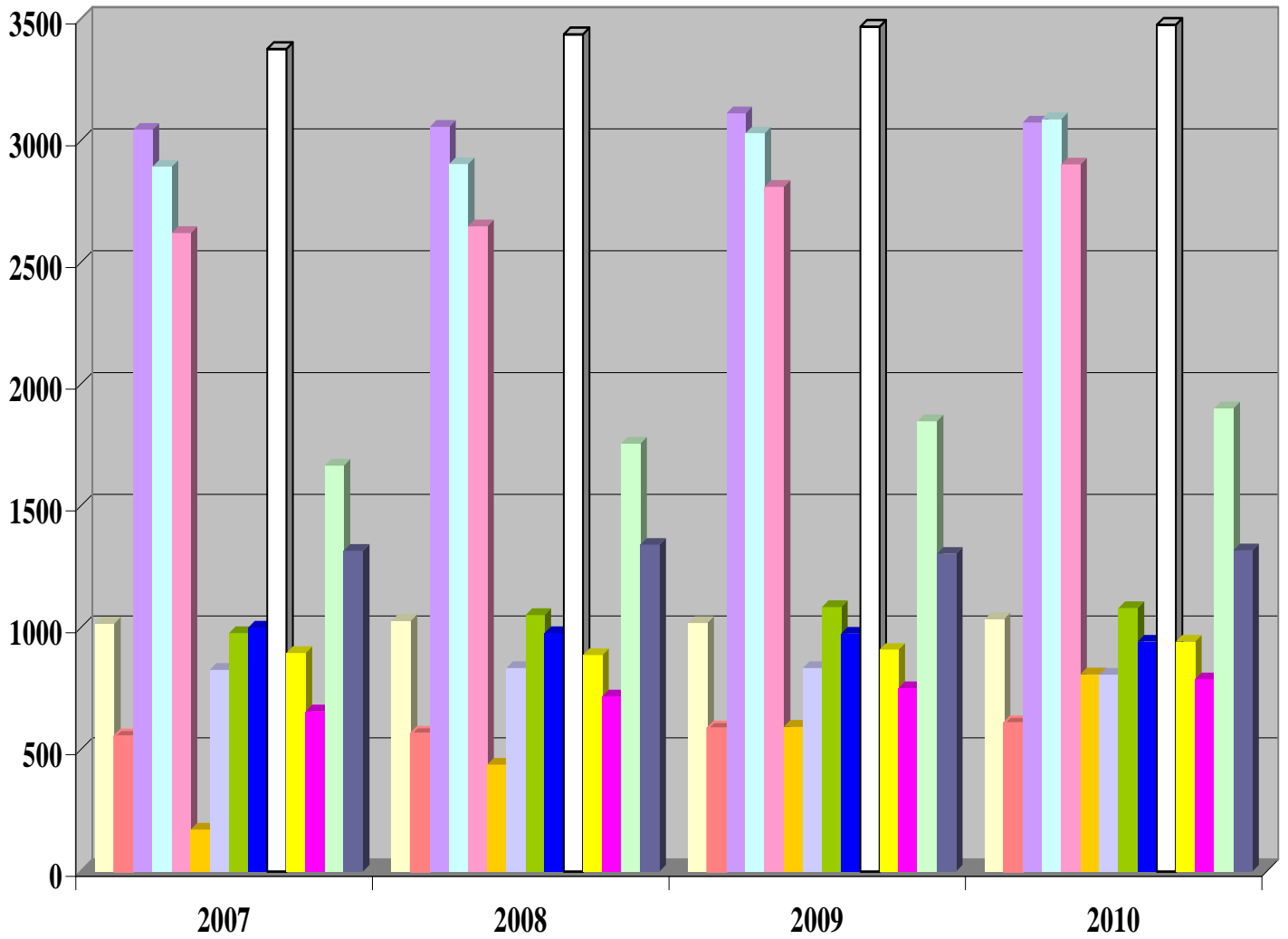
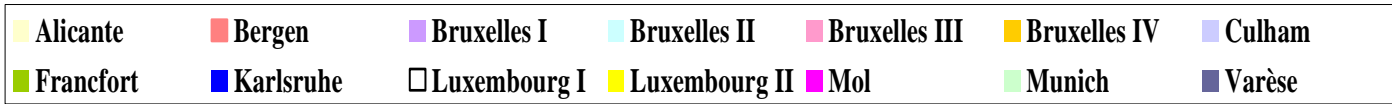
62.73% of the total pupil population is to be found in the Brussels (43.34%) and Luxembourg (19.39%) Schools.

In Luxembourg, the Luxembourg I School is continuing to cater for all secondary pupils, pending the availability of the Mamer/Bertrange School, scheduled for 2012.

In Brussels, the three old Schools continue to be overcrowded, while the Brussels IV School has 809 pupils on roll (up 36% on last year) at its Berkendael transition site.

The April 2007 decision of the Board of Governors to phase out the Culham School from 2010 has led to a 3.35% fall in pupil numbers, no pupils having been admitted at nursery class 1 level.

The project to transform the school into an Academy (Type II school) coming under the English education system is expected to go ahead after the Board of Governors has approved the transfer of the existing European School to a Charity Trust, which will take responsibility for it as from 1 September 2011.



2. Pupil population by category

Tables EL 2a, EL 2b and EL 2c show, for each year from 2007 to 2010, the number of pupils in the three categories and the percentage for which each category accounts in relation to the total number of pupils in each school. The last two columns in each of these tables give the variation, in absolute and percentage terms, in pupil numbers in the various categories in each school and in the system as a whole over the same period.

Table EL 2a: Pupil population from 2007 to 2010, Category I population

Schools	2007		2008		2009		2010		Difference between 2007 and 2010	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	402	39,53%	423	41,11%	430	42,16 %	463	44,73 %	61	15,17%
Bergen	101	18,23%	95	16,93%	99	16,89 %	106	17,43 %	5	4,95%
Brussels I	2684	86,36%	2683	87,82%	2.767	88,91 %	2.772	90,17 %	88	3,27%
Brussels II	2631	90,94%	2665	91,83%	2809	92,77%	2.884	93,36 %	253	9,61%
Brussels III	2346	89,54%	2409	90,97%	2624	93,38%	2.725	93,90 %	379	16,15%
Brussels IV	166	96,51%	416	95,85%	577	97,47%	789	97,53 %	623	375,30%
Culham	113	13,66%	114	13,65 %	106	12,69%	99	12,27 %	-14	-12,38%
Frankfurt	553	56,54%	611	58,02 %	680	62,67%	721	66,45 %	168	30,37%
Karlsruhe	159	15,88%	158	16,12 %	167	17,16%	168	17,82 %	9	5,66%
Luxembourg I	2634	78,02%	2722	79,17 %	2.783	80,25%	2.818	81,07 %	184	6,98%
Luxembourg II	655	73,02%	661	74,86 %	687	76,33%	735	77,94 %	80	12,59%
Mol	148	22,53%	146	20,33 %	140	18,64%	141	17,87 %	-7	-4,72%
Munich	1178	70,71%	1272	72,48 %	1.371	74,23%	1.439	75,70 %	261	22,15%
Varese	715	54,29%	714	53,20 %	712	54,60%	753	57,13 %	38	5,31%
Total	14485	68,90%	15089	69,75 %	15952	71,50 %	16.613	72,93%	2.128	14,68%

Category I pupils are mainly children of officials and contract staff (at least one year) of the EU institutions and of the staff of the Schools, and of the European Patent Office in the case of Munich.

The percentage of pupils belonging to Category I has been steadily increasing in recent years and this category now accounts for almost 73% of the pupil population of the system as a whole.

The Brussels and Luxembourg Schools, where there are large numbers of EU officials and the inadequacy of the infrastructure requires a restrictive enrolment policy to be enforced for Categories II and III pupils, have the highest percentage of Category I pupils – **over 90% in the four Brussels Schools** – whereas the schools located in places where the number of EU officials is small have a far lower percentage of such pupils.

At Varese, over half of the pupils are Category I pupils, while at Munich pupils belonging to this category, the vast majority of whom are children of staff of the European Patent Office, account for over three quarters of the pupil population.

In the two newer Schools outside the Brussels/Luxembourg region – Alicante and Frankfurt – the increase in the percentage of this category of pupil has continued, with Frankfurt now having reached 66.45%.

This upward trend is, moreover, continuing at Frankfurt, where the number of applications for enrolment of children of staff of the European Central Bank is increasing steadily.

It should also be pointed out that in Brussels, only 38% of Category I pupils attend the European Schools. This gives an idea of the infrastructure which would be required if entitled pupils not currently attending the European Schools were to apply for enrolment.

Table EL 2b: Pupil population from 2007 to 2010, Category II population

Schools	2007		2008		2009		2010		Difference between 2007 and 2010	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	4	0,39%	3	0,29%	1	0,10%	3	0,29 %	-4	-25,00%
Bergen	8	1,44%	3	0,53%	3	0,51%	3	0,49 %	-5	-62,50%
Brussels I	55	1,77%	56	1,83%	57	1,83%	53	1,72 %	-2	-3,63%
Brussels II	106	3,66%	101	3,48%	100	3,30%	101	3,27 %	-5	-4,71%
Brussels III	45	1,72%	44	1,66%	46	1,64%	48	1,65 %	3	6,66%
Brussels IV	4	2,33%	15	3,46%	9	1,52%	10	1,24 %	6	
Culham	36	4,35%	41	4,91%	20	2,40%	21	2,60 %	-15	-41,66%
Frankfurt	79	8,08%	91	8,64%	88	8,11%	88	8,11 %	9	11,39%
Karlsruhe	248	24,77%	284	28,98%	282	28,98%	267	28,31 %	19	7,66%
Luxembourg I	208	6,16%	211	6,14%	195	5,62%	191	5,49 %	-17	-8,17%
Luxembourg II	116	12,93%	106	12,00%	76	8,44%	74	7,85 %	-42	-36,20%
Mol	24	3,65%	23	3,20%	19	2,53%	21	2,66 %	-3	-12,50%
Munich	124	7,44%	128	7,29%	124	6,71%	132	6,94 %	8	6,45%
Varese	231	17,54%	235	17,51%	190	14,57%	172	13,05 %	-59	-25,54%
Total	1288	5,13%	1341	6,20%	1.210	5,42%	1.184	5,20 %	-104	-8,07%

Category II pupils are admitted under the terms of agreements entered into between the Schools and certain organisations and companies. By virtue of these agreements, a fee is paid for each pupil thus admitted which is equivalent to the actual cost to the school's budget of the education provided.

This category of pupils currently accounts for just over 5% of the total pupil population. Their numbers fell sharply in 2009 in several schools owing to the impact of the economic crisis.

In view of the accommodation constraints, the Board of Governors decided no longer to sign any Category II contracts for the Brussels Schools. This is also the case in Luxembourg, following decisions of the Administrative Boards.

Category II pupils account for 28.31% of the pupil population of the Karlsruhe School and 13.05% of that of Varese, which has lost 63 pupils in two years as a result of the economic crisis. Luxembourg II has also been affected by the crisis.

The enrolment of Category II pupils is obviously attractive for those Schools which have sufficient space or need extra numbers to create a vibrant pedagogical environment for their pupils.

In the current economic crisis context, in view in particular of the method in force for calculation of the level of the fee payable for Category II pupils, a marked decline in the number of Category II pupils has been noted, resulting in a fall in the total number of pupils and hence a rise in the cost per pupil.

The question of the setting of the level of Category II school fees remains a sensitive issue which will be discussed again at the Budgetary Committee's March 2011 meeting on the basis of an analysis of the different local situations and of the impact on the schools' budget of any change to the current situation.

Table EL 2c: Pupil population from 2007 to 2010, Category III population

Schools	2007		2008		2009		2010		Difference between 2007 and 2010	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	611	60,08%	603	58,60%	589	57,75%	569	54,98 %	-42	-6,87%
Bergen	445	80,32%	463	82,53%	484	82,59%	499	82,07 %	54	12,13%
Brussels I	368	11,84%	316	10,34%	287	9,22%	249	8,10 %	-119	-32,33%
Brussels II	156	5,39%	136	4,69%	119	3,93%	104	3,37 %	-52	-33,33%
Brussels III	229	8,74%	195	7,36%	140	4,98%	129	4,45 %	-100	-43,66%
Brussels IV	2	1,16%	3	0,69 %	4	0,68%	10	1,24 %	8	
Culham	677	81,86%	680	81,44 %	709	84,91%	687	85,13 %	10	1,47%
Frankfurt	346	35,38%	351	33,33 %	317	29,22%	276	25,44 %	-70	-20,23%
Karlsruhe	594	59,34%	538	54,90 %	524	53,85%	508	53,87 %	-86	-14,47%
Luxembourg I	534	15,82%	505	14,69 %	490	14,13%	466	13,41 %	-68	-12,54%
Luxembourg II	126	14,05%	116	13,14 %	137	15,22%	134	14,21 %	8	6,34%
Mol	485	73,82%	549	76,46 %	591	78,70%	627	79,47 %	142	29,27%
Munich	364	21,85%	355	20,23 %	352	19,06%	330	17,36 %	-34	-9,34%
Varese	371	28,17%	393	29,28 %	402	30,83%	393	29,82 %	22	5,92%
Total	5308	21,13%	5.203	24,05 %	5.146	23,06%	4.981	21,87 %	-327	-6,14%

Category III pupils are pupils whose parents are required to pay school fees, the level of which is determined by the Board of Governors.

They currently account for 21.87% of the pupils of the European Schools. Category III pupil numbers are down in both absolute and relative terms. The fall is particularly marked in Brussels, where a highly restrictive policy is applied on account of the overall overcrowding. At the Mol School, on the other hand, Category III pupil numbers have risen by almost 30% as a result in particular of the opening of an Anglophone section.

3. Pupil population by nationality and by category

Table EL 2d shows the number of pupils from each of the Member States and the percentage of the total number of pupils from the Member States represented by the pupils from each Member

State. These figures are given by category and for the overall situation. It should be noted that for the purposes of this table, pupils who are nationals of countries other than the Member States are disregarded. Consequently, the total population figures do not correspond exactly to the figures in the previous tables where pupils' nationality was not taken into account.

The figures in this report, compiled on 15 October 2010, concern the 27 EU Member States, after the most recent enlargement wave which saw Bulgaria and Romania accede to the EU in 2007.

In addition, there are some 891 pupils, i.e. 3.9% of the total population, who are nationals of non-EU countries.

Table EL 2d: Pupil population by nationality and by category
Member States of the European Union

	Category I		Category II		Category III		Total	
	Population	%	Population	%	Population	%	Population	%
Germans	2176	63,77 %	227	6,65 %	1009	29,57 %	3412	14,98 %
Austrians	282	91,26 %	6	1,94 %	21	6,80 %	309	1,36 %
Belgians	1763	81,92 %	55	2,56 %	334	15,52 %	2152	9,45 %
British	1196	64,12 %	127	6,81 %	542	29,06 %	1865	8,19 %
Bulgarian	238	94,07 %	10	3,95 %	5	1,98 %	253	1,11 %
Cypriot	31	100,00 %	0		0		31	0,14 %
Danish	493	72,50 %	67	9,85 %	120	17,65 %	680	2,99 %
Spanish	1388	74,98 %	41	2,22 %	422	22,80 %	1851	8,13 %
Estonian	166	98,22 %	1	0,59 %	2	1,18 %	169	0,74 %
Finnish	628	95,44 %	10	1,52 %	20	3,04 %	658	2,89 %
French	2150	77,11 %	154	5,52 %	484	17,36 %	2788	12,24 %
Greek	638	84,28 %	12	1,59 %	107	14,13 %	757	3,32 %
Hungarian	279	97,21 %	2	0,70 %	6	2,09 %	287	1,26 %
Irish	408	85,17 %	13	2,71 %	58	12,11 %	479	2,10 %
Italian	1471	66,50 %	175	7,91 %	566	25,59 %	2212	9,71 %
Latvian	139	97,89 %	0		3	2,11 %	142	0,62 %
Lithuanian	216	98,63 %	1	0,46 %	2	0,91 %	219	0,96 %
Luxembourg	178	79,46 %	3	1,34 %	43	19,20 %	224	0,98 %
Maltese	75	98,68 %	1	1,32 %	0		76	0,33 %
Dutch	477	41,19 %	52	4,49 %	629	54,32 %	1158	5,08 %
Polish	315	90,77 %	10	2,88 %	22	6,34 %	347	1,52 %
Portuguese	522	90,78 %	10	1,74 %	43	7,48 %	575	2,52 %
Romanian	192	92,31 %	7	3,37 %	9	4,33 %	208	0,91 %
Slovak	152	97,44 %	1	0,64 %	3	1,92 %	156	0,68 %
Slovene	94	97,92 %	2	2,08 %	0		96	0,42 %
Swedish	506	84,47 %	31	5,18 %	62	10,35 %	599	2,63 %
Czech	165	89,67 %	4	2,17 %	15	8,15 %	184	0,81 %
Total	16338	100,00%	1022	100,00%	4527	100,00%	21887	100,00%

Catégorie I
 Catégorie II
 Catégorie III

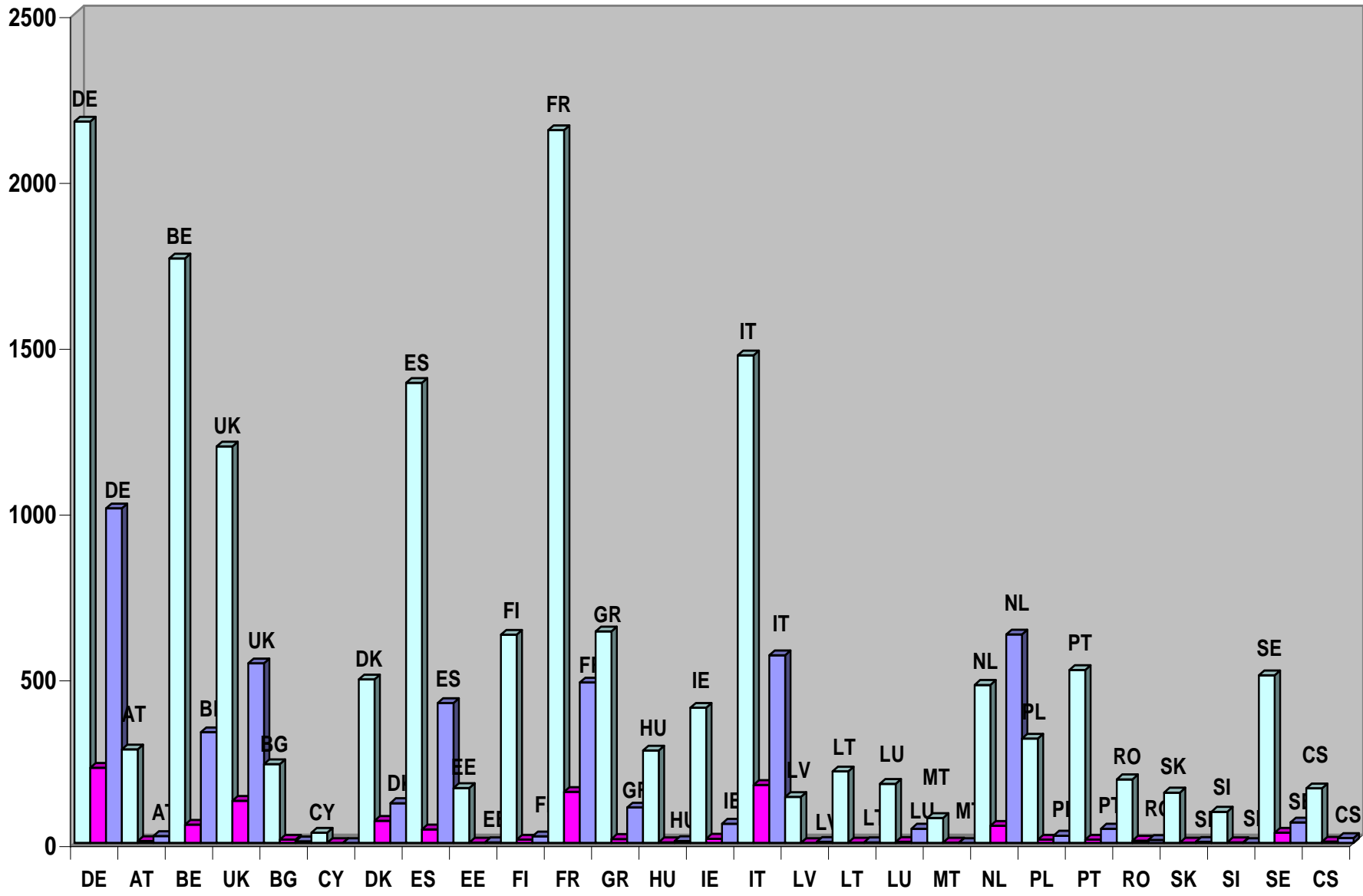
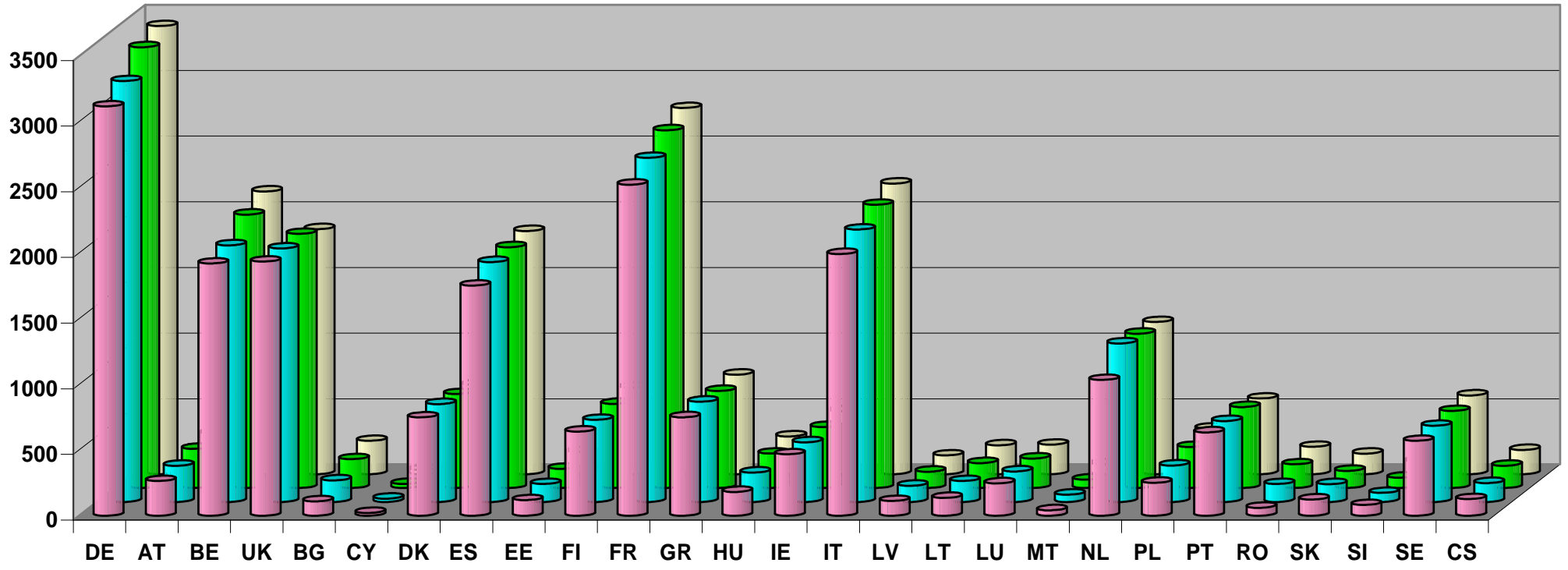
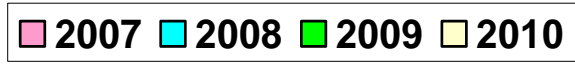


Table EI2d a: Development of the pupil population by nationality according to the Member States

Nationality	2007	2008	2009	2010	Difference between 2007 and 2010	
					Population	%
German	3118	3205	3357	3412	294	9,43%
Austrian	265	275	298	309	44	16,60%
Belgian	1921	1954	2082	2152	231	12,02%
British	1936	1930	1935	1865	-71	-3,67%
Bulgarian	110	164	219	253	143	130,00%
Cypriot	22	25	31	31	9	40,91%
Danish	749	745	716	680	-69	-9,21%
Spanish	1753	1826	1834	1851	98	5,59%
Estonian	119	136	147	169	50	42,02%
Finnish	641	625	641	658	17	2,65%
French	2522	2620	2724	2788	266	10,55%
Greek	750	763	739	757	7	0,93%
Hungarian	182	223	262	287	105	57,69%
Irish	468	454	465	479	11	2,35%
Italian	1994	2074	2157	2212	218	10,93%
Latvian	113	123	124	142	29	25,66%
Lithuanian	136	159	190	219	83	61,03%
Luxembourg	247	232	225	224	-23	-9,31%
Maltese	42	55	64	76	34	80,95%
Dutch	1035	1207	1175	1158	123	11,88%
Polish	251	277	313	347	96	38,25%
Portuguese	635	616	617	575	-60	-9,45%
Romanian	61	136	180	208	147	240,98%
Slovak	124	135	130	156	32	25,81%
Slovene	82	69	78	96	14	17,07%
Swedish	571	580	587	599	28	4,90%
Czech	127	143	169	184	57	44,88%
Total	19974	20751	21459	21887	1913	9,58%



4. Pupil population by teaching level

Table EL 3: Population by teaching level from 2007 to 2010

Schools	Cycle	2007		2008		2009		2010		Difference between 2007 and 2010	
		Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	Nursery	120	-0,83%	121	0,83%	109	-9,91%	120	10,09%	0	0,00%
	Primary	377	0,00%	363	-3,71%	361	-0,55%	356	-1,39%	-21	-5,57%
	Secondary	520	5,69%	545	4,80%	550	0,91%	559	1,64%	39	7,50%
Total Alicante		1017	2,73%	1029	1,17%	1020	-0,87%	1035	1,47%	18	1,77%
Bergen	Nursery	54	12,50%	53	-1,85%	64	20,75%	62	-3,13%	8	14,81%
	Primary	189	0,00%	201	6,34%	209	3,98%	222	6,22%	33	17,46%
	Secondary	311	-4,60%	311	0,00%	313	0,64%	324	3,51%	13	4,18%
Total Bergen		554	-1,60%	565	1,98%	586	3,71%	608	3,75%	54	9,75%
Brussels I	Nursery	251	-11,31%	186	-25,89%	222	19,35%	240	8,11%	-11	-4,38%
	Primary	1181	3,14%	1190	0,76%	1130	-5,04%	1091	-3,45%	-90	-7,62%
	Secondary	1613	5,70%	1681	4,21%	1760	4,69%	1743	-0,97%	130	8,06%
Total Brussels I		3045	3,08%	3057	0,39%	3112	1,79%	3074	-1,22%	29	0,95%
Brussels II	Nursery	192	-15,79%	215	11,97%	292	35,81%	306	4,79%	114	59,38%
	Primary	1034	-0,96%	1006	-2,70%	1058	5,16%	1123	6,14%	89	8,61%
	Secondary	1667	1,21%	1683	0,95%	1680	-0,17%	1660	-1,19%	-7	-0,42%
Total Brussels II		2893	-0,89%	2904	0,38%	3030	4,33%	3089	1,95%	196	6,77%
Brussels III	Nursery	157	-1,88%	166	5,73%	229	37,95%	262	14,41%	105	66,88%
	Primary	897	-8,00%	875	-2,45%	922	5,37%	940	1,95%	43	4,79%
	Secondary	1567	3,71%	1608	2,61%	1660	3,23%	1700	2,41%	133	8,49%
Total Brussels III		2621	-0,94%	2649	1,06%	2811	6,11%	2902	3,24%	281	10,72%
Brussels IV	Nursery	77		174		170		168	-1,18%	91	
	Primary	95		264		424		570	34,43%	475	
	Secondary	0						71			
Total Brussels IV		172		438		594		809		637	
Culham	Nursery	72	5,88%	67	-6,94%	65	-2,98%	45	-30,77%	-27	-37,50%
	Primary	315	-5,97%	309	-1,90%	296	-4,20%	279	-5,74%	-36	-11,43%
	Secondary	440	2,56%	459	4,31%	474	3,26%	483	1,90%	43	9,77%
Total Culham		827	-0,60%	835	0,96%	835	0,00%	807	-3,35%	-20	-2,42%
Frankfurt	Nursery	120	-6,98%	131	9,16%	130	-0,76%	142	9,23%	22	18,33%
	Primary	413	2,48%	428	3,63%	421	-1,63%	417	-0,95%	4	0,97%
	Secondary	445	9,88%	494	11,01%	534	8,09%	526	-1,50%	81	18,20%
Total Frankfurt		978	4,38%	1053	7,66%	1085	3,03%	1085	0,00%	107	10,94%
Karlsruhe	Nursery	77	48,08%	75	-2,59%	96	28,00%	106	10,42%	29	37,66%
	Primary	351	-2,50%	327	-6,83%	315	-3,66%	296	-6,03%	-55	-15,67%
	Secondary	573	3,80%	577	0,69%	565	-2,07%	541	-4,25%	-32	-5,58%
Total Karlsruhe		1001	3,84%	979	-2,19%	976	-0,30%	943	-3,38%	-58	-5,79%
Luxemb. I	Nursery	305	7,77%	298	-2,29%	308	3,35%	339	10,06%	34	11,15%
	Primary	923	6,34%	930	0,75%	945	1,61%	903	-4,44%	-20	-2,17%
	Secondary	2148	0,66%	2209	2,83%	2215	0,27%	2233	0,81%	85	3,96%
Total Luxembourg I		3376	2,77%	3437	1,80%	3468	0,90%	3475	0,20%	99	2,93%
Luxemb. II	Nursery	217	7,43%	212	-2,30%	215	1,41%	213	-0,93%	-4	-1,84%
	Primary	680	-5,56%	676	-0,58%	695	2,81%	730	5,04%	50	7,35%
	Secondary										
Total Luxembourg II		897	2,71%	888	-1,00%	910	-7,89%	943	3,63%	46	5,13%
Mol	Nursery	58	18,37%	55	-5,17%	64	16,36%	72	12,50%	14	24,14%
	Primary	186	-5,58%	230	23,65%	239	3,91%	249	4,18%	63	33,87%
	Secondary	413	1,23%	433	4,84%	449	3,69%	468	4,23%	55	13,32%
Total Mol		657	0,46%	718	9,28%	752	4,59%	789	4,92%	132	20,09%
Munich	Nursery	116	8,41%	124	6,89%	112	-9,67%	117	4,46%	1	0,86%
	Primary	727	3,56%	747	2,75%	805	7,76%	834	3,60%	107	14,72%
	Secondary	823	4,18%	885	7,53%	931	5,19%	950	2,04%	127	15,43%
Total Munich		1666	4,19%	1756	5,40%	1848	5,23%	1901	2,86%	235	14,11%
Varese	Nursery	128	14,29%	117	-8,59%	112	-4,27%	102	-8,93%	-26	-20,31%
	Primary	469	-4,29%	511	8,95%	482	-5,67%	502	4,15%	33	7,04%
	Secondary	720	0,70%	713	-0,97%	710	-0,42%	714	0,56%	-6	-0,83%
Total Varese		1317	0,00%	1341	1,82%	1304	-2,75%	1318	1,07%	1	0,08%
Total	Nursery	1944	5,54%	1993	2,52%	2188	9,78%	2294	4,84%	350	18,00%
	Primary	7837	0,41%	8057	2,80%	8302	3,04%	8512	2,53%	675	8,61%
	Secondary	11240	2,79%	11599	3,19%	11841	3,00%	11972	1,11%	732	6,51%
Grand totals		21021	2,13%	21649	2,98%	22331	3,15%	22778	2,00%	1757	8,35%

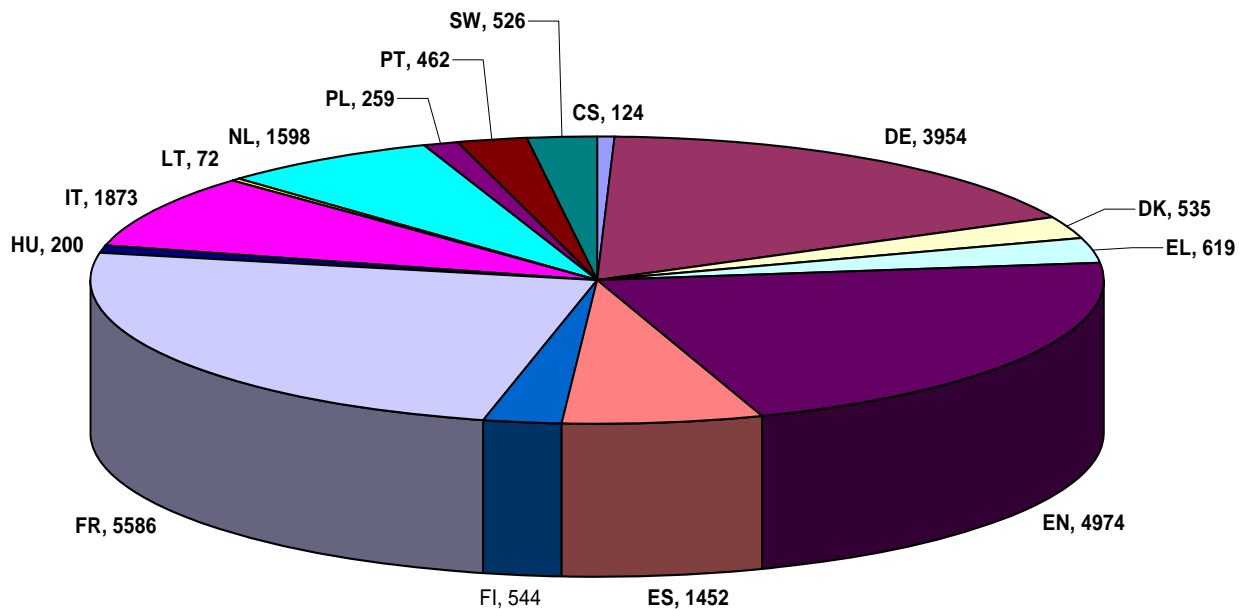
Table EL 3 shows, for each year under review, the number of pupils at each teaching level (Nursery, Primary and Secondary) in each school and in the system as a whole, as well as the percentage variation year on year since 2007. The last two columns show the differences, in absolute and percentage terms, recorded for each teaching level in each school and in the system as a whole for the period since 2007.

5. Pupil population by language section

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

Table LANG SECT 1: Language sections – 2010-2011 school year

Schools	CS	DE	DK	EL	EN	ES	FI	FR	HU	IT	LT	NL	PL	PT	SW	Total
Alicante		182			280	380		193								1035
Bergen		9			225			106				268				608
Brussels I		306	261		562	304		983	158	333			167			3074
Brussels II		321			463		374	719		307	72	231		288	314	3089
Brussels III	91	324		410	531	435		816				295				2902
Brussels IV		132			192			369		83		33				809
Culham		207			331			252		12		5				807
Frankfurt		369			339			204		173						1085
Karlsruhe		388			331			199		18		7				943
Luxembourg I		395	166	100	650	272	170	839		150		255	92	174	212	3475
Luxembourg II	33	119	108	68	152			261	42	160						943
Mol		77			270			157		3		282				789
Munich		888		41	302	61		275		231		103				1901
Varese		237			346			213		403		119				1318
Total	124	3954	535	619	4974	1452	544	5586	200	1873	72	1598	259	462	526	22778



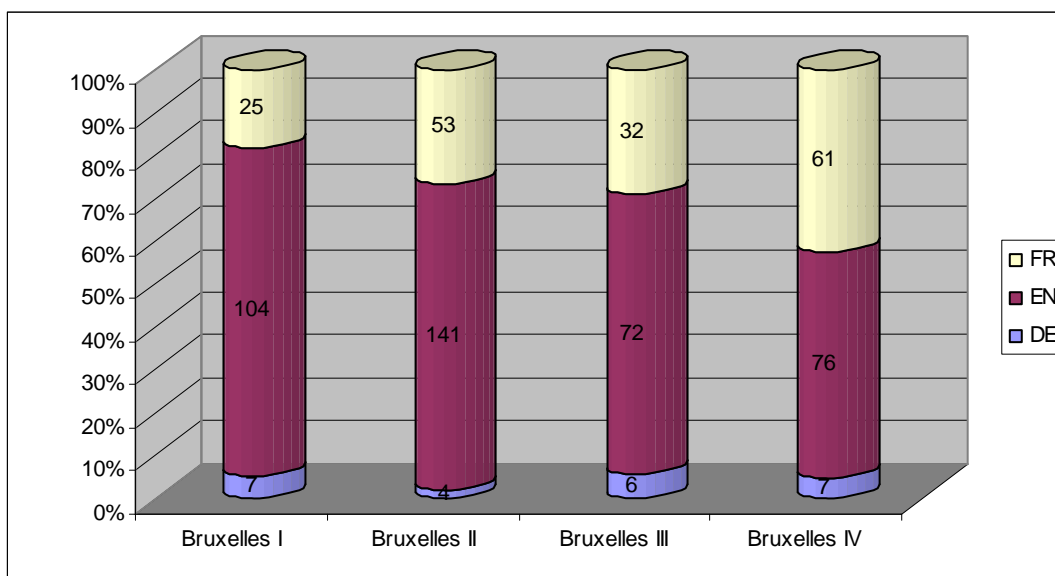
Broadly speaking, pupil numbers in the different language sections reflect the size of the population in question in Europe, but clearly the languages of those countries which are host countries to the schools and the EU institutions are particularly well represented in the schools.

The concentration of the institutions in cities (Brussels and Luxembourg) which are largely Francophone is reflected in the size of the Francophone sections. The Francophone section accounts for almost a third of the total number of pupils on roll at the Brussels I School and for 45% at the Brussels IV School. All the schools have a Francophone section and a German section. However, the German section at Bergen is being phased out. There is now an Anglophone section in every school following the creation of such a section at Mol from September 2008.

The Anglophone sections have the highest percentage of SWALS.

The table and graph below show the number and percentage of SWALS in the four Brussels Schools.

	DE	%	EN	%	FR	%	TOTAL
Brussels I	7	5,15%	104	76,47	25	18,38	136
Brussels II	4	2,02%	141	71,21	53	26,77	198
Brussels III	6	5,45%	72	65,45	32	29,09	110
Brussels IV	7	4,86%	76	52,78	61	42,36	144
Total	24	4,08%	393	66,83%	171	29,08%	588



The Lithuanian section set up at Brussels II for the nursery and primary in 2006 now has 72 pupils on roll. The secondary school pupils are generally enrolled in the Anglophone section.

In the case of the smaller language sections, classes (year groups) are grouped together according to pupil numbers, in accordance with the decisions of the Board of Governors.

SWALS Table

The table below shows the number of SWALS in the European Schools, broken down by language section, nationality and teaching level, for the 2010-2011 school year

SWALS are pupils for whom there is no language section corresponding to their mother tongue in the European Schools.

These pupils have to be enrolled in one of the language sections existing in the school. They can, however, be given learning support in the language of the section into which they have been integrated and also receive mother tongue tuition.

<i>Language section</i>		DE				EN				ES				FR				IT				NL				Total:
		Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	
Alicante	<i>Nationality</i>	EE		1				1		1			1													3
	FI						2		2	1	4		5													7
	HU					2	2	1	5	2	1		3													8
	IT					1			1	2	10	6	18	1	1		2									21
	LT					1	2		3																	3
	NL							7	7	3	13	4	20													27
	PL						1		1	1			1													2
	PT					1	1		2	1	3		4	1	1	1	3									9
	SK			1	1																					1
	SI		1		1			3	3																	4
SE					1		1	2	1	3		4													6	
Alicante	Total		2	1	3	6	8	13	27	12	34	10	56	2	2	1	5									91
Bergen	<i>Nationality</i>	CS					1	1	2																	2
	DE					3	8	17	28						2	2										30
	DK																		1						1	1
	ES						7	2	9																	9
	FR																			1						1
	IT					1	3	7	11							1	1									12
	LT						1		1																	1
	PT																						1	1	2	2
	SI					1	1		2																	2
	SE					1	1	1	3							1	1									4
Bergen	Total					6	22	28	56						4	4						1	2	1	4	64
Brussels I		BG			4	4		7	30	37					1		8	9								50
		SI	1	2		3	4	13	22	39					4	4	3	11								53
		RO						1	27	28					1	1	3	5								33
Brussels I	Total	1	2	4	7	4	21	79	104					6	5	14	25									136

It should be noted that although not officially SWALS, **48 Maltese pupils** are enrolled in the Anglophone section of the Brussels I School.

<i>Language section</i>		DE				EN				ES				FR				IT				NL				Total:
<i>Cycle:</i>		Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	
Brussels II	EE	2			2	8	23	25	56					12	16	2	30									88
	LV	1	1		2	4	19	20	43					6	10	2	18									63
	LT							42	42							5	5									47
Brussels II	Total	3	1		4	12	42	87	141					18	26	9	53									198
Brussels III	CS			2	2			22	22							8	8									32
	SK	1	1	2	4	5	20	25	50					8	12	4	24									78
Brussels III	Total	1	1	4	6	5	20	47	72					8	12	12	32									110
Brussels IV	BG		3		3	3	31	9	43					6	21	2	29									75
	RO	1	3		4	5	23	5	33					13	18	1	32									69
Brussels IV	Total	1	6		7	8	54	14	76					19	39	3	61									144
Culham	<i>Nationality</i> DK	1	1		2		11	14	25																	27
	ES						2	3	5																	5
	IT						3	20	23																	23
	NL						7	30	37																	37
	PT						2		2																	2
Culham	Total	1	1		2		25	67	92																	94
Frankfurt	BG	2	1		3	2	1		3																	6
	CS		1		1		1		1																	2
	DK	2	2		4																					4
	GR	3	1		4	2	4	2	8					1	1		2									14
	ES	6	8	1	15	7	18	12	37						1		1									53
	FI		2	2	4	1	5	8	14						1		1									19
	HU	3	2		5																					5
	NL	2	2	1	5	4	13	8	25					1			1									31
	PL					4	5	2	11					1			1									12
	PT	3	3		6	3	2	2	7																	13
	SK						2	1	3																	3
	SI		1		1		1	1	2																	3
	SE	2	6		8		2	3	5					1	1		2									15
Frankfurt	Total	23	29	4	56	23	54	39	116					4	4		8									180

<i>Language section</i>			DE				EN				ES				FR				IT				NL				Total:	
<i>Cycle:</i>			Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total		
Karlsruhe	<i>Nationality</i>	BG		1		1																					1	
		CS	1	2		3																					3	
		DK						2	4	6																	6	
		ES			3	3	1		4	5																	8	
		FI	1	1		2	1	1		2																	4	
		HU	1			1	2			2																	3	
		IT		4	22	26		1	3	4				2				2									32	
		NL			3	3	1	7	12	20																	23	
		PL	1	1	2	4			2	2							1	1									7	
		PT		2	8	10			1	1																	11	
		SE							1	1				1	1													2
		Karlsruhe	Total	4	11	38	53	5	12	32	49				2			2	4									106
Luxembourg 1	<i>Nationality</i>	BG	3	1	1	5	1	9	8	18				12	20	3	35									58		
		CS			2	2			16	16						5	5									23		
		EE	2	1		3	8	13	22	43				5	15		20									66		
		HU			3	3			11	11						2	2									16		
		LV		2		2	1	9	23	33				9	9	1	19									54		
		LT		1		1	3	4	26	33				12	27	6	45									79		
		PL			1	1			7	7						1	1									9		
		RO							1	1						2	2									9		
		SK							12	12						1	1									13		
		SI							4	4																	4	
Luxembourg 1	Total	5	5	7	17	13	35	130	178				38	71	21	130									325			
Luxembourg II	<i>Nationality</i>	RO	2	5		7		6		6				7	8		15									28		
		SK	2	1		3	3	7		10				4	5		9									22		
		SI					1	3		4				5	6		11									15		
Luxembourg II	Total	4	6		10	4	16		20				16	19		35									65			
Mol	<i>Nationality</i>	DK																				2	2			2		
		ES	1			1								1			1					1				3		
		HU					2	1		3																3		
		IT					2	1	6	9												4				13		
		LT					1	1		2																1		
		PL							2	2																2		
		PT							2	2					4		4									6		
SE					3	2		5																5				
Mol	Total	1			1	2	7	14	23				1	4		5					7		7		36			

<i>Language section</i>		DE				EN				ES				FR				IT				NL				Total:
<i>Cycle:</i>		Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	
Munich	<i>Nationality</i>	-	1		1	1			1					1			1									3
	BG	1	3		4	1	1		2																	6
	CS		2	1	3		1	2	3																	6
	DK		7	14	21		1	2	3																	24
	EL	1		53	54	1		12	13					1		2	3									70
	EE		3		3																					3
	ES	10		50	60			11	11					1			1									72
	FI	3	1	5	9	2	1		3																	12
	HU	2	5	3	10	1	1		2																	12
	IT	7			7	1			1																	8
	LV			1	1																					1
	LT	1	1		2																					2
	NL	2			2	1			1					1			1									4
	PL	1	6	4	11																					11
	PT	5	7	2	14	1	1	1	3																	17
	RO	2	4	1	7									1			1									8
	SE		6	12	18		3	3	6						3	1	4									28
Munich	Total	36	45	146	227	9	9	31	49					5	3	3	11									287
Varese	<i>Nationality</i>	BG				2	1	2	5										1							6
	CS																		2							2
	DK			1	1		1	8	9						1		1		3	7	10					21
	GR					1	5	8	14					1	1	2	4		4	4	8		2	2		28
	ES	1	2	1	4	2	7	18	27						1	3	4	1	11	13	25					60
	FI					1	5	4	10										1	1	2					12
	HU		2	3	5	2	4	5	11																	16
	LV						1	1	2																	2
	LT							1	1																	1
	PL	1	1		2	1	3	6	10										2		2					14
	PT			2	2	1	2	11	14										3	2	5					21
	RO							4	4							1	1									5
	SK					2	1		3									1	1		2					5
	SI					1	1		2																	2
	SE		1	2	3	1	4		5									3	5		8					16
Varese	Total	2	6	9	17	14	36	67	117					1	3	6	10	5	33	27	65			2	2	211
Grand totals																										
<i>Language section</i>		DE				EN				ES				FR				IT				NL				TOTAL
<i>Cycle:</i>		Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	Nurs	Prim	Sec	Total	
<i>Total:</i>		82	115	213	410	111	361	648	1.120	12	34	10	56	119	185	79	383	5	33	27	65	1	9	3	13	2047

Pupil population by language section, category and teaching level for the 2010-2011 school year

This table shows the population of each language section in each school, broken down into categories of pupils and teaching level – Nursery, Primary and Secondary.

Schools	Language section		cs			de			dk			el			en			es			fi			fr			hu			it			lt			nl			pl			pt			sw			Total:
	Cycle	Category	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
Alicante	nursery					10		13							16		10	26		17				23		5																			120			
	primary					38		27							38	2	51	90		55				36		19																			356			
	secondary					29		65							44	1	118	67		125				46		64																			559			
Alicante		Total:				77		105							98	3	179	183		197				105		88																			1.035			
Bergen	nursery														6	1	17							5		8										3		22							62			
	primary														23	1	60							8		26										10		94							222			
	secondary					1		8							21	1	95							10		49										19		120							324			
Bergen		Total:				1		8							50	3	172							23		83							32		236										608			
Culham	nursery					2		11							2		16							1		13																			45			
	primary					5	1	70							14	3	88							9	1	81			7																279			
	secondary					15	7	96							30	2	176							21	6	120			5							1		4							483			
Culham		Total:				22	8	177							46	5	280							31	7	214			12							1		4							807			
Brussels I	nursery					25		1	28						26			25						73		25			21		1							15							240			
	primary					102	2	13	94		4				195	5	7	111		3				280	4	4	67		109	7	7						77							1.091				
	secondary					129	3	31	124		11				279	9	41	147	6	12				543	10	69	66		137	7	44						74		1					1.743				
Brussels I		Total:				256	5	45	246		15				500	14	48	283	6	15				896	14	73	158		267	14	52						166		1					3.074				
Brussels II	nursery					26									30		1					41	1	56			25	1	23			21	2					27			52				306			
	primary					115	1	2							120	11	3					161	1	208	6	4	99	4	10	49		73	3	3			96	3	4	145	2				1.123			
	secondary					167	6	4							266	19	13					170		399	27	19	158	3	7			101	5	23			147	3	8	109	4	2				1.660		
Brussels II		Total:				308	7	6							416	30	17					372	2	663	33	23			282	7	18	72			195	10	26			270	6	12	306	6	2	3.089		
Brussels III	nursery		25			27						38			47		2	53						49								20		1								262						
	primary		65		1	109		2				122	2	5	134	2	5	136		2				249	7	5						85	2	7								940						
	secondary					178		8				230	3	10	294	14	33	236	3	5				480	12	14						148	3	29								1.700						
Brussels III		90		1	314		10				390	5	15	475	16	40	425	3	7				778	19	19						253	5	37							2.902								
Brussels IV	nursery					34									31									80			12	1			10													168				
	primary					88	2								132	2	3							253	3		60	4			22		1								570							
	secondary					8									22	1	1							31	2		6																		71			
Brussels IV		Total:				130	2								185	3	4							364	5		78	5			32		1							809								
Frankfurt	nursery					59	2	2							40	1								16	3	6		8		5											142							
	primary					130	3	8							123	2	6							48	12	11		27	9	38											417							
	secondary					95	15	55							114	14	39							41	19	48		20	8	58											526							
Frankfurt		Total:				284	20	65							277	17	45							105	34	65		55	17	101										1.085								

Schools	Language section		cs			de			dk			el			en			es			fi			fr			hu			it			lt			nl			pl			pt			sw			Total:
	Cycle	Category	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
Karlsruhe	nursery					16	1	28							7	1	20							8	4	21																			106			
	primary					36	42	45							14	52	34							7	12	50			4																296			
	secondary					41	47	132							25	87	91							11	18	68			1	13							3	2	2							541		
Karlsruhe	Total:					93	90	205							46	140	145							26	34	139			1	17							3	2	2							943		
Luxembourg 1	nursery					39		2							47	1	1	29		24				100	1	2							15	5	4	18		4	20	2	1	16	5	3	339			
	primary					81	1	6							136	1	12	87	1	12	59	4	6	234	3	3							51	12	26	39	4	36	3	8	55	15	8	903				
	secondary					194	11	61	80	37	49	92	1	7	363	24	65	123	8	12	71	1	5	448	16	32			96	16	38				76	16	50	25	2	81	4	19	83	3	24	2.233		
Luxembourg 1	Total:					314	12	69	80	37	49	92	1	7	546	26	78	239	9	24	154	5	11	782	20	37			96	16	38				142	33	80	82	10	137	9	28	154	23	35	3.475		
Luxembourg II	nursery		11	1	18	1	6	9	4	17	5	21	1	4										71	2	16	1	21	1	3													213					
	primary		15	1	5	60	8	26	51	21	23	37	2	7	100	9	17							169	8	11	25	94	20	21													730					
Luxembourg II	Total:		26	1	6	78	9	32	60	21	27	54	2	12	121	10	21							240	10	11	41	1	115	21	24													943				
Mol	nursery					6		6							8		14							2		14							10		12							72						
	primary					6		13							13	4	81							5	2	39							14	1	71							249						
	secondary					9		37							24	6	120							13	3	79			3				31	5	138							468						
Mol	Total:					21		56							45	10	215							20	5	132			3				55	6	221							789						
Munich	nursery					63	1								24	1								27	1																	117						
	primary					325	12	5		10	31	84	11	9	46	4	11							121	3	2		55	27	31				17	1	29							834					
	secondary					374	15	93							129	17	27							102	6	13		35	32	51				27	1	28							950					
Munich	Total:					762	28	98		10	31	237	29	36	46	4	11							250	10	15		90	59	82				44	2	57							1.901					
Varese	nursery					7	2	5							27	8								7	3	7		17	4	4				7		4							102					
	primary					44	12	37							61	38	25							47	6	23		104	15	45				23	4	18							502					
	secondary					58	13	59							105	44	38							80	5	35		137	15	62				29	3	31							714					
Varese	Total:					109	27	101							193	90	63							134	14	65		258	34	111				59	7	53							1.318					
GRAND TOTALS			cs			de			dk			el			en			es			fi			fr			hu			it			lt			nl			pl			pt			sw			Total:
			1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
	nursery		36		1	332	7	74	37		4	55		5	332	14	85	133		17	65		1	518	14	76	41		1	104	5	15	23			86	7	43	33	4	47	2	1	68	5	3	2.294	
	primary		80	1	6	1.139	84	254	145	21	27	169	4	43	1.187	143	401	470	5	83	220	5	6	1.674	67	278	92			548	82	167	49			295	23	249	116	4	132	6	12	200	17	8	8.512	
	secondary					1.298	117	649	204	37	60	322	4	17	1.716	239	857	573	17	154	241	1	5	2.225	124	610	66			589	82	281				434	36	425	99	3	228	7	27	192	7	26	11.972	
	Total:		116	1	7	2.769	208	977	386	58	91	546	8	65	3.235	396	1.343	1.176	22	254	526	7	11	4.417	205	964	199	1	1.241	169	463	72				815	66	717	248	11	407	15	40	460	29	37	22.778	

II. CHOICES OF LANGUAGES

Choices of foreign languages

The three tables below give details of European School pupils' choices of language for study.

Language 2 is a pupil's first foreign language, which is studied from primary year 1 and is the medium of instruction (vehicular language) in a number of subjects in secondary school. Language 3 is a compulsory subject in secondary school from year 2 to year 5 and may be taken up to Baccalaureate level. Language 4 is optional and may be studied from secondary year 4. (Some schools also offer a Language 5 which pupils may take at beginner level as a complementary course forming part of the curriculum of secondary years 6 and 7).

Table LANG 2 shows the percentage of pupils choosing English, French and German as Language 2 in the current year. Pupils' range of choices of Language 2 is confined to English, French and German up to secondary year 5. In years 6 and 7, although one of these three languages must be the vehicular language for the study of certain subjects, the choice of a different Language 2 may be possible, conditional upon proven knowledge of the language in question. This is the most often the language of the school's host country.

Table LANG 2: Choice of Language 2, 2010-2011 school year

Schools	German	English	French	Other (as from secondary year 6)
Alicante	10,95 %	65,90 %	16,96 %	6,18 %
Bergen	10,09 %	66,77 %	19,58 %	3,56 %
Brussels I	6,19 %	63,86 %	29,66 %	0,28 %
Brussels II	4,93 %	59,93 %	35,08 %	0,06 %
Brussels III	6,08 %	54,92 %	38,77 %	0,23 %
Brussels IV	4,23 %	70,42 %	25,35 %	
Culham	8,30 %	68,83 %	22,87 %	
Frankfurt	49,72 %	46,37 %	3,91 %	
Karlsruhe	48,72 %	39,42 %	11,86 %	
Luxembourg I	14,34 %	56,26 %	29,41 %	
Luxembourg II				
Mol	4,89 %	58,09 %	37,02 %	
Munich	47,07 %	44,98 %	7,95 %	
Varese	10,70 %	71,74 %	17,01 %	0,55 %
Total	17,40%	59,03%	22,72%	

English clearly continues to be by far the most popular choice for Language 2, except in the schools in Germany, where German is chosen by approximately half of the pupils enrolled in a language section other than the German section.

Tables LANG 3a and LANG 4a show the most popular choices, in each school, of languages for study of Language 3 and Language 4 respectively.

Table LANG 3a: The three most frequently chosen languages in each School as Language 3 on entry into secondary year 2, 2010-2011 school year

Schools	Choice 1		Choice 2		Choice 3	
	Language	%	Language	%	Language	%
Alicante	French	46,15%	Spanish	28,21%	German	16,67%
Bergen	Spanish	43,75%	Dutch	20,83%	French	16,67%
Brussels I	French	30,07%	Spanish	25,68%	English	20,61%
Brussels II	French	29,18%	English	27,47%	Spanish	17,60%
Brussels III	English	27,61%	Spanish	23,51%	French	18,28%
Brussels IV						
Culham	Spanish	51,85%	Italian	22,22%	French	13,58%
Frankfurt	Spanish	31,25%	English	30,00%	German	18,75%
Karlsruhe	Spanish	46,03%	English	22,22%	French	20,63%
Luxembourg I	French	34,73%	English	30,54%	German	19,16%
Luxembourg II						
Mol	Spanish	22,27%	French	24,24%	English	19,70%
Munich	English	36,61%	French	23,42%	German	17,09%
Varese	Spanish	27,97%	Italian	26,27%	French	17,80%

Table LANG 4a: The three most frequently chosen languages in each School as Language 4 on entry into secondary year 4, 2010-2011 school year

Schools	Choice 1		Choice 2		Choice 3	
	Language	%	Language	%	Language	%
Alicante	Italian	57,58%	French	39,39%	English	3,03%
Bergen	Dutch	30,00%	French	25,00%	Italian	25,00%
Brussels I	Spanish	41,82%	Dutch	21,82%	German	19,09%
Brussels II	Spanish	41,53%	German	17,80%	Italian	10,17%
Brussels III	Spanish	47,18%	Dutch	21,14%	Italian	14,63%
Brussels IV						
Culham	Spanish	100,00%				
Frankfurt	Spanish	55,56%	Italian	25,93%	French	18,52%
Karlsruhe	Spanish	55,56%	French	25,00%	Dutch	19,44%
Luxembourg I	Spanish	43,40%	German	26,42%	Italian	14,47%
Luxembourg II						
Mol	Spanish	100,00%				
Munich	Spanish	62,72%	Italian	21,57%	French	15,69%
Varese	Spanish	42,22%	Italian	28,89%	French	17,78%

It would appear that those pupils who have not chosen English as Language 2 tend to do so at Language 3 level. However, by far the most popular choice as Language 3 and Language 4 is Spanish – which is not available as Language 2.

III. DEVELOPMENT OF STAFF

Table ENS 1 – Seconded staff

Table ENS1 shows the number of seconded staff in each school, i.e. the number of teachers, educational advisers, librarians and executive staff (Directors and Deputy Directors) seconded by the Member States for the 2010-2011 school year.

Schools	Cycle						TOTAL
	Nursery	Primary	Secondary				
Teachers			Advisers	Librarians	Executive staff		
Alicante	5	20	50	3	0	3	81
	TOTAL						81
Bergen	2	12	31	2	0	3	50
	TOTAL						50
Brussels I	8	59	117	10	1	3	198
	TOTAL						198
Brussels II	12	62	119	9	0	3	205
	TOTAL						205
Brussels III	6	46	115	9	0	3	179
	TOTAL						179
Brussels IV	6	25	2	0	0	3	36
	TOTAL						36
Culham	2	15	31	2	0	3	53
	TOTAL						53
Frankfurt	5	19	39	3	0	3	69
	TOTAL						69
Karlsruhe	3	18	44	2	0	3	70
	TOTAL						70
Luxembourg I	9	55	156	13	3	4	240
	TOTAL						240
Luxembourg II	10	40	0	0	0	2	52
	TOTAL						52
Mol	3	16	46	3	1	3	72
	TOTAL						72
Munich	1	34	63	5	0	3	106
	TOTAL						106
Varese	5	31	63	5	1	3	108
	TOTAL						108
GRAND TOTALS	TOTAL NURSERY	TOTAL PRIMARY	TOTAL SECONDARY				TOTAL
	77	452	876	66	6	42	1519

If the seconded staff of the Office of the Secretary-General of the European Schools (8) and the Bursars of the European Schools (11) are added, the total number of seconded staff is **1538**.

Table ENS 1a – Seconded teaching staff

Table ENS 1a shows the number of members of the teaching staff seconded by each Member State in the system as a whole and in each school for the 2010-2011 school year. It also shows the percentage of the total seconded teaching staff from each Member State.

Country	Total	%	Ali	Berg	Br1	Br2	Br3	Br4	Cul	Frf	Kar	Lu1	Lu2	Mol	Mun	Var
Germany	230	16,37%	16	4	15	20	16	5	13	20	26	24	6	12	35	18
Austria	20	1,42%			5	1	1	1		3		3			5	1
Belgium	173	12,31%	9	7	22	28	28	10	1	4	2	26	7	15	6	8
Denmark	31	2,20%			14				1			8	6		1	1
Spain	78	5,55%	20	1	16	2	15		1	1	1	14		1	3	3
Estonia	3	0,21%				2						1				
Finland	28	1,99%				17						11				
France	182	12,95%	5	5	31	24	25	3	12	7	12	25	4	9	8	12
UK	247	17,58%	13	8	29	30	28	5	14	14	16	36	6	9	18	21
Greece	37	2,63%					21					8	5		3	
Hungary	14	0,99%			11								3			
Ireland	59	4,19%	4	2	9	8	8	2	3	3	2	7	1	3	2	5
Italy	97	6,90%	1	1	16	14	3	5	1	11	2	8	6	1	9	19
Latvia	1	0,07%				1										
Lithuania	7	0,49%				5						2				
Luxembourg	18	1,28%	4			2	3					5	1		2	1
Malta	2	0,14%			1								1			
Netherlands	78	5,55%		16		10	9	2	2		4	10		13	5	7
Poland	34	2,41%			13	13						7			1	
Portugal	16	1,13%	1				1					12				2
Slovakia	4	0,28%					3						1			
Slovenia	2	0,14%			2											
Sweden	34	2,41%	2	1		16						12		2		1
Czech Republic	10	0,07%					6					1	3			
TOTAL	1405	100,00%	75	45	184	193	167	33	48	63	65	220	50	65	98	99

The number of seconded teaching posts not filled by the Member States totalled 64 at the beginning of the new school year in September 2010 (21 in the nursery and primary – 43 in the secondary). Of these 64 posts, 27 are Anglophone.

In response to the UK's comments about the imbalance between the percentage of UK pupils and that of seconded teachers of the same nationality, at its April 2008 meeting in Helsinki, the Board of Governors adopted general principles to determine fair cost sharing amongst the Member States based on proportionality for each Member State between the total number of seconded posts required and the percentage of their nationals in the schools.

On the basis of the total number of seconded posts required, a maximum theoretical threshold was determined for each Member State with reference to the percentage of pupils who are nationals of the country in question.

A structural approach was adopted whereby Member States which so wish are allowed to second teachers to teach as non-native speakers in a given language, in certain cases and subject to prior checking of their linguistic competence. Criteria for carrying out this check prior to appointment were approved by the Board of Governors in January 2009.

After two years, it is to be noted that few Member States are prepared to fill posts requiring teachers to teach in a vehicular language.

During that period a single Member State seconded one teacher to teach English Language 2. The same Member State will also second a teacher for a similar post at the beginning of the next school year.

Two other Member States had expressed an interest in filling a post for the 2009-2010 school year, one for foreign language (L2), the other for physical education. In the end those posts were not filled.

For the 2011-2012 school year, seven posts for subjects taught in a vehicular language (Physical Education, Music, Art) might be filled by non-native speakers, as might two posts of educational adviser. These figures do not take account of the following subjects, which might also be taken into consideration:

- Foreign languages (L2, 3, 4)
- Human sciences (history and geography)
- Economics
- Mathematics
- Science subjects

Table ENS2: Development of locally recruited teachers – 2007-2010

Table ENS2 gives for each year since 2007 a number of locally recruited teachers for each school. This number corresponds to full-time teacher equivalents, i.e. with a teaching load of 21 weekly periods in the secondary and 25.5 weekly hours in the primary.

Ecoles	2007	2008	2009	2010	Difference between 2007 and 2010	
	Locally recruited teachers	Locally recruited teachers	Locally recruited teachers	Locally recruited teachers	Locally recruited teachers	%
Alicante	15	19	24	22	7	46,67%
Bergen	15	18	20	21	6	40,00%
Brussels I	69	76	77	72	3	4,35%
Brussels II	48	49	54	46	-2	-4,16%
Brussels III	47	48	60	66	19	40,43%
Brussels IV	2	10	14	22	20	
Culham	28	27	30	28	0	0,00%
Frankfurt	31	35	35	46	15	48,39%
Karlsruhe	32	34	38	35	3	9,38%
Luxembourg I	72	82	97	83	11	15,28%
Luxembourg II	11	13	12	11	0	0,00%
Mol	17	19	15	13	-4	-23,53%
Munich	65	62	73	70	5	7,69%
Varese	36	50	49	43	7	19,44%
Total	488	542	598	578	90	18,44%

Table ENS 2a: Seconded staff and locally recruited teachers (full-time equivalent) for the 2010-2011 school year

Schools	Seconded teachers	Ed. Advisers/ Librarians	Executive staff	Total Seconded staff		Locally recruited teachers	Locally recruited teachers	Locally recruited teachers religion and ethics	Total Locally recruited teachers		Total
						Primary	Secondary				
Alicante	75	3	3	81	79%	12	7	3	22	21%	103
Bergen	45	2	3	50	70%	7	12	2	21	30%	71
Brussels I	184	11	3	198	73%	22	40	10	72	27%	270
Brussels II	193	9	3	205	82%	11	24	11	46	18%	251
Brussels III	167	9	3	179	73%	23	30	13	66	27%	245
Brussels IV	33	0	3	36	62%	14	6	2	22	38%	58
Culham	48	2	3	53	65%	4	20	4	28	35%	81
Frankfurt	63	3	3	69	60%	14	28	4	46	40%	115
Karlsruhe	65	2	3	70	67%	10	21	4	35	33%	105
Luxembourg I	220	16	4	240	74%	22	50	11	83	26%	323
Luxembourg II	50	0	2	52	83%	9	0	2	11	17%	63
Mol	65	4	3	72	85%	5	6	2	13	15%	85
Munich	98	5	3	106	60%	27	36	7	70	40%	176
Varese	99	6	3	108	72%	18	20	5	43	28%	151
Total	1405	72	42	1519	72%	198	300	80	578	28%	2097

Table ENS2a shows the total number of seconded staff in each school, i.e. the number of teachers, educational advisers, librarians and executive staff (Directors and Deputy Directors) seconded by the Member States for the 2010-2011 school year.

The table also gives a figure for the number of locally recruited teachers for each school. This number corresponds to the number mentioned in table ENS2. However, it also gives a breakdown of primary and secondary locally recruited teachers and of religion/ethics locally recruited teachers.

Table ENS 3 – Pupil to Educational Adviser ratio

Table ENS3 gives information about the pupil to educational adviser ratio in the secondary schools.

Schools	2007		2008		2009		2010	
	Ed. Advisers	Pupil-Ed. Adv. ratio	Ed. advisers	Pupil-Ed. Adv. ratio	Ed. Advisers	Pupil-Ed. Adv. ratio	Ed. Advisers	Pupil-Ed. adv. ratio
Alicante	3	173	3	182	3	183	3	186
Bergen	1	311	2	155	2	156	2	162
Brussels I	9	179	10	168	10	176	10	174
Brussels II	9	185	9	187	9	187	9	184
Brussels III	8	196	9	179	9	184	9	189
Brussels IV	0	0	0	0	0	0	0	0
Culham	2	220	2	230	2	237	2	241
Frankfurt	1	445	2	247	3	178	3	175
Karlsruhe	3	191	3	192	3	188	2	270
Luxembourg I	13	165	12	184	13	170	13	172
Luxembourg II	0	0	0	0	0	0	0	0
Mol	2	206	2	216	2	224	3	156
Munich	4	206	4	221	4	233	5	190
Varese	5	144	5	143	4	177	5	143
Total	60	187	63	184	64	185	66	181

Table PAS 1 – Administrative and ancillary staff

Table PAS 1 shows the number of posts of administrative and ancillary staff in each school and at the Office of the Secretary-General for the years 2007 to 2010 according to the organigrams included in the budgets. It also shows the percentage difference between the number of such staff members at the beginning and end of that period.

Table PAS 1: Number of posts of administrative and ancillary staff from 2007 to 2010 according to the organigrams appearing in the budgets					
Schools	2007	2008	2009	2010	Diff. 2007-2010 (%)
Alicante	17,50	18,00	18,00	19,50	11,43
Bergen	14,50	14,50	14,50	14,50	0,00
Brussels I	35,45	37,95	37,95	37,45	5,64
Brussels II	31,50	36,00	36,50	36,00	14,29
Brussels III	31,50	30,00	31,50	34,25	8,73
Brussels IV	15,00	14,50	14,50	16,50	10,00
Culham	16,50	16,50	16,50	16,50	0,00
Frankfurt	17,50	17,50	18,00	18,50	5,71
Karlsruhe	18,30	17,30	17,80	19,10	4,37
<i><u>Luxembourg:</u></i>	<i>56,50</i>	<i>56,00</i>	<i>59,50</i>	<i>63,50</i>	<i>12,39</i>
Luxembourg I	38,00	38,50	40,00	43,00	13,16
Luxembourg II	18,50	17,50	19,50	20,50	10,81
Mol	15,00	15,00	15,00	15,00	0,00
Munich	26,10	27,40	28,00	30,00	14,94
Varese	22,78	22,78	23,43	23,43	2,85
OSGES	29,50	30,00	35,50	37,50	27,12
TOTAL	347,63	353,43	366,68	381,73	9,81

Posts of nursery assistant are included in this table (**2007: 62.6 – 2008: 68.9 – 2009: 59.5 – 2010: 70.25**). The year on year variations in the number of AAS posts are due largely to posts of nursery assistant, which are created or discontinued according to the number of pupils in the nursery classes, in accordance with the relevant decisions of the Board of Governors.

There are also **46.04** posts of auxiliary staff in the schools to be taken into account. Those posts are not included in the above table.

IV. 2010 BACCALAUREATE RESULTS

The 2010 Baccalaureate results document (2010-D-19-en-3) was presented to the Board of Governors on 1-3 December 2010.

The number of candidates who entered for the Baccalaureate in 2010 exceeded 1500 students for the first time. In total 1512 candidates took the final examinations.

Year	Number of students registered	Number of students awarded the Bac	Pass rate
2010	1512	1490	98.54%
2009	1491	1461	97.99%
2008	1360	1326	97.50%
2007	1359	1334	98.16%
2006	1320	1287	97.50%
2005	1147	1125	98.1%

The overall pass rate was very high, at 98.54%. The variation across the schools was very small.

Pass rate	AL	BE	Br I	Br II	Br III	CU	FR	KA	LU	MO	MU	PA	VA
2010	100	97.87	99.04	99.55	99.49	98.25	100	95.89	97.33	100	96.72	100	98.97

All the candidates entered by the Alicante, Frankfurt, Mol and Parma Schools passed.

The following table shows the pass rate percentage in the different language sections.

Pass rate	DA	DE	EL	EN	ES	FI	FR	HU	IT	NL	PL	PT	SV
2010	100	99.22	100	98.88	98.80	100	97.41	87.50	99.19	98.53	100	98.11	100

The following table shows the pass rate percentage in the different schools over the last six years.

	AL	BE	Br I	Br II	Br III	CU	FR	KA	LU	MO	MU	PA	VA
2010	100	97.87	99.04	99.55	99.49	98.25	100	95.89	97.33	100	96.72	100	98.97
2009	100	97.92	97.12	97.81	95.89	100	100	100	98.15	96.55	99.08	100	98.90
2008	100	95.6	96.8	98.6	95.2	100	100	96.1	96.6	100	98.9	-	100
2007	100	97.8	99.4	98.6	97.4	100	100	96.3	98.3	96.4	97.8	-	97.9
2006	97.7	97.3	97.0	99.5	95.7	97.6	100	96.5	95.9	100	99.1	-	100
2005	-	97.5	98.7	98.3	96.4	100	-	100	98.0	100	94.4	-	100

It can be seen that great stability characterises the European Baccalaureate pass rate.

For all the candidates who entered for the 2010 Baccalaureate session, the average of the final marks is **7.69**.

Comparison with the averages of the previous years

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Average	7.4	7.4	7.5	7.6	7.6	7.6	7.6	7.68	7.56	7.65	7.69

The average results across the schools ranged between 7.27 and 8.25.

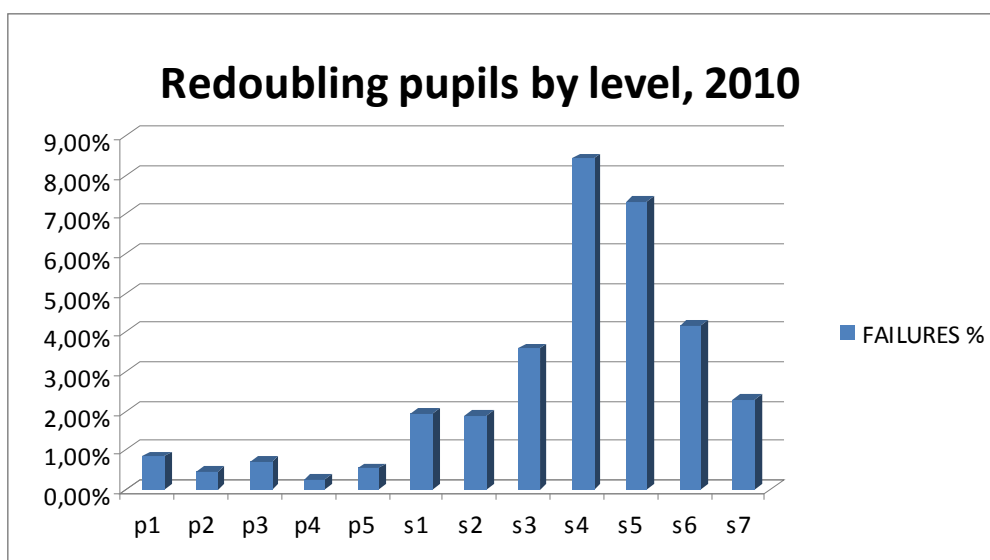
2010	AL	BE	BrI	BrII	BrIII	CU	FR	KA	LU	MO	MU	PA	VA
Average	7.87	7.27	7.69	7.61	7.67	8.13	8.25	7.83	7.61	7.37	7.70	7.53	7.61

V. 2010 REPEAT RATES

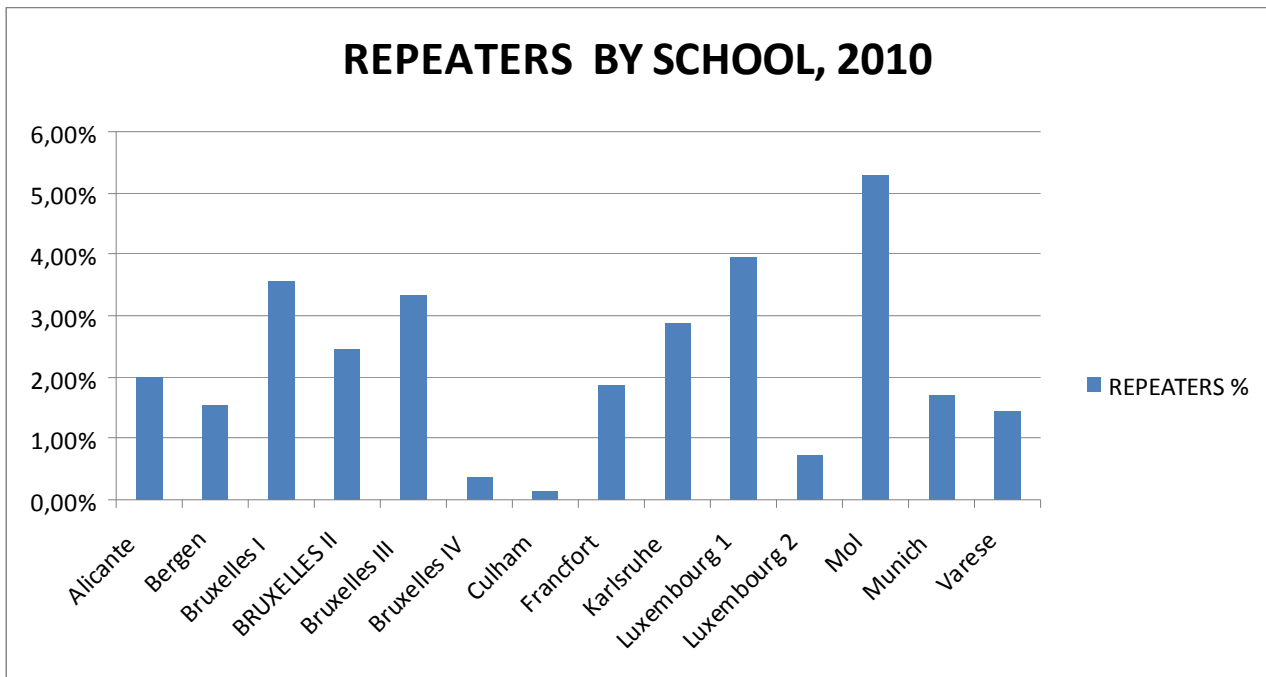
During the 2009-2010 school year 19,615 primary and secondary pupils received a final school report at the end of the school year. The average repeat rate in the 2009-2010 school year was 2.7% (529 pupils).

Year	Pupils	REPEATERS	REPEATERS %
p1	1,545	13	0.84%
p2	1,535	7	0.46%
p3	1,676	12	0.72%
p4	1,626	4	0.25%
p5	1,694	9	0.53%
s1	1,763	34	1.93%
s2	1,800	34	1.89%
s3	1,649	59	3.58%
s4	1,664	140	8.41%
s5	1,598	117	7.32%
s6	1,579	66	4.18%
s7	1,486	34	2.29%
TOTAL	19,615	529	2.70%

As usual, the percentage of students repeating a year was highest among secondary years 4 and 5. This phenomenon was discussed and analysed in the document (2010-D-245-en-5): 'Analysis of repeat rates and unsatisfactory marks – Measures to combat school failure'.



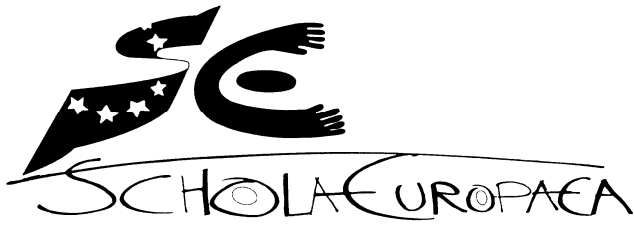
The average repeat rate across the schools ranges between 0.13% and 5.29%.



Out of 484 secondary school students repeating a year, 142 left the European Schools system. They might be described as 'drop-outs'.

Secondary	Repeaters	Repeaters leaving ES	Repeaters leaving ES %	Repeaters staying at ES %
s1	34	4	11.76%	88.24%
s2	34	10	29.41%	70.59%
s3	59	13	22.03%	77.97%
s4	140	49	35.00%	65.00%
s5	117	39	33.33%	66.67%
s6	66	14	21.21%	78.79%
s7	34	11	32.35%	67.65%
TOTAL	484	142	26.84%	73.16%

As outlined in document 2010-D-245-en-5, the Joint Teaching Committee approved 19 special measures to combat failures in October. These measures will be implemented by the schools in the 2010-2011 school year.



Schola Europaea

Bureau du Secrétaire général

Ref.: 2011-02-D-38-fr-1

Orig.: FR

Suivi du document 2010-D-329-fr-3: Bilan de l'ouverture du système des Ecoles européennes- les Ecoles agréées

Comité budgétaire

Réunion des 15 et 16 mars 2011 à Bruxelles

I. INTRODUCTION

Lors de sa réunion des 1, 2 et 3 décembre 2010, le Conseil supérieur a pris note du document 2010-D-329-fr-3, « Bilan de l'ouverture du système des Ecoles européennes : les Ecoles agréées » et donné mandat au Secrétaire général de proposer des modifications aux procédures actuellement en vigueur compte tenu des questions soulevées dans son rapport, sur les plans juridique, pédagogique, financier et organisationnel, sans préjudice des résultats des travaux futurs du Groupe de travail Réforme du Baccalauréat.

Le présent document a pour but de présenter un certain nombre de propositions en ce sens.

II. PROPOSITIONS DE MODIFICATIONS AUX PROCEDURES EN VIGUEUR

A. Le cadre juridique

1. La convention d'agrément et de coopération

Le texte de la convention d'agrément actuellement en vigueur, établi pour la première fois en vue de l'agrément des Ecoles de Parme et de Dunshaughlin, a été approuvé par le Conseil supérieur en avril 2007. Il a été utilisé également pour l'agrément des Ecoles d'Héraklion, d'Helsinki et de Strasbourg.

Le bilan présenté en décembre a montré que des amendements étaient nécessaires afin de tenir compte des décisions prises depuis 2007 par le Conseil supérieur et de mieux définir les aspects suivants :

- l'objet de la convention elle-même. A cette fin, les articles 1 et 4 quelque peu redondants ont été fondus en un seul article 1.
- les obligations de l'école agréée en matière d'admission prioritaire des élèves de catégorie I , notamment dans la perspective de la contribution de la Commission au financement au prorata du nombre d'élèves de cette catégorie définie précisément dans la décision ad hoc de la Commission (ex article 8 devenu article 4).

Cet article pourra être complété, le cas échéant, pour tenir compte de l'admission prioritaire d'enfants d'employés d'autres organisations, comme par exemple l'OEB et l'ESA/ESTEC à La Haye, qui financeront les frais de scolarité de leurs propres élèves.

- la périodicité des audits effectués par les inspecteurs des EE en vue du renouvellement de l'agrément qu'il est proposé de passer de 2 ans à 3 ans. (art.3)
- les coûts à charge de l'école agréée . Les coûts spécifiques liés aux audits et à la participation des enseignants de l'école aux stages organisés par les inspecteurs pour les enseignants des EE ainsi que ceux concernant les ouvrages ou manuels produits par les Ecoles européennes sont prévus expressément à l'article 6.

(Les coûts liés à l'organisation du Baccalauréat européen sont mentionnés dans la convention additionnelle pour les années 6 et 7 du secondaire et le Baccalauréat. Point 2 ci-dessous).

Cette convention couvre l'agrément de l'enseignement européen de la maternelle à la 5^{ème} année secondaire pour les écoles agréées de type II.

Le nouveau texte de la convention d'agrément et de coopération est joint en **annexe 1**.

Lors de sa réunion des 22 et 23 janvier 2008, le Conseil supérieur a considéré que la même convention pouvait s'appliquer aux écoles de type II et de type III. Compte tenu de la formulation approuvée par le Conseil supérieur pour les conditions d'admission à l'Ecole de Bad Vilbel, il conviendra néanmoins d'adapter le moment venu l'article 4 concernant l'admission prioritaire d'élèves de Cat. I.

2- La convention additionnelle pour les années 6 et 7 du secondaire et le Baccalauréat

Cette convention additionnelle ne peut être signée qu'après approbation par le CS d'un dossier de conformité spécifique suivi d'un audit garantissant que l'enseignement qui sera dispensé sera en tous points conformes à l'enseignement dispensé dans les écoles européennes de type I en vue de la délivrance et de la reconnaissance du diplôme du Baccalauréat européen.

La décision du Conseil supérieur de décembre 2010 instaurant la centralisation de la délivrance du diplôme à partir de la session du Baccalauréat européen de 2012 permettra d'annuler l'arrangement provisoire mis en place pour la Scuola per l'Europa de Parme depuis 2009, qui restera en vigueur encore une année pour la session 2011.

Hormis l'adaptation des références aux articles de la convention d'agrément dont la numérotation a changé, seul l'article 6 (charges financières) a été modifié.

Dans l'esprit d'un système unique d'enseignement européen, il est proposé de facturer aux écoles agréées le coût moyen par élève de l'organisation du Baccalauréat pour l'ensemble du système (579 euros pour le Bac 2010) et d'annuler la décision de janvier 2009 concernant l'école de Parme instaurant un mode de calcul du coût basé sur les dépenses effectuées pour cette seule école. Ce coût peut être très élevé si le nombre d'élèves concernés est faible.

Le coût moyen du Baccalauréat par élève devrait baisser sensiblement dans les années à venir grâce aux mesures proposées par le Groupe de travail Réforme du Baccalauréat , notamment celles concernant la correction des copies, si celles-ci sont approuvées par le Conseil supérieur.

Le nouveau texte de la convention additionnelle est joint en **annexe 2**.

B- Le cadre organisationnel

1. La procédure d'agrément

L'annexe V du document réforme prévoit uniquement la présentation des dossiers d'intérêt général et de conformité devant les Conseils d'inspection, avant leur présentation au Conseil supérieur.

Compte tenu, d'une part, des compétences dévolues au Comité budgétaire et, d'autre part, du rôle du Comité pédagogique mixte qui a pris davantage d'importance depuis la réforme, une adaptation de cette annexe est ici proposée.

Le dossier d'intérêt général qui expose les motifs de la demande formulée par l'Etat membre serait soumis pour avis au Conseil d'inspection mixte puis au Comité budgétaire, tandis que le dossier de conformité qui comporte essentiellement des informations pédagogiques serait soumis au Comité pédagogique mixte dont sont membres tous les inspecteurs qui peuvent également, s'ils le souhaitent, examiner le dossier en Conseil d'inspection mixte toujours réuni avant le Comité pédagogique mixte.

Le rapport d'audit serait, comme actuellement, présenté au Conseil d'inspection mixte.

Le tableau ci-dessous reprend ces propositions.

DOCUMENT	COMITES PREPARATOIRES CONSULTES
Dossier d'intérêt général	Conseil d'inspection mixte Comité budgétaire
Dossier de conformité	Comité pédagogique mixte
Rapport d'audit	Conseil d'inspection mixte

2. L'audit

Un document présentant des propositions spécifiques pour l'organisation des audits sera présenté au Conseil d'inspection mixte d'octobre 2011. Il fera suite au document 2009-D-109-fr-1, présenté au Conseil d'inspection mixte du 6 octobre 2009 et annexé au bilan de décembre dernier, et proposera une nouvelle version du modèle type de dossier de conformité ainsi qu'une version amendée du template que les inspecteurs seront invités à utiliser lors des audits.

Les propositions qui seront faites dans ce cadre couvriront tant les aspects formels des documents à présenter que le contenu pédagogique requis pour l'agrément, ce dernier portant sur l'enseignement européen dispensé et non sur la gestion administrative et financière de l'école qui relève des autorités nationales.

C. Le cadre financier

1. Coûts afférents à l'agrément

a) coûts spécifiques

Les coûts spécifiques afférents à l'agrément sont expressément mentionnés dans les conventions ainsi qu'indiqué au point A 1 et 2 ci-dessus.

S'agissant des frais de mission des inspecteurs des Ecoles européennes participant aux audits d'Ecoles agréées, il est proposé, afin d'éviter des disparités entre les écoles et les inspecteurs concernés, que les dispositions relatives au remboursement des frais de voyage et d'hébergement occasionnés lors des audits soient identiques à celles en vigueur dans les Ecoles européennes de type I. Ces dispositions, entrées en vigueur le 1^{er} janvier 2007, sont reprises dans le document 2006-D-94-fr-5 (art. 5 notamment) approuvé par le Conseil supérieur lors de sa réunion des 23, 24 et 25 octobre 2006. Une lettre précisant la procédure à suivre pour le calcul du remboursement de ces frais de mission sera adressée par le Bureau aux Ecoles agréées avec copie aux inspecteurs.

b) Coûts administratifs

Dans le document « Bilan », il est fait état des coûts administratifs que l'ouverture du système engendre pour le Bureau, notamment en matière de ressources humaines.

Le conseil supérieur a décidé en janvier 2008 que le budget des Ecoles européennes de type I ne devait pas supporter de coûts liés aux écoles agréées. Toutefois, il convient de tenir compte des décisions prises depuis cette date dans le cadre de la réforme.

Deux options sont possibles :

i) demander aux écoles agréées un montant forfaitaire pour couvrir ces frais de gestion, liés notamment à la procédure d'agrément et à l'organisation des audits. Il apparaît néanmoins difficile d'en fixer le montant sur des critères précis.

ii) reconnaître que la réforme a officiellement consacré en 2009, avec l'accord du Conseil des Ministres, l'ouverture du système des Ecoles européennes et établi que les trois types d'écoles font partie d'un seul système d'enseignement européen géré, au nom du Conseil supérieur, par le Bureau du secrétaire général. Il en va de même pour la coopération particulièrement souhaitable entre les écoles agréées et les écoles européennes de type I.

L'article 6 de la convention d'agrément (Annexe 1) tient compte de l'option ii). Il sera modifié, le cas échéant, en fonction de la décision qui sera prise par le Conseil supérieur.

III . PROPOSITION

Il est proposé au Comité budgétaire d'émettre un avis à l'intention du Conseil supérieur sur :

- 1- le texte de la convention d'agrément et de coopération pour les cycles maternel, primaire et secondaire jusqu'en 5^{ème} année (Annexe1)
- 2- le texte de la convention additionnelle pour les années 6 et 7 du secondaire et le Baccalauréat européen (Annexe 2)
- 3- les modalités de remboursement par les écoles agréées des frais de mission des inspecteurs des Ecoles européennes pour les audits (Annexe 3)
- 4- les options présentées au point **C-b)** ci-dessus concernant les coûts administratifs afférents à l'ouverture du système des Ecoles européennes.

Education, schooling and European Schools linked to JRC

Workshop - 1 March 2011

A day of reflection

On 1st March participants, including CLP/CCP representatives, JRC central Administration, JRC local Administration representatives in local school boards, JRC file experts, Parents Associations from the JRC schools, Interparents President and former Presidents met to discuss “Education, schooling and European schools linked to the Joint Research Centre” with a view to ensuring the viability of these schools for the continued benefit to the JRC, staff and institutions alike.

Jean Pierre Michel, JRC Resources Director underlined the challenges facing the JRC schools and the JRC sites themselves if they do not have a school attached (such as Seville) or might no longer have a Type I school attached. Cristiano Sebastini, CCP President reiterated staff representatives’ support for the schools pointing out that the present gathering was part of a global reflection on the European Education system which took the format of three conferences organised by CCP during the school year 2010-11.

Following these opening words, an overview of the schooling reform, the current situation in the JRC schools and the JRC sites was presented by the different representations. The remaining part of the morning was dedicated workshops focusing on Pedagogical aspects, Governance and Finance. The outcomes of the workshops were debated in the afternoon with participation of the School Directors and the General Secretariat of European Schools.

Conclusions

All agreed that:

- European schools provided a top quality education leading to the prestigious European Baccalaureate, which assured university level entrance throughout Europe.
- this specific educational system enables pupils to study all subjects (particularly the sciences) in a multicultural and multilingual environment, with qualified teachers, with the necessary learning support and maintain their mother tongue.
- This was an essential factor in order to attract, and retain top scientists and highly skilled staff from all over Europe.
- European Education was an essential building block in the construction of Europe and future European citizens and that cuts compromised the EU 2020 strategic goals.

Recommendations

- Actively raise awareness about the European school system at all levels, Member states (including via the JRC Board of Governors), European Parliament and the Commission (particularly outside DG HR).
- Send strong JRC message of commitment to the values of the schools and the specificity of their mission with regard to the JRC sites.
- Look for better, closer cooperation, synergies and collaboration between the JRC schools at pedagogical and administrative levels.
- Implement a quality assurance system based on existing guidelines.
- Guarantee better recognition for the European Baccalaureate as a common European standard for university entrance.