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REFORM OF THE EUROPEAN SCHOOLS SYSTEM

Approved by the Board of Governors of the European Schools

Meeting in Stockholm on 21, 22 and 23 April 2009

I. BACKGROUND

Reflection on reform of the European Schools system, initiated in response to the 2002 and 2005 resolutions of the European Parliament, developed on the basis of the Integrated Action Plan approved by the Board of Governors at its April 2007 meeting in Lisbon.

The working groups created in Lisbon, which were merged in April 2008 to form a single 'Reform' Working Group, and the Secretary-General produced documents putting forward a number of proposals on the main thrusts of the reform:

- opening up of the system and of the European Baccalaureate to other pupils,
- reform of governance
 - at local level through the granting of more autonomy to Type I schools
 - at central level through redefinition of the role and mission of the different organs of the system
- cost sharing amongst the Member States, in terms of the costs of secondment of teachers.

A progress report on the reform process, listing the decisions already taken and setting out the results of the discussions in the 'Reform' Working Group and in the different organs of the system, was presented to the Board of Governors at its January 2009 meeting (document 1212-D-2008-en-2).

At the end of the discussion on this document, the Board of Governors gave the Secretary-General mandates concerning respectively:

- reform of the European Baccalaureate in the context of opening up of the system,
- autonomy of European Schools (Type I)
- reform of governance

The mandates are set out in full in Annex I.

II. STRUCTURE OF THE DOCUMENT

This document covers the different areas of reform of the system.

In the case of the opening up of the system and of cost sharing amongst the Member States, it presents the conclusions reached and decisions already taken by the Board of Governors at previous meetings, following discussions on these points as part of the reform process.

The mandates given by the Board of Governors at its January 2009 meeting, as mentioned above, are the subject of a presentation (points V-VII) of the proposals which emerged from the discussions within the 'Reform' Working Group and the Steering Committee.

III. OPENING UP OF THE SYSTEM – TYPE II AND III ACCREDITED SCHOOLS

Type II & Type III Schools are national schools providing European schooling.

Type II Schools are those with the presence of children of the staff of the EU institutions, Agencies or other such organisations.

1. Accreditation of Type II schools

Accreditation procedure

The decisions concerning the criteria for the accreditation of European schooling and the practical arrangements for the accreditation procedure were taken by the Board of Governors at its April and October 2005 meetings respectively.

These decisions have been implemented in the Accreditation and Cooperation Agreements which have already been signed or are to be concluded with several schools which offer European schooling (Parma, Dunshaughlin, Heraklion, Helsinki and Strasbourg).

Following acceptance of the General Interest File by the Board of Governors at its October 2008 meeting, a Dossier of Conformity is being presented by France for the creation of European schooling (Anglophone section at secondary level) at Manosque for the ITER project.

European Union contribution to Type II schools

The Board of Governors has approved the inclusion in the Accreditation Agreement of a new article concerning the European Union's contribution to the financing of Type II schools on a pro rata basis, according to the number of children of European Union officials enrolled in the school.

This EU contribution for the School, which will be directly funded to the Type II school or its relevant authority, will be predictable and fair, and will provide an incentive. The calculation of the respective contributions for the primary and secondary cycles, will be based on a balanced mix of the average pupil costs in the European Schools system on the one hand, and of the average pupil costs in the national system on the other hand (1)

2. Type III schools pilot project

Launch of the pilot project

At its April 2008 meeting, the Board of Governors agreed on a timetable for the launch of the Type III schools pilot project. The Board of Governors considers that the project can start from September 2009 for primary school and the first two years of secondary school pupils.

The Netherlands delegation presented a General Interest File for the creation of European Schooling in secondary years 6 and 7 at the International School of The Hague from September 2010. This file was accepted by the Board of Governors at its January 2009 meeting as corresponding to the first stage of the accreditation procedure.

(1) as described in Document 2009-D-681-en-1 presented to the Board of Governors in January 2009

Evaluation of the pilot project

At its April 2008 meeting, the Board of Governors agreed on the need, in order to be able to evaluate the pilot project, to conduct it over the duration of a cycle (i.e. up to the end of a teaching level).

This decision will be applied following the conclusion of accreditation with Type III schools.

3. Offering of the European Baccalaureate by accredited schools

Temporary agreement on the European Baccalaureate for accredited schools

By means of a written procedure in November 2007, the Board of Governors approved a provisional agreement allowing students of *Scuola per l'Europa* in Parma to enter for the European Baccalaureate.

This decision will enter into application on the occasion of the June 2009 European Baccalaureate.

An additional agreement to the 2007 Accreditation Agreement was signed on 14 January 2009, recognising the education provided in secondary years 6 and 7 of *Scuola per l'Europa* in Parma.

Amendments to the Baccalaureate Regulations

In April 2008, the Board of Governors approved the amendments to the 1984 European Baccalaureate Regulations (Agreement) allowing schools accredited by the Board of Governors to offer the European Baccalaureate.

IV. SHARING OF THE COSTS OF SECONDED STAFF AMONGST THE MEMBER STATES (Cost Sharing)

All seconded posts needed should be taken into account, not just teachers (1) but also Directors and Deputy Directors and other posts (Office, etc.), including unfilled posts (BoG, 7 March 2008, doc. Addendum).

As a starting point, an indicative reference will therefore be determined for each Member State on the basis of the percentage of all categories of pupils who are nationals (BoG decision, January 2008).

It has been agreed that Member States are free to exceed this indicative reference on a voluntary basis and second more staff.

The principle of the structural approach (and not a financial method) was agreed by the BoG in January 2008. This structural approach opens up the possibility of teaching by non-native speakers in certain limited cases.

Quality control of linguistic competence will be carried out prior to recruitment. Criteria have been established for this purpose.

Indicative objectives will be used to start a dialogue with Member States in order to facilitate the process designed to ensure that all Member States contribute to the system.

In the case where there is a need to call on the EU budget to cover a possible deficit at the end of this process, this community contribution by means of the financing of locally recruited teachers shall be clearly identified and shall be subject to annual monitoring.

(1) Only seconded teachers are taken into account. A number – which cannot be reduced – of locally recruited teachers, accounting for approximately 25% of the total number of teachers in the European Schools system, is essential to:

- cover the hours requirements in certain subjects and languages where the creation of full-time posts is not permissible,*
- meet the needs of timetable constraints (cross-language section courses, availability of rooms, etc.),*
- teach special courses: religion, ethics, Learning Support, SEN, catch-up classes in languages.*

V. REFORM OF THE EUROPEAN BACCALAUREATE IN THE CONTEXT OF OPENING UP OF THE EUROPEAN SCHOOLS SYSTEM

At its January 2009 meeting, the Board of Governors mandated the Secretary-General to prepare, in liaison with the 'Baccalaureate' Working Group, proposals for reform of the European Baccalaureate.

The decision on reform will need to be taken in April 2010 and the adaptations to the regulatory texts will need to be approved in July 2010, with a view to application from September 2010 to students who will be entering for the European Baccalaureate in the June/July 2012 session.

A summary of the recommendations contained in the different reports on the European Baccalaureate, and more particularly those of the external evaluation report produced by the University of Cambridge, will be prepared by the Baccalaureate Unit of the General Secretariat for the enlarged 'Baccalaureate' Working Group, which will be expected to present proposals to the Board of Governors with a view to the taking of a definitive decision by the deadlines set in the aforementioned mandate.

VI. AUTONOMY OF EUROPEAN SCHOOLS (TYPE I)

A. General principles

There is a broad consensus within the Board of Governors on the principle of granting more autonomy to Type I schools.

This autonomy, which involves the different aspects – pedagogical, administrative and financial – of the schools' operation, is greater responsibility and the need for accountability on the Directors' part in the form of an annual activity report.

This report must cover all the facets of the school's operation and be signed by the Director, who is responsible for it. It is important for a standardised format for this report to be produced so as to facilitate the drawing up by the Secretary-General of a consolidated activity report, evaluating the performance and the efficiency of the system as a whole.

Autonomy comes within the general framework of the regulations and decisions of the Board of Governors, including the Financial Regulation, which specifies its limits and the obligations in budgetary management terms.

Some existing rules will need to be revised in order to give the schools the opportunity to set their priorities within a multi-annual school development plan and the annual school plan provided for in Chapter XIX of the Digest of Decisions of the Board of Governors of the European Schools, and the ability to adapt to local specificities and requirements, including, where appropriate, the laws and regulations of the host country.

It is therefore a question of controlled autonomy, the formal framework of which is established by the Board of Governors in the form of a road map setting out the objectives to be achieved in relation to which the activity report will be produced. This autonomy is exercised within the general framework of the European Schools system whose coherence is ensured by the Secretary-General, who chairs the Administrative Boards of the schools as representative of the Board of Governors.

B. Internal structure

The mandate given by the Board of Governors involves determining the internal structure of the schools which would enable this autonomy to be made effective.

1. Administrative Board (AB)

One of the essential elements of autonomy is the Administrative Board.

a- The composition and role of the Administrative Board are defined in Articles 19 and 20 of the Convention defining the Statute of the European Schools.

Article 20, in particular, stipulates that the Administrative Board "shall perform such other administrative duties as may be entrusted to it by the Board of Governors."

The Board of Governors may therefore decide to delegate to the AB decision-making on a number of questions coming within the different areas of management of the school, within the framework of the budgetary resources allocated to it.

One of the fundamental tasks of the Administrative Board will be, on the basis of the annual activity report presented by the Director, to adopt the draft multi-annual school development plan and annual school plan, as well as its draft budget. These various documents will be standardised for all the schools.

The timeline of the process is presented in Annex II.

Autonomy is designed to allow decisions which can be taken locally to be taken at that level, without the need to refer back to the central governance level, distinguishing between:

- decisions which may have an impact at system level on the other schools.

These decisions, the list of which below is neither exhaustive nor prescriptive, would be taken by the Administrative Board, chaired by the Secretary-General, the guarantor of the system's coherence:

- o Recruitment conditions of locally recruited staff
- o Creation of AAS posts
- o Category II contracts and school fee levels
- o Setting of school fee levels (Category III) within the limits of a banded range determined by the Board of Governors
- o Timetable reductions for teachers and other staff
- o Various activities with implications for the school's budget
- o School development strategy: cooperation, partnership, sponsors, etc.

- decisions which are the responsibility of the Director in accordance with the provisions of the statutes, rules and regulations, in particular the General Rules, and decisions on points such as:

- o Local in-service training provision for staff
- o ICT: staff development and training
- o Data protection
- o Child protection
- o Transfers provided for by the Financial Regulation
- o Enrolments of pupils

- decisions concerning other organisations within the school, such as the Parents' Association: for example, questions pertaining to the canteen, transport or extra-curricular activities.

b. Frequency of meetings

The Administrative Board meets twice a year. Extraordinary meetings may be convened if need be, according to the provisions of the General Rules of the European Schools (article 64.1).

September/October: Review of results and outlook, on the basis of the previous year's activity report, taking account of the general objectives of the system defined by the Board of Governors, the Boards of Inspectors and the Budgetary Committee. All questions concerning the school coming within the field of competence of the AB.

January/February: Discussion and adoption of the annual school plan and of the draft budget for the next calendar year. All questions concerning the school coming within the field of competence of the AB.

The Administrative Board's January/February 'budgetary' meeting shall be prepared beforehand in order to avoid lengthy technical discussions which are almost incomprehensible to most of the members of the Administrative Board.

Albeit that the internal procedures and calendar of the institutions in the budgetary area do not allow a budget allocation per school to be announced in advance, communication by the Commission of an indicative total amount of its contribution to the general budget of the European Schools would enable the schools to set their priorities and to prepare their budgets, in liaison with the Office of the Secretary-General, on a realistic basis.

Documentary evidence and duly justified grounds will be produced in support of any requirements for additional appropriations arising out of particular situations which were unforeseeable at the time when the budget allocation was made.

Technically, and with simplification in mind, division into two chapters only of the Expenditure part might be envisaged: the first chapter would cover staff expenditure, the second all other expenditure.

c. Decision-making arrangements

The decisions of the AB are taken by consensus as far as possible.

If the Chair of the AB finds that it is impossible to reach a consensus, he/she may put the question to the vote.

The following take part in voting: the Director, the representative of the Commission, the parents' representatives (one vote), the Staff Committee representatives (one vote), the AAS representative, the Chair.

The Chair has the casting vote in the event of a tie.

Decisions are adopted by a simple majority of the members present who are entitled to vote.

2. Link between autonomous schools and central governance

A more important role for the Administrative Board as composed at present, as part of autonomy for the schools based on clear delegation of powers by the Board of Governors, means that there is no longer any need for a 'contract' or 'agreement' on implementation of autonomy to be signed by the Director and the Secretary-General, the latter taking responsibility for the decisions taken by the AB as its Chair.

However for each school, the road map setting out the objectives (annual school plan) and resources (draft budget) and also the control mechanisms and reporting obligation will be signed annually by the Director of the school and the Secretary-General. It will fit into the formal framework set by the Board of Governors, will express the agreement reached on the guidelines decided and will be used as a basis for evaluation, both internal and external, of the schools.

The road map is presented to the Board of Governors to provide all necessary information for the approval of the budget.

This road map appears in Annex III.

3. The School Advisory Council (SAC)

Further to the work of the three pilot schools, a School Advisory Council (SAC) is set up in the schools, as the forum for internal consultation. The SAC is chaired by the Director and composed of representatives of all the partners and stakeholders in the school community, taking into account the local situation.

a. Example of composition of the SAC in the Brussels I pilot school

- Director
- Members of the management team:
 - Deputy Director for the Secondary
 - Deputy Director for the Primary
 - Bursar
 - Principal Educational Adviser
- Representatives of the teachers:
 - two representatives of the Staff Committee: one for the nursery-primary, one for the secondary
 - two representatives of the Primary Education Committee
 - two representatives of the Secondary Education Committee
 - one representative of the locally recruited teachers
- One representative of the AAS
- The President and Vice-President of the Parents' Association
- Two representatives of the students

In addition to these internal members, outside persons whose decisions may influence the school's operation may sit on the SAC at the Director's invitation, such as, for example, the local authorities responsible for mobility, the environment, safety and security, the provision of sporting or cultural facilities, etc.

b. Role of the School Advisory Council

Within the framework of the general objectives of the system, the SAC makes proposals and gives opinions with a view to the setting of the school's priorities and objectives in all areas of school life. These priorities and objectives are used as the basis for the production of the multi-annual school development plan and of the annual school plan, on the basis of which the budget required for its implementation will subsequently be drawn up.

The SAC also deals with the school's internal affairs.

c. Decision-making arrangements

As the SAC is an advisory body, 'decisions' are taken by consensus, responsibility for the final decision lying with the Director or the Administrative Board, depending on the subject.

C. Training required for implementation of autonomy

The Secretary-General has responsibility for organisation of the training courses required for the management staff of the schools, who will be expected to work in a context of greater managerial autonomy. They may be provided by bodies specialising in the different areas – pedagogical, administrative and financial – in which the management teams of the schools discharge their responsibilities.

VII. REFORM OF GOVERNANCE

The diagram in Annex IV gives an overview of the system's organisation in terms of governance and the interrelationship between the different organs of central governance and their relationship with the schools.

At present, all pedagogical, administrative and financial decisions are taken by the Board of Governors, whether political decisions concerning the system as a whole or specific decisions concerning a school or the syllabus for a subject.

The objective of the reform of governance is to decentralise decisions which can be dealt with:

- at school level by the Director and/or the Administrative Board as part of autonomy.
- at central level by organs of the system other than the Board of Governors, which would focus on political and strategic questions.

The proposals which follow are underpinned by this principle, on which a consensus was reached during previous discussions on the role of the Board of Governors.

Decentralisation of decision-making presupposes that the delegations take positions on the different organs in concerted fashion.

1. Missions of the various organs and actors of the system

a. The Board of Governors (BoG)

As the supreme organ of the system, the Board of Governors deals with strategic and general policy questions, such as:

- General policy of the European schooling system
- Statutes and regulations
- Type I schools:
 - o Opening/closure of schools/language sections
 - o Policy on admission of pupils
 - o Creation of posts
 - o Establishment of the framework of schools' autonomy
- Adoption of the overall Budget of the European Schools and of the General Secretariat
- Statutory appointments
- Validation and recognition of studies and of the European Baccalaureate
- Areas of jurisdiction of the Complaints Board
- Accreditation of Types II and III schools
- Evaluation of the system's performance

In the context of school autonomy and decentralisation of decision making, reporting is a key element for quality control and accountability.

With a view to the system's evaluation, the Board of Governors scrutinises, comments on and, where applicable, approves :

- The annual activity report of the Secretary General
- The annual activity report of each school by the Director which is part of the road map,
- The annual report of the Boards of Inspectors
- The annual report of the Budgetary Committee
- The report of the Chairman of the European Baccalaureate
- The annual report of the Head of Baccalaureate Unit
- The Internal Audit reports

Furthermore the reports of the Chairman of the Complaints Board and of the Court of Auditors are presented to the Board.

b. The Troika

The Troika supports the work of the presidency and ensures its continuity. It monitors the progress of certain specific issues considered by the Board of Governors to be priorities. It supports the Secretary General in his/her role of coordination within the system.

It meets on the initiative of the Presidency.

It does not have decision-making power.

c. The Secretary-General (SG)

A consensus emerged in favour of enhancement of the role of the Secretary General in the context of the reform of governance. Transfer of a number of decisions to the Administrative Boards of the schools, of which the Secretary-General is chair, is one of the elements of this enhancement.

The Secretary-General:

- represents the Board of Governors outside
- directs and organises the work of his/her Office, which performs executive management duties and provides the schools with advice and assistance in the following areas:
 - pedagogical development
 - the Baccalaureate
 - administrative and legal
 - budgetary and financial
 - ICT and statistics
 - internal audit
 - human resources

The Office also provides administrative assistance and services to the different organs of the system

- chairs the ABs of the schools and in that capacity coordinates implementation of the autonomy of Type I European Schools,
- organises the accreditation procedure for Types II and III schools,
- guarantees the coherence and smooth operation of the European schooling system and of the European Baccalaureate in accordance with the political decisions and policy guidelines of the Board of Governors, within the limits of the budget allocated,
- presents an annual report to the Board of Governors on the system's operation and performance and formulates proposals as part of a multi-annual plan, taking into account the schools' annual activity reports and the BI and BC annual reports
- ensures the transparency and efficiency of the procedures and the quality of the services,
- participates in the selection and evaluation of management staff.

d. The Budgetary Committee (BC)

- deals with all budgetary and financial questions and has decision-making power on these questions within the framework of the total budget approved by the Board of Governors;
- addresses administrative and legal questions requiring a decision of the Board of Governors (affecting the system as a whole and outside the sphere of autonomy of the individual schools). The BC expresses an opinion for the benefit of the Board of Governors;
- defines the general budgetary objectives for Type I schools and evaluates their implementation by the schools.
- reports annually to the Board of Governors

Decision-making arrangements

The decisions of the BC shall be adopted by a 2/3 majority of the voting members (representatives of all the Member States, European Commission, EPO if relevant).

Representatives of the parents and the Staff Committee have no voting rights but may express opinions on the issues dealt with by the BC.

e. The Joint Teaching Committee (JTC)

There is a single Joint Teaching Committee, composed of the inspectors of the two Boards of Inspectors, of the representative of the Commission, of the representative of EPO (for EPO-related issues) of four representatives of the parents, of four representatives of the Staff Committee (two for the primary, two for the secondary), of the Directors and of two representatives of the Deputy Directors (one Deputy Director for the Secondary, one Deputy Director for the Primary), and of two representatives of the students.

The JTC deals with pedagogical issues related to the nursery/primary cycle, to the secondary cycle or to both.

Decisions-making arrangements

In view of the decentralisation of decision-making and in order to take account of the voting rights of the parents and of the Staff Committee on a number of pedagogical questions, pursuant to Article 9(d) of the Convention, decisions concerning these questions are taken at JTC level.

Decisions shall be adopted by a 2/3 majority of the voting members as follows : one vote for each Member State and one vote each for the Commission, the parents, the EPO when appropriate, the Staff Committee, the Directors and the pupils.

In the case of pedagogical questions with financial implications, the JTC will express an opinion for the benefit of the BC or, where appropriate, the BoG.

f. The Boards of Inspectors (BIs)

Collaboration between the Board of Inspectors for the Nursery and Primary and the Board of Inspectors for the Secondary will be increased within the framework of the Joint Board of Inspectors.

Within the framework of the general policy laid down by the Board of Governors, the Boards of Inspectors

- define the general pedagogical objectives as part of the autonomy of Type I schools and evaluate their implementation;
- ensure the system's pedagogical development;
- set priorities for their action and produce an annual plan of activities which will be used as the basis for the drawing up of a budget and whose implementation will be coordinated by the Pedagogical Development Unit of the General Secretariat;
- put in place, at system level, analysis instruments and evaluation criteria enabling the quality of the education provided to be ensured through individual inspection of teachers and team inspections of the teaching of the different subjects and of thematic topics of whole-school dimensions;
- are responsible for provision of in-service training for teachers;
- conduct audits of Types II and III schools within the framework of the accreditation procedure laid down by the Board of Governors;
- report annually to the Board of Governors
- The inspectors provide a link with the national education systems.
- The inspectors' role in the European Baccalaureate will be defined as part of the reform of the Baccalaureate (See II. above).

Decisions-making arrangements

The Boards of Inspectors take decisions on pedagogical questions not coming within the area provided for by Article 9.1.(d) of the Convention (see above: (Joint Teaching Committee')).

These decisions shall be adopted by a 2/3 majority of the voting members, either by each Board of Inspectors for questions specific to each teaching level, or by the Joint Board of Inspectors for questions concerning all the teaching levels. In the latter case, each Member State has a single vote.

The decisions taken by the Boards of Inspectors are communicated to the other members of the system, except for those containing personal data.

2. Decision-making levels

A table showing the different proposed decision-making levels appears in Annex V.

3. Frequency of meetings

A table showing a proposed calendar of meetings of the different organs mentioned above appears in Annex VI.

VIII. ENTRY INTO FORCE

Decisions concerning organisational questions alone enter into force on 1st September 2009.

Decisions on points requiring a revision of some existing rules will enter into force as soon as this revision has been completed, at the latest on 1st September 2010.

Annex I: Mandates concerning the opening up of the European Schools system

Annex II: Stages of implementation of autonomy over a school year

Annex III: Objectives and procedure for implementation of the autonomy of Type II schools

Annex IV: Governance of the system

Annex V: Decision-making levels of the different organs of the system

Annex VI: Calendar of meetings of the different organs of the system

Mandates concerning the process of reform of the ES system

1. Decision of the Board of Governors concerning opening up of the system and the European BaccaLaureate

In the context of the opening up of the European Schools system to a system of European schooling provided in accredited schools in accordance with the arrangements determined by the Board of Governors in its previous decisions, the Board of Governors mandated the Secretary-General to prepare, in conjunction with the BaccaLaureate Working Group, including a representative of the Directors, of the parents, of the teachers and of the European Commission, and with the Board of Inspectors (Secondary), proposals for reform of the European BaccaLaureate.

These proposals must take account of the analyses and recommendations of the External Evaluation of the BaccaLaureate Report and of those of the other recent reports on the BaccaLaureate: Report of the Chairman of the 2008 BaccaLaureate Examining Board and those of his predecessors, Statistical Report on the 2008 BaccaLaureate, April 2007 Report of the BaccaLaureate Working Group.

A definitive decision of the Board of Governors on reform of the European BaccaLaureate should be taken in January 2010 at the latest and the necessary adaptations to the regulatory texts ⁽¹⁾ will need to be approved in April 2010, with a view to implementation from September 2010 for year 6 students who will be taking the European BaccaLaureate in the June/July 2012 session.

2. Decision of the Board of Governors concerning the autonomy of the European Schools (Type I)

The Board of Governors mandated the Secretary-General to do the following in time for the April 2009 meeting of the Board of Governors:

- determine, in conjunction with the three pilot schools and the Attainment Contracts Working Group,
 - the internal structure which would enable this autonomy of the schools to be made effective. This implies determining the respective roles of the School Advisory Council and the Administrative Board, including a concrete list of the decisions which might be taken by each of them, without needing to refer back to the Central Governance level, and the decision-making arrangements within each of these two bodies.
 - the management expertise necessary in the Schools and the training required.

¹ -1984 BaccaLaureate Agreement (also called Regulations for the BaccaLaureate), amended in April 2008.

-Arrangements for implementing the Regulations for the European BaccaLaureate.

-Digest of Decisions of the Board of Governors.

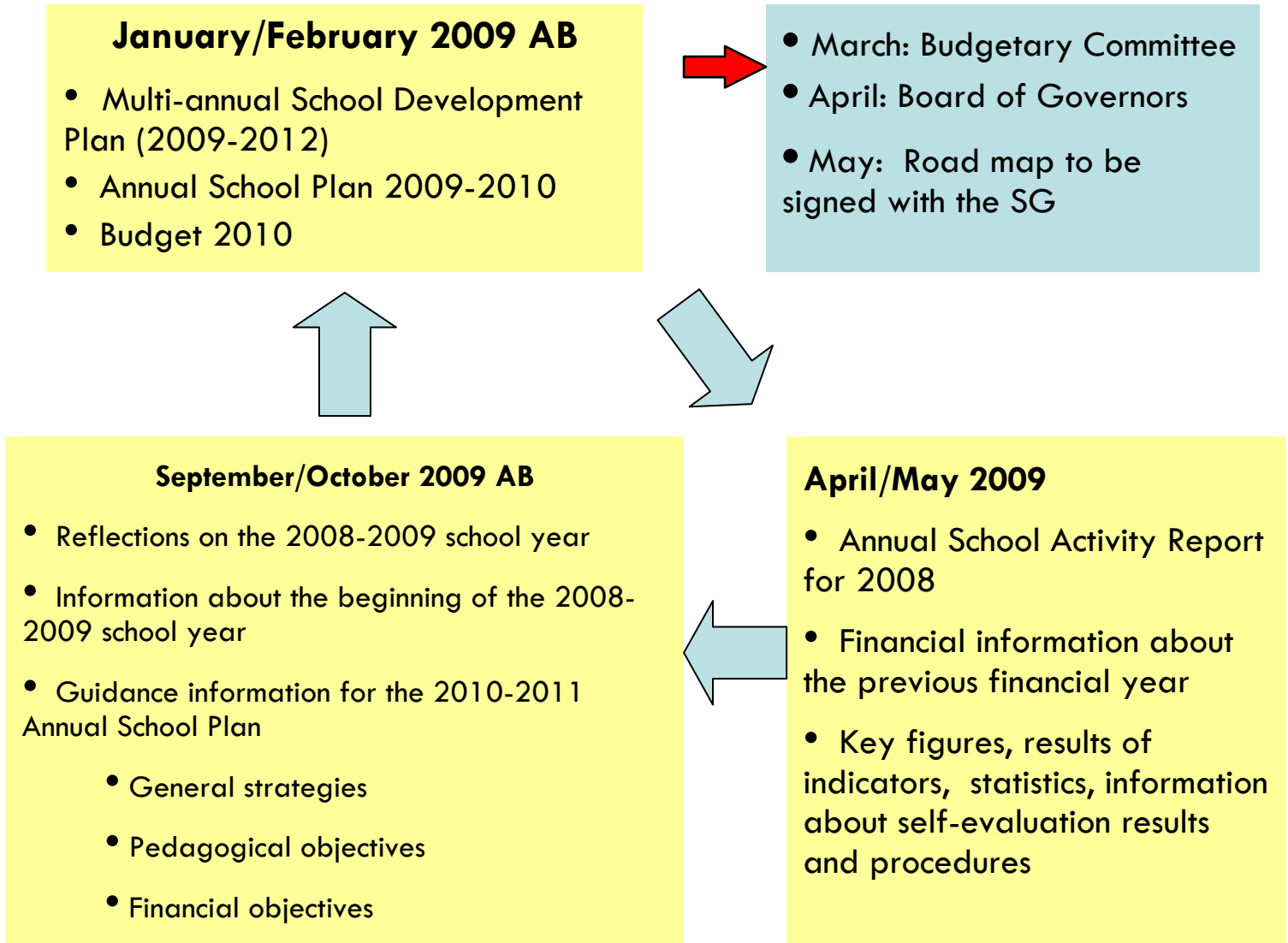
-General Rules of the European Schools (if necessary).

- the role of the central level in terms of providing advice and support, setting standards and guidelines and evaluating results.
- prepare a draft attainment contract consistent with the principles and objectives defined by the Board of Governors for the autonomy of Type I schools, which involves obligations and the need for accountability, referring to the following documents:
 - – Integrated Action Plan (January 2007 meeting of the BoG)
 - – Document concerning autonomy (Meeting of the BoG of 7 March)
 - – Financial Regulation
 - – Chapter XIX of the Digest of Decisions of the Board of Governors

3. Decision of the Board of Governors concerning the reform of governance

Given the importance of having a coordinated approach to reform, the Board of Governors mandated the Secretary-General, on the basis of the positions expressed by the relevant Working Groups and organs in the context of the discussions on the reform of governance, to submit to it a document on the tasks of the different organs of the system, at both central and local governance levels, with a view to a decision at its April 2009 meeting.

TIMELINE EXAMPLE



OBJECTIVES AND PROCEDURE FOR IMPLEMENTATION OF THE AUTHONOMY OF THE EUROPEAN SCHOOL

For the 2009/2010 school year and the 2010 financial year

With a view:

- to ensuring high-quality pedagogical and educational action, adapted to the school's specific situation, within the framework of the autonomy allowed by the regulations and decisions in force, in particular the Financial Regulation and Chapter XIX of the Digest of Decisions of the Board of Governors,
- to tapping into the creativity and powers of innovation and also the motivation of all the school partners to become involved in the school development process,
- to meeting the needs of a differentiated approach, adapted to the situation of the school and of its pupils,
- to using human, material and financial resources more efficiently and more effectively.

THE MANAGEMENT OF THE SCHOOL presents:

- **the multi-annual school development plan** for the 2009/2010 – 2011/2012 school years, drawn up with the School Advisory Council and adopted by the Administrative Board, which, starting from a jointly agreed diagnosis of the school situation (profile of the school), defines the medium-term objectives and the arrangements for their implementation.

- **the annual school plan**, corresponding to the 2009/2010 school year and the 2010 financial year, adopted at the meeting of the Administrative Board of January / February 2009 and adapted in line with the budgetary decisions taken by the Board of Governors at its April 2009 meeting and with the budget actually allocated to the school,

- which defines the school's policy and the concrete objectives pursued and also the actions to be carried out and the arrangements for their implementation and evaluation,
- which determines, taking account of the overall pedagogical framework set by the Board of Governors and of the decisions of the Administrative Board, the total amount of teaching time required to meet the school's needs pursuant to the rules, namely a quantitative estimate based on the forecast number of classes and teaching groups,
- which shows and justifies the cases where, in agreement with the decisions of the Board of Governors, a departure from the normal rules can be envisaged, taking account of the school's specificity,
- which lists the specific timetable needs in the areas of SWALS (L1; support in L2), LS, SEN, catch-up classes, religion, protected languages (IRL; MALT; NL; SW/FI; Ancient Greek) and the different types of coordination (timetable reductions),
- which sets out, by means of detailed action plans, specific actions which the school undertakes to carry out in the pedagogical, administrative, financial and human resources management areas, and local and cultural actions.

- the draft budget corresponding to the annual school plan adopted by the Administrative Board, adapted, in line with the budgetary decisions taken by the Board of Governors at its April 2009 meeting, to match the budget actually allocated to the school,

For the purposes of ensuring internal pedagogical, administrative and financial quality control and transparency and of discharging the duty of accountability, the management

- **puts in place** internal control and evaluation mechanisms, document 2000-D-246 'Quality Assurance and Development in the European Schools' being used as the benchmark.
- **presents the Annual Activity Report** for the previous year (2008), which analyses and evaluates general implementation of the budget and the actions carried out under the annual school plan and the multi-annual school development plan;

IT IS ACKNOWLEDGED THAT:

- **External monitoring and control of the quality of pedagogical work** are carried out by the Boards of Inspectors;
- **Control of the quality of administrative and financial management** is the responsibility of the Financial Controller, the Internal Audit Service (IAS) and the Court of Auditors, according to their respective areas of competence.
- **The Budgetary Committee** analyses the financial part of the schools' annual activity reports.

The Director of the School

Date and signature

Annexes: Draft multi-annual school development plan
 Current draft annual school plan
 Draft budget for the year 2010

The Secretary-General of the
European Schools

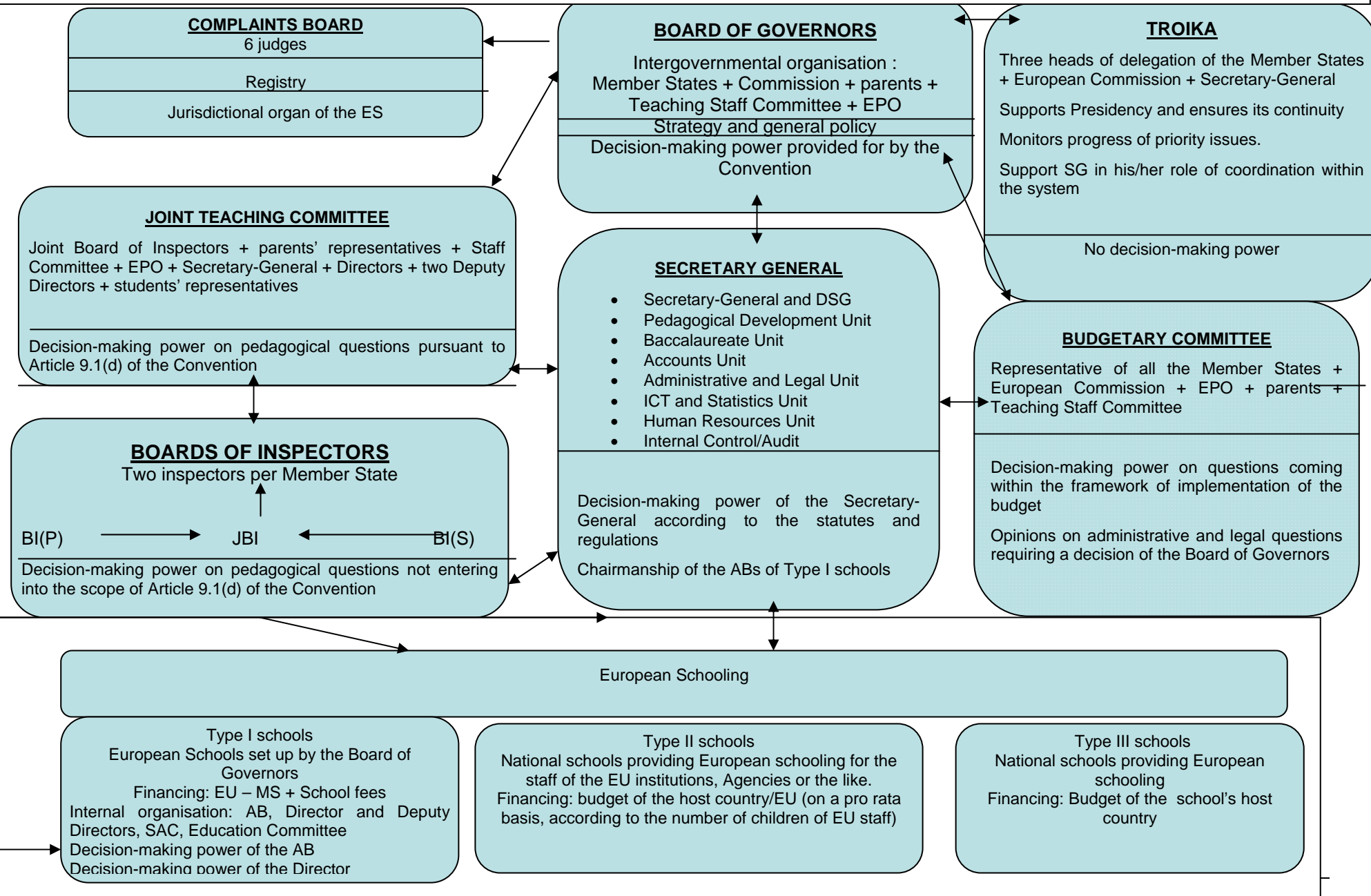
GOVERNANCE OF THE SYSTEM

Organs and actors : composition and delegated decision-making powers

20/24

ANNEX IV

INTERNAL AUDIT



2009

Types II and III schools are connected to the European schooling system by an accreditation agreement signed with the Secretary-General in accordance with the decisions of the Board of Governors

ANNEX V

GOVERNANCE OF THE SYSTEM: Decision-making levels of the different organs of the system:

	AB	BI	TC	BC	BoG
<u>General policy:</u>					
European schooling criteria		O	O		D
Statutes and regulations		O	O	O	D
<u>Type I schools:</u>					
- Opening/closure of schools/language sections		O		O	D
- Policy on admission of pupils				O	D
- Guidelines for the setting of school fee levels				O	D
- Creation of posts	P	O	O	O	D
Adoption of the overall budget of the ES and of the OSG	P			O	D
Statutory appointments		O			D
Validation and recognition of studies and of the European Baccalaureate		O		O	D
Areas of jurisdiction of the Complaints Board				O	D
Accreditation of Types II and III schools		O			D
ICT	P	O	O	O	D
Policy on integration of SEN pupils		O	O		D
Budgetary questions coming within the framework of the overall budget approved by the Board of Governors				D	
Administrative and legal questions requiring a decision of the Board of Governors				O	D
Pedagogical questions without financial implications		D	D		
Pedagogical questions with financial implications		O	O	D	
Questions involving the autonomy of Type I schools	D				

The Secretary-General enforces the decisions taken by the Board of Governors and exercises decision-making power in accordance with the provisions of the statutes and regulations and with the powers delegated to him/her by the Board of Governors.

***Key: P: Proposal, O: Opinion; D: Decision.**

ANNEX VI

Calendar of meetings of the different organs

	AB Schools	BI	JTC	BC	BoG
September	} X	BI(S) (Bac)*			
October		BI (S) JBI BI (P) (1 st half of October)	JTC		
Early November				BC	
Early December					BoG
January	} X				
February		BI(S) JBI BI(P) (1st half of February)	JTC		
March				BC	
April					BoG
May					
June		BI(S) (Bac)*			

*"If necessary, according to the provisions laid down by the regulations for the European Baccalaureate"