

Schola Europaea

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

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**Board of Governors of the European Schools**

Meeting in Brussels on 22 and 23 January 2008

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## 1. Introduction

This report follows in the tradition of the reports presented for several years now by my predecessors, Mr Weiss and Mr Ryan.

Its purpose is:

- firstly, to provide the members of the Board of Governors with information about the European Schools system with respect to
  - school population
  - human resources
  - pedagogical priorities
  - costs and financial resources
  - infrastructure,

drawn from, amongst other things, the data provided by the schools in their beginning-of-year reports and/or gathered at the meetings of the Administrative Boards;

- secondly, to report, at the express request of the Board of Governors, on specific points, such as the Central Enrolment Authority in Brussels and transparency,
- thirdly, to present the status of the reflection under way with reform of the European Schools system in prospect.

## 2. School population

### 2.1 Total 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 2004 to 2007, and the percentage variation year on year during that period. The final column shows the percentage variation in pupil numbers over the period as a whole.

**Table EL 1: School population from 2004 to 2007**

Ecoles	2004	2005		2006		2007		Difference between 2004 and 2007	
	Population	Population	%	Population	%	Population	%	Population	%
Alicante	950	987	3,89%	990	0,30%	1017	2,73%	67	7,05%
Bergen	664	626	-5,72%	563	-10,06%	554	-1,60%	-110	-16,57%
Brussels I	2394	2617	9,31%	2954	12,88%	3045	3,08%	651	27,19%
Brussels II	2917	3014	3,33%	2919	-3,15%	2893	-0,89%	-24	-0,82%
Brussels III	2773	2781	0,29%	2646	-4,85%	2621	-0,94%	-152	-5,48%
Brussels IV						172		172	
Culham	889	856	-3,71%	832	-2,80%	827	-0,60%	-62	-6,97%
Frankfurt	809	876	8,28%	937	6,96%	978	4,38%	169	20,89%
Karlsruhe	1074	1044	-2,79%	964	-7,66%	1001	3,84%	-73	-6,80%
Luxembourg I	3101	3190	2,87%	3285	2,98%	3376	2,77%	275	8,87%
Luxembourg II	827	891	7,74%	922	3,48%	897	-2,71%	70	8,46%
Mol	643	622	-3,27%	654	5,14%	657	0,46%	14	2,18%
Munich	1504	1557	3,52%	1599	2,70%	1666	4,19%	162	10,77%
Varese	1317	1318	0,08%	1317	-0,08%	1317	0,00%	0	0,00%
<b>Total</b>	<b>19862</b>	<b>20379</b>	<b>2,60%</b>	<b>20582</b>	<b>1,00%</b>	<b>21021</b>	<b>2,13%</b>	<b>1159</b>	<b>5,84%</b>

The total population of the European Schools is currently just over 21,000 pupils, representing an average growth rate of 2.13% on 2006, although this covers very different situations according to the schools.

For instance, the Frankfurt and Munich Schools have recorded growth rates in excess of 4%, resulting from the increase in the number of staff of the European Central Bank and the European Patent Office.

Incidentally, these two schools are facing accommodation problems, details of which will be given in section 8 below.

60% of the total school population is to be found in the Brussels and Luxembourg Schools, a ratio of 2/3-1/3, corresponding to that of the staff of the institutions.

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

In Brussels, the three old schools continue to be overcrowded, despite a very small decline in pupil numbers at Brussels II and III. Brussels I has seen growth of over 27% in three years and has reached its maximum capacity.

Despite the provisions of the enrolment policy designed to channel to Brussels IV the nursery and primary (years 1-3) pupils of the five language sections opened there, the Berkendael transition site has only 172 pupils, more than 200 children whose enrolment had been accepted having failed to appear at the beginning of the school year.

The decline in pupil numbers in those schools which were the subject of the Van Dijk report has slowed or even been halted. It is to be hoped that the decision taken by the Board of Governors at its Lisbon meeting, confirming the Bergen, Karlsruhe and Mol Schools as Type I European Schools and bringing several years of uncertainty to an end, will contribute to a new lease of life for these schools.

The effects of the decision of the Board of Governors to phase out the Culham School from 2010 are not yet apparent. The school has, however, lost almost 7% of its pupils in the space of three years.

## **2.2 Population by category of pupil**

Tables EL2a, EL2b and EL2c show, for each year from 2004 to 2007, 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 the pupil numbers in the various categories in each school and in the system as a whole over the same period.

### **2.2.1 Category I population**

**Table EL 2a: School population from 2004 to 2007, Category I population**

Schools	2004		2005		2006		2007		Difference between 2004 and 2007	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	308	32,42%	355	35,97%	364	36,77%	402	39,53%	94	30,52%
Bergen	108	16,27%	99	15,81%	103	18,29%	101	18,23%	-7	-6,48%
Bru. I	1825	76,23%	2085	79,67%	2497	84,53%	2684	86,36%	859	47,07%
Bru. II	2536	86,94%	2673	88,69%	2628	90,03%	2631	90,94%	95	3,75%
Bru. III	2319	83,63%	2410	86,66%	2330	88,06%	2346	89,54%	27	1,16%
Bru. IV							166	96,51%		
Culham	107	12,04%	99	11,57%	107	12,86%	113	13,66%	6	5,61%
Frankfurt	329	40,67%	410	46,80%	497	53,04%	553	56,54%	224	68,09%
Karlsruhe	130	12,10%	161	15,42%	147	15,25%	159	15,88%	29	22,31%
Lux. I	2372	76,49%	2479	77,71%	2574	78,36%	2634	78,02%	262	11,05%
Lux. II	593	71,70%	631	70,82%	663	71,91%	655	73,02%	62	10,46%
Mol	127	19,75%	142	22,83%	148	22,63%	148	22,53%	21	16,54%
Munich	1018	67,69%	1076	69,11%	1121	70,11%	1178	70,71%	160	15,72%
Varese	640	48,60%	670	50,83%	722	54,82%	715	54,29%	75	11,72%
<b>Total</b>	<b>12412</b>	<b>62,49%</b>	<b>13290</b>	<b>65,21%</b>	<b>13901</b>	<b>67,54%</b>	<b>14485</b>	<b>68,90%</b>	<b>2073</b>	<b>16,70%</b>

Category I pupils are children of EU officials and the children of school staff. Since the mission of the European Schools is specifically to provide education for these pupils, this table is of particular significance. Other categories of pupils are admitted, in accordance with the decisions of the Board of Governors, as space allows or as the need to ensure pedagogical viability in a school dictates.

The percentage of European School pupils belonging to Category I has been steadily increasing in recent years and this category now accounts for more than two thirds of the pupil population of the system as a whole.

As before, the schools in Brussels and Luxembourg, where there are large numbers of EU officials, have the highest percentage of Category I pupils – **over 90% at Brussels II and Brussels IV** – while the smaller schools in areas where the number of officials is low have far fewer such pupils.

Since 2005, the estimated number of Category I pupils enrolled in schools other than the Brussels European Schools is 400, the reason being that they are unable to attend the school of their choice.

In the medium-sized schools the situation is somewhere in between. At Varese, well over half of the pupils are now Category I pupils, while nearly three quarters of the Munich pupils belong to this category.

In the two newer schools outside the Brussels/Luxembourg area – Alicante and Frankfurt – the growth in the percentage of this category of pupil has continued, with Frankfurt now having overtaken Varese in percentage terms. This 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.

## 2.2.2 Category II and Category III Population

Pupils in these two categories are not children of EU officials but are admitted in accordance with the decisions taken and the criteria established by the Board of Governors over the years.

Category II pupils are admitted under the terms of agreements entered into between the schools and certain organisations and companies. A fee is paid for each of these pupils which is equal to what is deemed to be the real cost to the budget of the school of the schooling of the pupil in question.

Category III pupils are all those pupils who do not fall into either of the other two categories and their parents are obliged to pay school fees as determined by the Board of Governors.

### 2.2.2.1 Category II Population

**Table EL 2b: School population from 2004 to 2007, Category II population**

Schools	2004		2005		2006		2007		Difference between 2004 and 2007	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	3	0,32%	4	0,41%	5	0,51%	4	0,39%	1	33,33%
Bergen	9	1,36%	10	1,60%	11	1,95%	8	1,44%	-1	-11,11%
Bru. I	37	1,55%	52	1,99%	69	2,34%	55	1,77%	18	48,65%
Bru. II	150	5,14%	151	5,01%	104	3,56%	106	3,66%	-44	-29,33%
Bru. III	38	1,37%	48	1,73%	44	1,66%	45	1,72%	7	18,42%
Bru. IV							4	2,33%		
Culham	52	5,85%	38	4,44%	64	7,69%	36	4,35%	-16	-30,77%
Frankfurt	49	6,06%	55	6,28%	63	6,72%	79	8,08%	30	61,22%
Karlsruhe	134	12,48%	165	15,80%	207	21,47%	248	24,77%	114	85,07%
Luxemb. I	152	4,90%	173	5,42%	209	6,36%	208	6,16%	56	36,84%
Luxemb. II	94	11,37%	105		121	13,12%	116	12,93%	22	23,40%
Mol	23	3,58%	18	2,89%	30	4,59%	24	3,65%	1	4,35%
Munich	120	7,98%	119	7,64%	124	7,75%	124	7,44%	4	3,33%
Varese	175	13,29%	218	16,54%	203	15,41%	231	17,54%	56	32,00%
<b>Total</b>	<b>1036</b>	<b>5,22%</b>	<b>1156</b>	<b>5,67%</b>	<b>1254</b>	<b>6,09%</b>	<b>1288</b>	<b>5,13%</b>	<b>252</b>	<b>24,32%</b>

The relative importance of this category of pupil, in statistical terms, is quite small. It currently stands at just over 5% of the total school population. Nevertheless, the percentage of the population represented by these pupils has been steadily growing in recent years. They are a much more important factor and their fees make a much more important contribution to the budget in some schools than in others.

Though demand for enrolment of Category II pupils is high at Luxembourg I, a decision has been taken by the Administrative Board of that school not to enter into any new 'Category II' contracts because of accommodation constraints. For the same reason, the Board of Governors has decided to adopt the same policy for the Brussels Schools.

It is in the smaller schools with low percentages of Category I pupils that such contracts are desirable as each Category II pupil makes a greater contribution to the budget than would a Category III pupil.

The largest number of Category II pupils is to be found at Karlsruhe (just ahead of Varese) and it is in this school too that with 24.77%, they represent almost five times the average for Category II pupils in the system as a whole.

Varese also has a large number of Category II pupils, with 231, or 17.54% of its total population.

The enrolment of Category II pupils is obviously attractive for those schools which have space or need extra numbers to create a vibrant pedagogical context for their pupils. Schools such as Karlsruhe and Varese are located in areas where there is a demand for places at the price on offer but the demand for places at the fee levels which our present system of Category II fee calculation dictates is minimal in a school such as Bergen, where their enrolment would, in present circumstances, be welcome.

The proposal that the Category II fee level be set on the basis of the average cost of a pupil in the system and no longer by school, which was presented to the Board of Governors several years ago and not accepted, might perhaps be looked at again, in order to help the small Type I schools to attract these pupils.

### 2.2.2.2 Category III population

**Table EL 2c: School population from 2004 to 2007. Category III population**

Schools	2004		2005		2006		2007		Difference between 2004 and 2007	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	639	67,26%	628	63,63%	621	62,73%	611	60,08%	-28	-4,38%
Bergen	547	82,38%	517	82,59%	449	79,75%	445	80,32%	-102	-18,65%
Brussels I	532	22,22%	480	18,34%	388	13,13%	368	11,84%	-164	-30,83%
Brussels II	230	7,88%	190	6,30%	187	6,41%	156	5,39%	-74	-32,17%
Brussels III	416	15,00%	323	11,61%	272	10,28%	229	8,74%	-187	-44,95%
Brussels IV							2	1,16%		
Culham	730	82,11%	719	84,00%	661	79,45%	677	81,86%	-53	-7,26%
Frankfurt	431	53,28%	411	46,92%	377	40,23%	346	35,38%	-85	-19,72%
Karlsruhe	810	75,42%	718	68,77%	610	63,28%	594	59,34%	-216	-26,67%
Luxembourg I	577	18,61%	538	16,87%	502	15,28%	534	15,82%	-43	-7,45%
Luxembourg II	140	16,93%	155	17,40%	138	14,97%	126	14,05%	-14	-10,00%
Mol	493	76,67%	462	74,28%	476	72,78%	485	73,82%	-8	-1,62%
Munich	366	24,34%	362	23,25%	354	22,14%	364	21,85%	-2	-0,55%
Varese	502	38,12%	430	32,63%	392	29,76%	371	28,17%	-131	-26,10%
<b>Total</b>	<b>6413</b>	<b>32,29%</b>	<b>5933</b>	<b>29,11%</b>	<b>5427</b>	<b>26,37%</b>	<b>5308</b>	<b>21,13%</b>	<b>-1105</b>	<b>-17,23%</b>

The rise in the relative significance of Category I and Category II pupils in the pupil population is mirrored by the decline in the relative significance of Category III pupils. Just over a fifth of the pupils in our schools are of Category III as of now. The figure was approximately a third in 2004. Indeed, numbers of Category III pupils have been falling 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.

Category III pupils account for more than half of the population in those schools which were the subject of the Van Dijk Report and at Alicante.

## 2.3 Pupil Population by nationality and category

Table EL2d gives the number of pupils from each of the Member States and the percentage of the total number of pupils from the Member States which the pupils from each Member State represent. These figures are given per 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 earlier tables where pupils' nationality was not taken into account.

The figures in this Report were compiled at the end of 2007 and concern the 27 EU Member States, after the most recent enlargement which saw Bulgaria and Romania accede to the EU.

In total, 1047 pupils, or 4.98% of the pupils of the European Schools, come from countries outside the EU.

**Table EL 2d: School population by nationality and category for the Member States**

	Category I		Category II		Category III		Total	
German	1797	12.80%	205	19.05%	1116	22.97%	<b>3118</b>	<b>15.61%</b>
Austrian	230	1.64%	6	0.56%	29	0.60%	<b>265</b>	<b>1.33%</b>
Belgium	1442	10.27%	71	6.60%	408	8.40%	<b>1921</b>	<b>9.62%</b>
British	1200	8.55%	153	14.22%	583	12.00%	<b>1936</b>	<b>9.69%</b>
Bulgarian	91	0.65%	12	1.12%	7	0.14%	<b>110</b>	<b>0.55%</b>
Cypriot	22	0.16%		0.00%		0.00%	<b>22</b>	<b>0.11%</b>
Danish	497	3.54%	116	10.78%	136	2.80%	<b>749</b>	<b>3.75%</b>
Spanish	1242	8.85%	42	3.90%	469	9.65%	<b>1753</b>	<b>8.78%</b>
Estonian	117	0.83%		0.00%	2	0.04%	<b>119</b>	<b>0.60%</b>
Finnish	597	4.25%	17	1.58%	27	0.56%	<b>641</b>	<b>3.21%</b>
French	1887	13.44%	153	14.22%	482	9.92%	<b>2522</b>	<b>12.63%</b>
Greek	621	4.42%	14	1.30%	115	2.37%	<b>750</b>	<b>3.75%</b>
Hungarian	178	1.27%	1	0.09%	3	0.06%	<b>182</b>	<b>0.91%</b>
Irish	414	2.95%	8	0.74%	46	0.95%	<b>468</b>	<b>2.34%</b>
Italian	1223	8.71%	134	12.45%	637	13.11%	<b>1994</b>	<b>9.98%</b>
Latvian	109	0.78%	4	0.37%		0.00%	<b>113</b>	<b>0.57%</b>
Lithuanian	133	0.95%	1	0.09%	2	0.04%	<b>136</b>	<b>0.68%</b>
Luxembourg	196	1.40%	4	0.37%	47	0.97%	<b>247</b>	<b>1.24%</b>
Maltese	41	0.29%	1	0.09%	0	0.00%	<b>42</b>	<b>0.21%</b>
Dutch	406	2.89%	66	6.13%	563	11.59%	<b>1035</b>	<b>5.18%</b>
Polish	220	1.57%	8	0.74%	23	0.47%	<b>251</b>	<b>1.26%</b>
Portuguese	553	3.94%	7	0.65%	75	1.54%	<b>635</b>	<b>3.18%</b>
Romanian	50	0.36%	3	0.28%	8	0.16%	<b>61</b>	<b>0.31%</b>
Slovakian	120	0.85%		0.00%	4	0.08%	<b>124</b>	<b>0.62%</b>
Slovenian	78	0.56%	1	0.09%	3	0.06%	<b>82</b>	<b>0.41%</b>
Swedish	457	3.26%	49	4.55%	65	1.34%	<b>571</b>	<b>2.86%</b>
Czech	118	0.84%		0.00%	9	0.19%	<b>127</b>	<b>0.64%</b>
<b>Total</b>	<b>14039</b>	<b>100.00%</b>	<b>1076</b>	<b>100.00%</b>	<b>4859</b>	<b>100.00%</b>	<b>19974</b>	<b>100.00%</b>

The factors that determine which countries contribute most pupils to the European Schools system would appear to be the size of the population of a country, whether a country plays host to a European School, and therefore to the EU institution(s) served by the schools, and the length of time a country has been a member of the EU.

## 2.4 Pupil Population according to teaching levels

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 in general, as well as the percentage variation year on year since 2004. The last two columns show the differences in absolute and percentage terms for each level in each school and in the system in general for the period as a whole since 2004.

**Table EL 3: Population by teaching level from 2004 to 2007**



Schools	Level	2004	2005		2006		2007		Difference between 2004 and 2007	
		Population	Population	%	Population	%	Population	%	Population	%
Alicante	Nursery	118	118	=	121	2,54%	120	-0,83%	2	1,69%
	Primary	413	390	-5,57%	377	-3,33%	377	0,00%	-36	-8,72%
	Secondary	419	479	14,32%	492	2,71%	520	5,69%	101	24,11%
<b>Total Alicante</b>		<b>950</b>	<b>987</b>	<b>3,89%</b>	<b>990</b>	<b>0,30%</b>	<b>1017</b>	<b>2,73%</b>	<b>67</b>	<b>7,05%</b>
Bergen	Nursery	65	70	7,69%	48	-31,43%	54	12,50%	-11	-16,92%
	Primary	239	214	-10,46%	189	-11,68%	189	0,00%	-50	-20,92%
	Secondary	360	342	-5,00%	326	-4,68%	311	-4,60%	-49	-13,61%
<b>Total Bergen</b>		<b>664</b>	<b>626</b>	<b>-5,72%</b>	<b>563</b>	<b>-10,06%</b>	<b>554</b>	<b>-1,60%</b>	<b>-110</b>	<b>-16,57%</b>
Brussels I	Nursery	208	248	19,23%	283	14,11%	251	-11,31%	43	20,67%
	Primary	870	974	11,95%	1145	17,56%	1181	3,14%	311	35,75%
	Secondary	1316	1395	6,00%	1526	9,39%	1613	5,70%	297	22,57%
<b>Total Brussels I</b>		<b>2394</b>	<b>2617</b>	<b>9,31%</b>	<b>2954</b>	<b>12,88%</b>	<b>3045</b>	<b>3,08%</b>	<b>651</b>	<b>27,19%</b>
Brussels II	Nursery	237	264	11,39%	228	-13,64%	192	-15,79%	-45	-18,99%
	Primary	1088	1101	1,19%	1044	-5,18%	1034	-0,96%	-54	-4,96%
	Secondary	1592	1649	3,58%	1647	-0,12%	1667	1,21%	75	4,71%
<b>Total Brussels II</b>		<b>2917</b>	<b>3014</b>	<b>3,33%</b>	<b>2919</b>	<b>-3,15%</b>	<b>2893</b>	<b>-0,89%</b>	<b>-24</b>	<b>-0,82%</b>
Brussels III	Nursery	248	205	-17,34%	160	-21,95%	157	-1,88%	-91	-36,69%
	Primary	1049	1047	-0,19%	975	-6,88%	897	-8,00%	-152	-14,49%
	Secondary	1476	1529	3,59%	1511	-1,18%	1567	3,71%	91	6,17%
<b>Total Brussels III</b>		<b>2773</b>	<b>2781</b>	<b>0,29%</b>	<b>2646</b>	<b>-4,85%</b>	<b>2621</b>	<b>-0,94%</b>	<b>-152</b>	<b>-5,48%</b>
Brussels IV	Nursery						77			
	Primary						95			
	Secondary						0			
<b>Total Brussels IV</b>						<b>172</b>				
Culham	Nursery	91	79	-13,19%	68	-13,92%	72	5,88%	-19	-20,88%
	Primary	347	341	-1,73%	335	-1,76%	315	-5,97%	-32	-9,22%
	Secondary	451	436	-3,33%	429	-1,61%	440	2,56%	-11	-2,44%
<b>Total Culham</b>		<b>889</b>	<b>856</b>	<b>-3,71%</b>	<b>832</b>		<b>827</b>	<b>-0,60%</b>	<b>-62</b>	<b>-6,97%</b>
Francfort	Nursery	97	100	3,09%	129	29,00%	120	-6,98%	23	23,71%
	Primary	392	386	-1,53%	403	4,40%	413	2,48%	21	5,36%
	Secondary	320	390	21,88%	405	3,85%	445	9,88%	125	39,06%
<b>Total Frankfurt</b>		<b>809</b>	<b>876</b>	<b>8,28%</b>	<b>937</b>	<b>6,96%</b>	<b>978</b>	<b>4,38%</b>	<b>169</b>	<b>20,89%</b>
Karlsruhe	Nursery	72	66	-8,33%	52	-21,21%	77	48,08%	5	6,94%
	Primary	405	390	-3,70%	360	-7,69%	351	-2,50%	-54	-13,33%
	Secondary	597	588	-1,51%	552	-6,12%	573	3,80%	-24	-4,02%
<b>Total Karlsruhe</b>		<b>1074</b>	<b>1044</b>	<b>-2,79%</b>	<b>964</b>	<b>-7,66%</b>	<b>1001</b>	<b>3,84%</b>	<b>-73</b>	<b>-6,80%</b>
Luxemb. I	Nursery	273	288	5,49%	283	-1,74%	305	7,77%	32	11,72%
	Primary	811	819	0,99%	868	5,98%	923	6,34%	112	13,81%
	Secondary	2017	2083	3,27%	2134	2,45%	2148	0,66%	131	6,49%
<b>Total Luxembourg I</b>		<b>3101</b>	<b>3190</b>	<b>2,87%</b>	<b>3285</b>	<b>2,98%</b>	<b>3376</b>	<b>2,77%</b>	<b>275</b>	<b>8,87%</b>
Luxemb. II	Nursery	203	219	7,88%	202	-7,76%	217	7,43%	14	6,90%
	Primary	624	672	7,69%	720	7,14%	680	-5,56%	56	8,97%
	Secondary									
<b>Total Luxembourg II</b>		<b>827</b>	<b>891</b>		<b>922</b>		<b>897</b>	<b>-2,71%</b>	<b>70</b>	<b>8,46%</b>
Mol	Nursery	36	53	47,22%	49	-7,55%	58	18,37%	22	61,11%
	Primary	195	179	-8,21%	197	10,06%	186	-5,58%	-9	-4,62%
	Secondary	412	390	-5,34%	408	4,62%	413	1,23%	1	0,24%
<b>Total Mol</b>		<b>643</b>	<b>622</b>	<b>-3,27%</b>	<b>654</b>	<b>5,14%</b>	<b>657</b>	<b>0,46%</b>	<b>14</b>	<b>2,18%</b>
Munich	Nursery	99	88	-11,11%	107	21,59%	116	8,41%	17	17,17%
	Primary	644	675	4,81%	702	4,00%	727	3,56%	83	12,89%
	Secondary	761	794	4,34%	790	-0,50%	823	4,18%	62	8,15%
<b>Total Munich</b>		<b>1504</b>	<b>1557</b>	<b>3,52%</b>	<b>1599</b>	<b>2,70%</b>	<b>1666</b>	<b>4,19%</b>	<b>162</b>	<b>10,77%</b>
Varèse	Nursery	93	96	3,23%	112	16,67%	128	14,29%	35	37,63%
	Primary	520	495	-4,81%	490	-1,01%	469	-4,29%	-51	-9,81%
	Secondary	704	727	3,27%	715	-1,65%	720	0,70%	16	2,27%
<b>Total Varese</b>		<b>1317</b>	<b>1318</b>	<b>0,08%</b>	<b>1317</b>	<b>-0,08%</b>	<b>1317</b>	<b>0,00%</b>	<b>0</b>	<b>0,00%</b>
<b>Total</b>	Nursery	<b>1840</b>	<b>1894</b>	<b>2,93%</b>	<b>1842</b>	<b>-2,75%</b>	<b>1944</b>	<b>5,54%</b>	<b>104</b>	<b>5,65%</b>
	Primary	<b>7597</b>	<b>7683</b>	<b>1,13%</b>	<b>7805</b>	<b>1,59%</b>	<b>7837</b>	<b>0,41%</b>	<b>240</b>	<b>3,16%</b>
	Secondary	<b>10425</b>	<b>10802</b>	<b>3,62%</b>	<b>10935</b>	<b>1,23%</b>	<b>11240</b>	<b>2,79%</b>	<b>815</b>	<b>7,82%</b>
<b>Grand total</b>		<b>19862</b>	<b>20379</b>	<b>2,60%</b>	<b>20582</b>	<b>1,00%</b>	<b>21021</b>	<b>2,13%</b>	<b>1159</b>	<b>5,84%</b>

The decline in pupil numbers in the nursery and, to a lesser extent, in the primary at Brussels I, Brussels II and Brussels III reflects the enrolment policy adopted for the Brussels Schools, whereby applications for new enrolments were channelled to Brussels I in 2005 and 2006, then to Brussels IV in 2007.

This policy has enabled the overcrowding of Brussels II and III to be curbed. Brussels I has now reached its maximum capacity, whilst Brussels IV has relatively few pupils on roll in relation to the number of applications for enrolment accepted.

A more detailed analysis of the situation in Brussels appears in section 9 (Central Enrolment Authority).

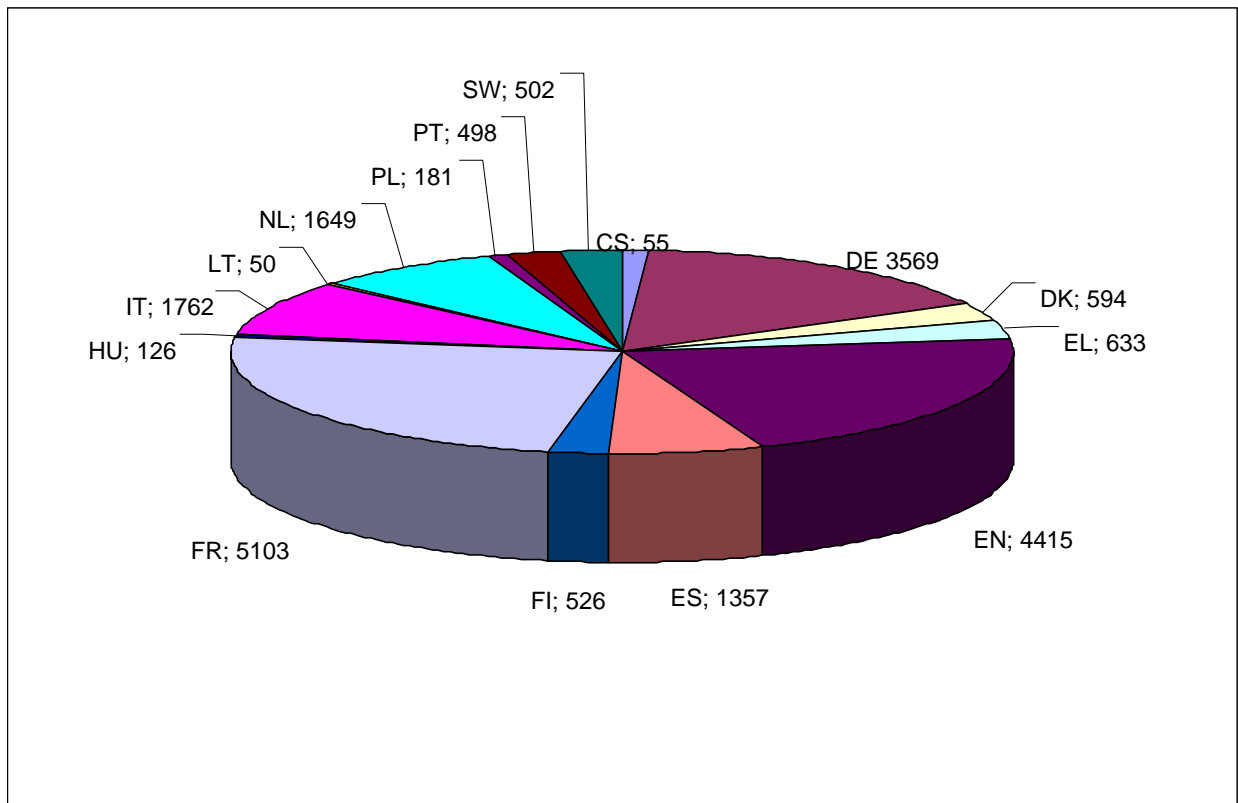
The Alicante, Frankfurt and Munich Schools are experiencing steady growth and it is to be noted that after several years of decline in the four schools which were the subject of the Van Dijk report, pupil numbers have more or less stabilised, as a result in particular of dispelling of the uncertainty about the future of the schools in question.

## 2.5 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 and the overall situation for the system as a whole is summarised in the accompanying pie chart.

**Table LANG SECT 1: Language sections**

Schools	CS	DE	DK	EL	EN	ES	FI	FR	HU	IT	LT	NL	PL	PT	SW	Total
Alicante		156			286	361		214								1017
Bergen		32			190			94		9		229				554
Bru I		312	280		551	311		996	100	362			133			3045
Bru II		313			460		344	651		272	50	204		311	288	2893
Bru III	36	285		400	528	369		703				299				2621
Bru IV		27			46			74		20		5				172
Culham		211			297			237		46		36				827
Francf.		320			301			193		164						978
Karlsru.		354			329			204		73		41				1001
Lux. I		366	149	113	651	264	182	766		141		295	48	187	214	3376
Lux. II	19	112	165	76	136			201	26	162						897
Mol		103						269		6		279				657
Munich		735		44	297	52		257		168		113				1666
Varese		243			343			244		339		148				1317
<b>Total</b>	<b>55</b>	<b>3569</b>	<b>594</b>	<b>633</b>	<b>4415</b>	<b>1357</b>	<b>526</b>	<b>5103</b>	<b>126</b>	<b>1762</b>	<b>50</b>	<b>1649</b>	<b>181</b>	<b>498</b>	<b>502</b>	<b>21021</b>
	0,26%	16,98%	2,83%	3,01%	21,00%	6,46%	2,50%	24,28%	0,60%	8,38%	0,24%	7,84%	0,86%	2,37%	2,39%	100%



Broadly speaking, the size of the language sections reflect the strength of the language in question in Europe but clearly the languages of those countries which are host countries to the schools and the EU institutions are particularly strong in the schools.

The concentration of the schools in cities (Brussels and Luxembourg) which are to a large degree Francophone is reflected in the size of the Francophone sections. The Francophone section of Brussels I accounts for almost a third of the school's total pupil numbers. There is a Francophone section in every school. While this is also true of the German sections, the German section at Bergen is being phased out. There is an Anglophone section in every school except Mol, where an application for creation of such a section is being submitted to the Board of Governors in January 2008.

In accordance with the decision taken by the Board of Governors at its meeting in The Hague in 2006, a new Lithuanian section was set up at Brussels II for the nursery and primary and has 50 pupils on roll.

In the case of the smaller language sections and in accordance with the decisions of the Board of Governors, there are groupings of class levels according to the class sizes.

Table LANG SECT 2 gives the population of each language section in each school broken down into categories of pupil and teaching level – Nursery, Primary and Secondary.



Total	205 21 94			213 20 68			91 20 82			44 18 102			978					
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Karlsruhe</b>																		
Nurs.		9 2 17		4 3 17			3 5 17			0 0 0		0 0 0				77		
Prim.		37 34 71		9 43 41			11 16 47			1 0 22		3 6 10				351		
Sec.		30 27 127		27 87 98			16 18 71			3 47		6 7 9				573		
Total		76 63 215		40 133 156			30 39 135			4 0 69		9 13 19				1001		
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Luxembourg I</b>																		
Nurs.		22 0 2	0 0 0	39 1 3	22 0 4	30 2	76 1 1	0 0 0		0 0 0		19 4 4	14 0 1	18 0 4	27 9 2	305		
Prim.		66 1 8	0 0 0	140 2 21	82 6 7	65 8 5	213 4 12	0 0 0		0 0 0		55 19 35	32 0 1	40 1 12	60 15 13	923		
Sec.		192 8 67	58 32 59	338 20 87	122 7 14	64 3 5	401 21 37	102 1 10		87 18 36		104 17 38	0 0 0	83 4 25	63 4 21	2148		
Total		280 9 77	58 32 59	517 23 111	226 13 25	159 13 10	690 26 50	102 1 10		87 18 36		178 40 77	46 0 2	141 5 41	150 28 36	3376		
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Luxembourg II</b>																		
Nurs.	6 0 0	12 2 7	19 12 3	16 4 1			69 2	15 1 2	11 0 0	27 4 4						217		
Prim.	12 0 1	44 11 36	67 46 18	87 12 16			123 3	4 48 1	9 15 0	84 18 25						680		
Sec.	0 0 0	0 0 0	0 0 0	0 0 0			0 0 0	0 0 0	0 0 0	0 0 0						0		
Total	18 0 1	56 13 43	86 58 21	103 16 17			192 5	4 63 2	11 26 0	111 22 29						897		
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Mol</b>																		
Nurs.		5 0 3					10 1 23			0 0 0		5 0 11				58		
Prim.		9 1 24					12 9 49			0 0 0		22 0 60				186		
Sec.		16 0 45					38 6 121			1 0 5		30 7 144				413		
Total		30 1 72					60 16 193			1 0 5		57 7 215				657		
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Munich</b>																		
Nurs.		0 64 5		18 5 0	0 0 0		24 0 0	0 0 0		0 0 0		0 0 0				116		
Prim.		239 8 14		87 14 11	24 10 18		110 4 4	11 0 33		34 23 36		11 0 36				727		
Sec.		306 11 88		107 20 35	0 0 0		89 4 22	0 0 0		27 17 31		27 3 36				823		
Total		545 83 107		212 39 46	24 10 18		223 8 26	11 0 33		61 40 67		38 3 72				1121		
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Varese</b>																		
Nurs.		9 7 8		16 18 1			17 4 2			18 1 7		8 9 3				128		
Prim.		46 15 29		61 50 10			46 15 14			97 6 30		18 18 14				469		
Sec.		49 14 66		104 42 41			79 11 56			111 9 60		36 12 30				720		
Total		104 36 103		181 110 52			142 30 72			226 16 97		62 39 47				1317		
	CS	DE	DK	EN	ES	FI	FR	GR	HU	IT	LT	NE	PL	PT	SW			
<b>Grand total</b>																		
Nurs.	17 0 0	180 78 79	45 12 3	261 33 67	106 0 24	72 2 0	375 17 75	42 1 4	30 0 0	102 9 23	14 0 0	66 13 40	31 0 1	36 0 4	71 9 2	1944		
Prim.	37 0 1	683 86 332	171 56 18	1044 158 336	414 18 98	224 8 5	1420 85 318	188 5 49	51 0 1	480 67 211	36 0 0	255 46 285	75 1 1	116 2 21	163 16 17	7837		
Sec.	0 0 0	1131 96 665	185 34 70	1503 221 792	524 16 157	200 3 12	1979 134 701	304 2 38	42 0 2	490 56 324	0 0 0	445 58 441	67 0 5	276 7 36	185 9 30	11240		
Total	54 0 1	1994 260 1076	401 102 91	2808 412 1195	1044 34 279	496 13 17	3774 236 1094	534 8 91	# 0 3	1072 132 558	50 0 0	766 117 766	173 1 7	428 9 61	419 34 49	21021		

### 3. Pupils' choices of languages

#### 3.1 Choices of foreign languages

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

By way of explanation it should be said that Language 2 is a pupil's first foreign language, which is studied from primary year 1 and is the medium of instruction 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 for the European Baccalaureate.)

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, in particular circumstances, the choice of a different Language 2 may be possible.

**Table LANG 2: Choice of Language 2, 2007-2008 school year**

<b>Schools</b>	<b>German</b>	<b>English</b>	<b>French</b>	<b>Other</b>
Alicante	12,99%	67,29%	19,72%	
Bergen	13,47%	66,32%	20,20%	
Brussels I	6,11%	60,21%	33,68%	
Brussels II	4,70%	54,42%	40,87%	
Brussels III	5,96%	51,34%	42,61%	
Brussels IV	2,38%	57,14%	40,47%	
Culham	8,48%	69,80%	21,72%	
Frankfurt	55,47%	41,20%	3,32%	
Karlsruhe	51,41%	35,71%	12,88%	
Luxembourg I	13,25%	51,68%	35,07%	
Luxembourg II	14,41%	55,59%	30,00%	
Mol	6,84%	56,76%	36,39%	
Munich	51,22%	41,03%	7,87%	
Varese	10,68%	69,80%	19,17%	0,34%
<b>Total</b>	<b>18,38%</b>	<b>55,59%</b>	<b>25,99%</b>	

English clearly continues to be by far the most popular choice for Language 2, except in German schools, where German is more popular.

Tables LANG3a and LANG 4a show the most popular choices, in each school, of languages for study of Language 3 and Language 4 respectively.

**Table LANG 3 a: The three most frequently chosen languages in each school as Language 3 on entry into secondary year 2, 2007-2008 school year**

Ecoles	Choice 1		Choice 2		Choice 3	
	Language	%	Language	%	Language	%
Alicante	Spanish	37,50%	French	26,25%	Italian	20,00%
Bergen	Spanish	35,71%	French	26,20%	German	21,43%
Brussels I	French	18,70%	Spanish	29,27%	English	24,80%
Brussels II	English	31,96%	French	27,46%	Spanish	19,67%
Brussels III	English	26,49%	French	24,79%	Spanish	18,37%
Brussels IV						
Culham	Spanish	58,73%	French	17,46%	Italian	12,69%
Frankfurt	Spanish	28,17%	French	28,17%	English	23,94%
Karlsruhe	Spanish	44,78%	English	25,37%	French	17,91%
Luxembourg I	English	30,76%	French	30,46%	German	22,15%
Luxembourg II						
Mol	Spanish	34,04%	French	29,78%	English	21,28%
Munich	English	40,14%	Spanish	29,92%	French	18,97%
Varese	Italian	27,95%	Spanish	26,88%	French	22,58%

**Table LANG 4a: The three most frequently chosen languages in each school as Language 4 on entry into secondary year 4, 2007-2008 school year**

Ecoles	Choice 1		Choice 2		Choice 3	
	Language	%	Language	%	Language	%
Alicante	Italian	5,75%	French	8,04%	Spanish	29,88%
Bergen	Spanish	14,89%	French	12,76%	Dutch	10,64%
Brussels I	Spanish	16,30%	Italian	6,86%	Dutch	6,86%
Brussels II	Spanish	23,04%	Dutch	8,70%	Italian	7,39%
Brussels III	Spanish	15,04%	Italian	10,68%	Dutch	9,22%
Brussels IV						
Culham	Spanish	50,00%	French	25,00%	Italian/German	12,50%
Frankfurt	Spanish	20,58%	Italian	0,00%	French	0,00%
Karlsruhe	Spanish	25,88%	French	8,23%	Italian	
Luxembourg I	Spanish	15,85%	German	10,03%	Italian	9,71%
Luxembourg II						
Mol	Spanish	22,05%	Dutch	8,82%	Italian	7,35%
Munich	Spanish	24,32%	French	9,90%	Italian	4,50%
Varese	Spanish	13,08%	Italian	8,41%	French	7,47%

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 at the level of Language 3 and Language 4 is Spanish, which is not normally available as Language 2.

#### 4. Repeat rates in the primary and secondary of the European Schools

Table REPEAT 1 shows by year group the number and percentage of secondary school pupils in the system as a whole who were, by decision of a class council at the end of the school year, obliged to repeat the school year, year on year, during the period 2005-2007.

##### 4.1 Table REPEAT 1: Number and percentage of pupils in each secondary year in the system who repeated a year

	2004/2005			2005/2006			2006/2007			Average repeat rate 04/05 – 06/07
	Total	Repeating	%	Total	Repeating	%	Total	Repeating	%	%
S1	1479	17	1,10%	1608	23	1,40%	1572	24	1,53%	1,37%
S2	1643	15	0,90%	1735	31	1,80%	1611	47	2,92%	1,86%
S3	1577	28	1,80%	1691	52	3,10%	1573	63	4,01%	2,95%
S4	1524	56	3,70%	1634	89	5,40%	1695	128	7,55%	5,63%
S5	1435	53	3,70%	1537	82	5,30%	1583	121	7,64%	5,62%
S6	1360	18	1,30%	1417	46	3,20%	1440	64	4,44%	3,04%
S7	1147	22	1,90%	1180	30	2,50%	1358	25	1,84%	2,09%
<b>TOTAL</b>	<b>10165</b>	<b>209</b>	<b>2,10%</b>	<b>10802</b>	<b>353</b>	<b>3,30%</b>	<b>10832</b>	<b>472</b>	<b>4,36%</b>	<b>3,25%</b>

Table REPEAT 2 gives the same information according to language section – again referring to all of the secondary sections in all of the schools.

##### 4.2 Table REPEAT 2: Number and percentage of pupils in each language section in the secondary who repeated a year

	2004/2005			2005/2006			2006/2007			Average repeat rate 04/05 – 06/07
	Total	Repeating	%	Total	Repeating	%	Total	Repeating	%	%
DE	1691	26	1,50%	1759	54	3,10%	1800	59	3,28%	2,65%
DK	272	3	1,10%	305	3	1,00%	277	7	2,53%	1,52%
EL	324	6	1,90%	345	7	2,00%	336	1	0,30%	1,39%
EN	2123	43	2,00%	2266	69	3,00%	2342	66	2,82%	2,64%
ES	627	26	4,10%	705	21	3,00%	692	34	4,91%	4,00%
FI	188	1	0,50%	202	5	2,50%	207	9	4,35%	2,51%
FR	2509	63	2,50%	2683	119	4,40%	2673	191	7,15%	4,74%
HU	13	1	7,70%	18	0	0,00%	50	0	0,00%	1,23%
IT	916	14	1,50%	963	18	1,90%	901	38	4,22%	2,52%
NL	958	15	1,60%	1003	35	3,50%	954	36	3,77%	2,95%
PL	27	0	0,00%	18	0	0,00%	61	6	9,84%	5,66%
PT	328	7	2,10%	339	14	4,10%	332	16	4,82%	3,70%
SV	189	4	2,10%	196	8	4,10%	207	9	4,35%	3,55%
<b>TOTAL</b>	<b>10165</b>	<b>209</b>	<b>2,10%</b>	<b>10802</b>	<b>353</b>	<b>3,30%</b>	<b>10832</b>	<b>472</b>	<b>4,36%</b>	<b>3,25%</b>

Table REPEAT 3 shows the number of pupils in each section in each secondary school, as well as the number and percentage of pupils in each language section who at the end of the 2006-2007 school year were obliged to repeat the year.



Table REPEAT 3

Number of students for the secondary classes S1 to S6															Graduates	Total	
		DE	DK	EL	EN	ES	FI	FR	HU	IT	NL	PL	PT	SV	TOTAL	S7	
Alicante	Total	45			137	154		112							448	39	487
	Repeating	0			1	11		8							20	0	20
	%	0,00%			0,73%	7,14%		7,14%							4,46%	0,00%	4,11%
Bergen	Total	27			103			43		9	98				280	45	325
	Repeating	0			2			1		0	1				4	1	5
	%	0,00%			1,94%			2,33%		0,00%	1,02%				1,43%	2,22%	1,54%
Bruxelles I	Total	140	116		216	160		456	45	165			55		1353	168	1521
	Repeating	0	2		8	9		35		3			6		63	1	64
	%	0,00%	1,72%		3,70%	5,63%		7,68%	0,00%	1,82%			10,91%		4,66%	0,60%	4,21%
Bruxelles II	Total	170			248		129	352		134	106		175	111	1425	207	1632
	Repeating	9			4		8	27		9	7		10	3	77	3	80
	%	5,29%			1,61%		6,20%	7,67%		6,72%	6,60%		5,71%	2,70%	5,40%	1,45%	4,90%
Bruxelles III	Total	120		198	276	168		373				163			1298	197	1495
	Repeating	4		0	2	5		35				3			49	6	55
	%	3,33%		0,00%	0,72%	2,98%		9,38%				1,84%			3,78%	3,05%	3,68%
Bruxelles IV	Total																
	Repeating																
	%																
Culham	Total	85			139			104		30	18				376	44	420
	Repeating	2			2			4		2	1				11	0	11
	%	2,35%			1,44%			3,85%		6,67%	5,56%				2,93%	0,00%	2,62%
Francfort	Total	128			111			77		44					360	45	405
	Repeating	1			1			4		2					8	0	8
	%	0,78%			0,90%			5,19%		4,55%					2,22%	0,00%	1,98%
Karlsruhe	Total	145			166			84		49	21				465	80	545
	Repeating	6			9			6		3	2				26	3	29
	%	4,14%			5,42%			7,14%		6,12%	9,52%				5,59%	3,75%	5,32%
Luxembourg I	Total	228	128	93	368	127	63	400		121	140		102	73	1843	289	2132
	Repeating	12	5	1	26	7	1	29		2	9		6	6	104	5	109
	%	5,26%	3,91%	1,08%	7,07%	5,51%	1,59%	7,25%		1,65%	6,43%		5,88%	8,22%	5,64%	1,73%	5,11%
Moi	Total	51						140		4	147				342	56	398
	Repeating	4						26		1	8				39	2	41
	%	7,84%						18,57%		25,00%	5,44%				11,40%	3,57%	10,30%
Munich	Total	331			140			97		67	59				694	93	787
	Repeating	11			3			0		6	2				22	2	24
	%	3,32%			2,14%			0,00%		8,96%	3,39%				3,17%	2,15%	3,05%
Varèse	Total	101			154			119		154	62				590	95	685
	Repeating	6			4			4		9	1				24	2	26
	%	5,94%			2,60%			3,36%		5,84%	1,61%				4,07%	2,11%	3,80%
Total	Total	1571	244	291	2058	609	192	2357	45	777	814	55	277	184	9474	1358	10832
	Repeating	55	7	1	62	32	9	179	0	37	34	6	16	9	447	25	472
	%	3,50%	2,87%	0,34%	3,01%	5,25%	4,69%	7,59%	0,00%	4,76%	4,18%	10,91%	5,78%	4,89%	4,72%	1,84%	4,36%

Table REPEAT 4 gives the same information for each secondary cycle but by year group rather than language section.

**Table REPEAT 4**

School		s1	s2	s3	s4	s5	s6	s7	Total
<b>Alicante</b>	Total	77	85	86	85	63	52	39	<b>487</b>
	Repeating	1	2	1	8	4	4	0	<b>20</b>
	%	1,30%	2,35%	1,16%	9,41%	6,35%	7,69%	0,00%	<b>4,11%</b>
<b>Bergen</b>	Total	49	46	50	41	48	46	45	<b>325</b>
	Repeating	0	1	2	0	0	1	1	<b>5</b>
	%	0,00%	2,17%	4,00%	0,00%	0,00%	2,17%	2,22%	<b>1,54%</b>
<b>Brussels I</b>	Total	232	218	225	241	235	202	168	<b>1521</b>
	Repeating	6	9	6	15	20	7	1	<b>64</b>
	%	2,59%	4,13%	2,67%	6,22%	8,51%	3,47%	0,60%	<b>4,21%</b>
<b>Brussels II</b>	Total	229	234	226	256	247	233	207	<b>1632</b>
	Repeating	4	5	14	24	18	12	3	<b>80</b>
	%	1,75%	2,14%	6,19%	9,38%	7,29%	5,15%	1,45%	<b>4,90%</b>
<b>Brussels III</b>	Total	219	224	195	221	230	209	197	<b>1495</b>
	Repeating	3	7	9	18	9	3	6	<b>55</b>
	%	1,37%	3,13%	4,62%	8,14%	3,91%	1,44%	3,05%	<b>3,68%</b>
<b>Brussels IV</b>	Total								
	Repeating								
	%								
<b>Culham</b>	Total	58	68	63	76	68	43	44	<b>420</b>
	Repeating	1	3	0	4	3	0	0	<b>11</b>
	%	1,72%	4,41%	0,00%	5,26%	4,41%	0,00%	0,00%	<b>2,62%</b>
<b>Frankfurt</b>	Total	67	69	68	65	53	38	45	<b>405</b>
	Repeating	2	1	2	1	1	1	0	<b>8</b>
	%	2,99%	1,45%	2,94%	1,54%	1,89%	2,63%	0,00%	<b>1,98%</b>
<b>Karlsruhe</b>	Total	65	77	76	83	82	82	80	<b>545</b>
	Repeating	0	2	2	10	10	2	3	<b>29</b>
	%	0,00%	2,60%	2,63%	12,05%	12,20%	2,44%	3,75%	<b>5,32%</b>
<b>Luxembourg I</b>	Total	312	320	308	341	283	279	289	<b>2132</b>
	Repeating	3	9	18	31	28	15	5	<b>109</b>
	%	0,96%	2,81%	5,84%	9,09%	9,89%	5,38%	1,73%	<b>5,11%</b>
<b>Luxembourg II</b>	Total								
	Repeating								
	%								
<b>Mol</b>	Total	41	57	59	58	60	67	56	<b>398</b>
	Repeating	3	2	6	9	10	9	2	<b>41</b>
	%	7,32%	3,51%	10,17%	15,52%	16,67%	13,43%	3,57%	<b>10,30%</b>
<b>Munich</b>	Total	133	111	117	118	121	94	93	<b>787</b>
	Repeating	0	3	2	2	12	3	2	<b>24</b>
	%	0,00%	2,70%	1,71%	1,69%	9,92%	3,19%	2,15%	<b>3,05%</b>
<b>Varèse</b>	Total	90	102	100	110	93	95	95	<b>685</b>
	Repeating	1	3	1	6	6	7	2	<b>26</b>
	%	1,11%	2,94%	1,00%	5,45%	6,45%	7,37%	2,11%	<b>3,80%</b>
<b>Total</b>	Total	<b>1572</b>	<b>1611</b>	<b>1573</b>	<b>1695</b>	<b>1583</b>	<b>1440</b>	<b>1358</b>	<b>10832</b>
	Repeating	<b>24</b>	<b>47</b>	<b>63</b>	<b>128</b>	<b>121</b>	<b>64</b>	<b>25</b>	<b>472</b>
	%	<b>1,53%</b>	<b>2,92%</b>	<b>4,01%</b>	<b>7,55%</b>	<b>7,64%</b>	<b>4,44%</b>	<b>1,84%</b>	<b>4,36%</b>

The table above shows a significant increase in repeat rates at the end of the 2006-2007 school year in several sections, and more particularly in years 4 (7,55%) and 5 (7,64%). There is also variation from school to school, the lowest rate (1,5%) being recorded at Bergen and the highest (10,3%) at Mol.

When viewed according to class level, it is evident that the levels pupils find most difficult to pass are year 4 and year 5, where two subjects must be studied in a foreign language and where three science subjects are compulsory.

Table REPEAT 5: Number and percentage of primary pupils who repeated the year

SCHOOL		Primary cycle
Alicante	Total	382
	Repeating	0
	%	0,0%
Bergen	Total	93
	Repeating	0
	%	0,0%
Brussels I	Total	1184
	Repeating	13
	%	1,1%
Brussels II	Total	1059
	Repeating	15
	%	1,4%
Brussels III	Total	981
	Repeating	6
	%	0,6%
Culham	Total	340
	Repeating	2
	%	0,6%
Frankfurt	Total	403
	Repeating	4
	%	1,0%
Karlsruhe	Total	367
	Repeating	1
	%	0,3%
Luxembourg I	Total	838
	Repeating	11
	%	1,3%
Luxembourg II	Total	681
	Repeating	9
	%	1,3%
Mol	Total	197
	Repeating	4
	%	2,0%
Munich	Total	704
	Repeating	4
	%	0,6%
Varèse	Total	495
	Repeating	2
	%	0,4%
Total	Total	7724
	Repeating	71
	%	0,92%

## 5. Teachers and staff-pupil ratios

### 5.1 Teaching staff

Table ENS1 shows the total number of teaching staff in each school and the number of teachers, educational advisers, librarians and executive staff seconded by the Member States for the 2007-2008 school year. It also shows the number of locally recruited teachers employed in each school and the percentage of seconded staff, including executive posts, which are locally recruited or seconded per school and for the system as a whole.

The information on locally recruited teachers, the majority of whom are employed part time, is expressed in teacher equivalents, allowing for 21 periods weekly in the secondary schools and for 25.5 hours per week in the primary school.

**Table ENS1: Teaching staff for the 2007-2008 school year**

Schools	Seconded teachers	Educational 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	70	3	3	76	83%	6	7	2	15	16%	91
Bergen	50	1	3	54	78%	5	8	2	15	22%	69
Bru I	179	10	4	193	74%	29	31	9	69	26%	262
Bru II	184	9	3	196	80%	12	27	9	48	20%	244
Bru III	161	8	2	171	78%	11	26	10	47	21%	218
Bru IV	12	0	3	15	88%	2	0	0	2	12%	17
Culham	54	2	2	58	67%	8	17	3	28	33%	86
Francfort	58	1	3	62	66%	9	19	3	31	33%	93
Karlsruhe	68	3	3	74	70%	11	17	4	32	30%	106
Lux. I	216	16	4	236	77%	17	43	12	72	23%	308
Lux. II	48	0	2	50	82%	9	0	2	11	18%	61
Mol	59	3	3	65	79%	5	9	3	17	20%	82
Munich	84	4	3	91	58%	24	34	7	65	42%	156
Varese	96	6	3	105	74%	11	19	6	36	25%	141
<b>Total</b>	<b>1339</b>	<b>66</b>	<b>41</b>	<b>1446</b>	<b>75%</b>	<b>159</b>	<b>257</b>	<b>72</b>	<b>488</b>	<b>25%</b>	<b>1934</b>

The number of teacher equivalents is up by 2.7% on last year to 1,934. The percentage of locally recruited staff is 25%, i.e. a quarter of the total. This figure would obviously be lower if all Member States were to fill the posts for which they were asked.

The number of seconded teachers' posts not filled by the Member States totalled 47 at the beginning of the new school year in September 2007 (16 in the nursery and primary – 31 in the secondary).

Table ENS1a gives the number of members of the teaching staff seconded by each Member State in the system as a whole and in each school. It also shows the percentage of the total seconded teaching staff from each Member State.

The largest contributors are the United Kingdom, Germany, Belgium and France, in that order, and three countries, Cyprus, Estonia and Latvia, do not appear in the table as they do not as yet second any teaching staff.

Table ENS1a: Teaching staff seconded by governments for the 2007-2008 school year, by country

	Total	%	Ali	Berg	Br1	Br2	Br3	Br4	Cul	Frfr	Kar	Lu1	Lu2	Mol	Mun	Var
Germany	217	16,21%	13	5	14	19	16	2	14	19	23	26	6	12	30	18
Austria	16	1,19%			4	1	1	1		2		3			3	1
Belgium	161	12,02%	9	10	20	27	26	3	4	5	3	22	5	14	5	8
Denmark	31	2,32%			14				1		0	7	8	0	0	1
Spain	79	5,90%	18	1	17	2	16		1	1	1	15		1	3	3
Estonia	1	0,07%										1				
Finland	27	2,02%				16						11				
France	177	13,22%	5	6	32	24	24	2	13	6	12	23	2	9	7	12
United Kingdom	229	17,10%	13	8	30	30	29		13	11	13	35	6	6	15	20
Greece	33	2,46%					17	0		0		8	5		3	
Hungary	9	0,67%			7					0			2			
Ireland	69	5,15%	5	4	11	7	10	1	4	4	2	10	1	3	2	5
Italy	99	7,39%		1	16	15	3	2	2	10	8	8	7	1	9	17
Lithuania	6	0,45%		0		4		0				2				
Luxembourg	19	1,42%	3		1	2	4					5	1		2	1
Malta	1	0,07%											1			
Netherlands	78	5,83%		15	0	10	9	1	2	0	6	11		12	5	7
Poland	16	1,19%			12							4				
Portugal	30	2,24%	1			13	1	0			0	13				2
Slovakia	3	0,22%					2						1			
Slovenia	1	0,07%			1											
Sweden	29	2,17%	2			14						11		1	0	1
Czech Republic	8	0,60%					4					1	3			
<b>Total</b>	<b>1339</b>	<b>100,00%</b>	<b>69</b>	<b>50</b>	<b>179</b>	<b>184</b>	<b>162</b>	<b>12</b>	<b>54</b>	<b>58</b>	<b>68</b>	<b>216</b>	<b>48</b>	<b>59</b>	<b>84</b>	<b>96</b>

Table ENS2 gives for each year from 2004 the number of each school's teaching staff with the locally recruited teacher numbers expressed as teacher equivalents, rounded up to whole figures included in the total figures. Percentage variations in the figures over the three years appear in the last column.

Table ENS2a gives the same information for locally recruited staff alone, showing locally recruited staff as a percentage of total teaching staff.

Table ENS2: Pattern of development of teaching staff, 2004-2007

Schools	2004		2005		2006		2007		Difference between 2004 and 2007	
	Teachers	%	Teachers	%	Teachers	%	Teachers	%	Teachers	%
Alicante	82	4,51%	90	4,90%	88	4,69%	91	4,70%	9	10,97%
Bergen	78	4,29%	74	4,03%	71	3,78%	69	3,57%	-9	-11,54%
Bru I	213	11,71%	230	12,52%	260	13,84%	262	13,54%	49	23,00%
Bru II	268	14,73%	235	12,79%	233	12,41%	244	12,62%	-24	-8,95%
Bru III	218	11,98%	218	11,87%	221	11,77%	218	11,27%	0	0,00%
Bru IV							17	0,88%	0	0,00%
Culham	91	5,00%	86	4,68%	85	4,53%	86	4,45%	-5	-5,49%
Frankfurt	76	4,18%	86	4,68%	89	4,74%	93	4,81%	17	22,37%
Karlsruhe	109	5,99%	106	5,77%	104	5,54%	106	5,48%	-3	-2,75%
Lux. I	275	15,12%	278	15,13%	300	15,97%	308	15,93%	33	12,00%
Lux. II	56	3,08%	58	3,16%	59	3,14%	61	3,15%	5	8,93%
Mol	81	4,45%	81	4,41%	81	4,31%	82	4,24%	1	1,23%
Munich	138	7,59%	152	8,27%	149	7,93%	156	8,07%	18	13,04%
Varese	134	7,37%	143	7,78%	138	7,35%	141	7,30%	7	5,22%
<b>Total</b>	<b>1819</b>	<b>100%</b>	<b>1837</b>	<b>100%</b>	<b>1878</b>	<b>100,00%</b>	<b>1934</b>	<b>100,00%</b>	<b>115</b>	<b>6,32%</b>

Table ENS2a: Pattern of development of locally recruited teachers, 2004-2007

Schools	2004		2005		2006		2007		Difference between 2004 and 2007	
	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%
Alicante	16	23,94%	22	24,44%	14	15,91%	15	16,48%	-1	-6,25%
Bergen	14	17,24%	10	13,51%	12	16,90%	15	21,73%	1	7,14%
Brussels I	42	23,50%	50	21,74%	63	24,23%	69	26,34%	27	64,28%
Brussels II	83	19,82%	48	20,43%	46	19,33%	48	19,68%	-35	-42,17%
Brussels III	43	33,86%	41	18,81%	43	19,46%	47	21,56%	4	9,30%
Brussels IV							2	11,76%		
Culham	17	15,38%	22	25,58%	22	25,88%	28	32,56%	11	64,70%
Frankfurt	24	27,69%	29	33,72%	28	31,46%	31	33,33%	7	29,17%
Karlsruhe	25	21,30%	25	23,58%	29	27,88%	32	30,18%	7	28,00%
Luxembourg I	56	18,00%	56	20,14%	70	23,33%	72	23,37%	16	28,58%
Luxembourg II	10		12	20,69%	9	15,25%	11	18,03%	1	10,00%
Mol	14	14,63%	16	19,75%	14	17,28%	17	20,73%	3	21,42%
Munich	55	41,55%	65	42,76%	61	40,94%	65	41,67%	10	18,18%
Varese	30	21,80%	39	27,27%	33	23,91%	36	25,53%	6	20,00%
<b>Total</b>	<b>429</b>	<b>23,81%</b>	<b>435</b>	<b>23,68%</b>	<b>444</b>	<b>23,58%</b>	<b>488</b>	<b>25,23%</b>	<b>57</b>	<b>13,75%</b>

## 5.2 Staff-Pupil Ratios

Table ENS3 shows pupil-teacher ratios for each school and for the system as a whole and the evolution of these ratios over the period since 2004.

It can be seen that this ratio remains stable across the system as a whole.

Table ENS3: Pupil teacher ratios, 2004-2007

Schools	2004		2005		2006		2007		Diff. Ratio
	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	%
Alicante	82	11,6	90	11	88	11,3	91	11,2	-4%
Bergen	78	8,5	74	8,5	71	7,9	69	8	-6%
Bru I	213	11,2	230	11,4	260	11,4	262	11,6	4%
Bru II	268	10,9	235	12,8	233	12,5	244	11,8	9%
Bru III	218	12,7	218	12,8	221	12	218	12	-6%
Bru IV							17	10	0%
Culham	91	9,8	86	10	85	9,8	86	9,6	-2%
Frankfurt	76	10,6	86	10,2	89	10,5	93	10,5	-1%
Karlsruhe	109	9,9	106	9,8	104	9,3	106	9,4	-5%
Luxemb. I	275	11,3	278	11,5	300	11	308	11	-3%
Luxemb. II	56		58		59	15,6	61	14,7	0%
Mol	81	7,9	81	7,7	81	8,1	82	8	1%
Munich	138	10,9	152	10,2	149	10,7	156	10,7	-2%
Varese	134	9,8	143	9,2	138	9,5	141	9,3	-5%
<b>Total</b>	<b>1819</b>	<b>10,9</b>	<b>1837</b>	<b>11,1</b>	<b>1878</b>	<b>11</b>	<b>1934</b>	<b>11</b>	<b>1%</b>

Table ENS3a gives the same information for ratios of educational advisers to pupils in the secondary schools. The particularly unfavourable situation in Bergen is more apparent than real because, unusually, one of the advisers in that school is locally recruited.

The ratio of 445:1 at Frankfurt reflects an exceptional situation and is due to the sudden death of an educational adviser who was not replaced during the year.

**Table ENS3a: Pupil-educational adviser ratio, 2004 - 2007**

Schools	Table ENS3a: Pupil-educational adviser ratio, 2004 - 2007								Diff. Ratio between 2004 and 2007
	2004		2005		2006		2007		
	Ed. Adviser	Pupil-Ed. Adv. ratio	Ed. Adviser	Pupil-Ed. Adv. Ratio	Ed. Adviser	Pupil-Ed. Adv. ratio	Ed. Adv.	Pupil-Ed. Adv. ratio	
Alicante	3	140	3	160	3	164	3	173	24%
Bergen	1	360	1	342	1	326	1	311	-14%
Bru I	10	132	10	140	12	127	9	179	36%
Bru II	9	177	9	183	9	183	9	185	4,5%
Bru III	9	164	9	170	9	168	8	196	19,5%
Bru IV	0	0	0	0	0	0	0	0	0%
Culham	2	226	1	436	2	215	2	220	-3%
Frankfurt	2	160	2	195	2	203	1	445	178%
Karlsruhe	4	149	4	147	4	138	3	191	28%
Lux. I	11	183	12	174	13	164	13	165	-10%
Lux. II	0	0	0	0	0	0	0	0	0%
Mol	3	137	3	130	3	136	2	206	50,4%
Munich	4	190	4	199	4	198	4	206	8%
Varese	5	140	5	145	5	142	5	144	3%
<b>Total</b>	<b>63</b>	<b>165</b>	<b>63</b>	<b>171</b>	<b>67</b>	<b>163</b>	<b>60</b>	<b>187</b>	<b>13%</b>

### 5.3 Administrative and ancillary staff

Table PAS 1 shows the number of full-time equivalent administrative and ancillary staff employed in each school in the years 2004 to 2007 and the percentage difference between the number of such staff members employed at the beginning and end of that period.

Table PAS 1: Number of administrative and ancillary staff from 2004 to 2007 according to the organigrams appearing in the budgets					
Ecoles	2004	2005	2006	2007	Diff. 2004-2007 (%)
Alicante	16,5	17,5	17,5	17,5	6,06%
Bergen	15,5	15	15	14,5	-6,45%
Brussels I	30,95	32,45	32,95	35,45	14,54%
Brussels II	30,5	30,5	30	31,5	3,28%
Brussels III	29	30	30,5	31,5	8,62%
Brussels IV				13,4	
Culham	17,5	17	16,5	16,5	-5,71%
Frankfurt	16,5	17	17	17,5	6,06%
Karlsruhe	17,8	18,8	18,8	18,3	2,81%
Luxembourg :	53,5	57	60	56,5	5,61%
<i>Luxembourg I</i>	37,5	38,5	39,5	38	n.d
<i>Luxembourg II</i>	16	18,5	20,5	18,5	n.d
Mol	16	15	15	15	-6,25%
Munich	18,5	25,5	27,5	26,1	41,08%
Varese	22,78	22,78	22,78	22,78	0,00%
OSGES	25,75	26,25	27,75	29,5	14,56%
<b>TOTAL</b>	<b>310,78</b>	<b>324,78</b>	<b>331,28</b>	<b>346,03</b>	<b>11,34%</b>

## 6. Costs

### 6.1 Expenditure and costs

Table Cost 1 shows the development of the budgets of each of the schools and of the Central Office over the four-year period from 2003.

**Table Cost 1**

<b>Development of costs from 2003 to 2007 – Expenditure (€)</b>					
	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Alicante</b>	5,313,200	8,265,623	9,271,918	10,398,783	11,128,066
<b>Bergen</b>	10,788,305	10,664,213	9,272,479	9,129,940	9,301,303
<b>Brussels I</b>	22,654,741	24,166,319	25,479,692	26,923,771	30,015,891
<b>Brussels II</b>	24,781,868	26,384,610	26,055,082	27,537,597	29,095,011
<b>Brussels III</b>	22,402,851	23,512,316	24,189,135	24,873,606	25,641,086
<b>Brussels IV</b>					1,575,611
<b>Culham</b>	11,109,556	10,855,737	10,684,414	10,698,087	10,861,336
<b>Frankfurt</b>	4,608,221	7,427,133	8,484,316	10,043,162	9,975,655
<b>Karlsruhe</b>	11,274,199	11,196,364	11,250,667	11,388,828	11,390,117
<b>Luxembourg I</b>	31,203,863	32,645,494	30,861,306	33,445,420	34,802,304
<b>Luxembourg II</b>	0	2,048,889	6,156,171	6,477,238	6,866,431
<b>Mol</b>	10,208,687	10,235,123	10,150,934	10,410,155	10,515,682
<b>Munich</b>	15,782,314	16,810,115	17,147,567	17,755,501	18,139,128
<b>Varese</b>	15,057,026	15,584,147	16,214,257	16,533,942	17,688,120
<b>OSG</b>	6,575,185	6,904,443	7,535,694	8,006,764	9,063,703
<b>TOTAL</b>	191,760,016	206,700,526	212,753,632	223,622,794	236,059,444
<p>The figures for 2003-2006 show expenditure, after deduction of appropriations carried forward to the following year and subsequently cancelled. Figures for 2007, which include appropriations carried forward to 2008, are the best figures available at the year end and are subject to adjustment.</p>					



Table Cost 2 tracks the cost per pupil of each school, of all schools together and of the Central Office, since 2003. 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 full year for which they are comparable with the other schools. Luxembourg II is, for the moment, a primary school only and, since the process of its creation is still ongoing, some of the figures for the Luxembourg schools have been aggregated. The same has been done for Brussels, where an average cost for the four schools has been calculated.

The average cost per pupil per annum across the schools is €11,388. In general, and as might be expected, the cost per pupil is lower in the larger schools and far higher in the smaller ones, such as Bergen and Mol.

**Table Cost 2**

Cost per pupil (€)							
	2003	2004	2005	2006	2007	% increase 03 - 07	% increase 04 - 07
<b>Alicante</b>	8,920	9,294	9,635	10,525	11,139	24.9%	19.9%
<b>Bergen</b>	15,046	15,576	14,236	15,091	16,609	10.4%	6.6%
<b>Brussels I</b>	10,326	10,330	10,323	9,865	10,058	-2.6%	-2.6%
<b>Brussels II</b>	8,868	9,250	8,834	9,234	9,997	12.7%	8.1%
<b>Brussels III</b>	8,659	8,711	8,715	9,091	9,721	12.3%	11.6%
<b>Brussels IV</b>					27,482		
<b><i>Brussels I, II, III &amp; IV</i></b>	<i>9,219</i>	<i>9,386</i>	<i>9,242</i>	<i>9,391</i>	<i>10,050</i>	<i>9.0%</i>	<i>7.1%</i>
<b>Culham</b>	12,344	12,166	12,169	12,616	13,081	6.0%	7.5%
<b>Frankfurt</b>	10,733	10,179	10,206	11,205	10,493	-2.2%	3.1%
<b>Karlsruhe</b>	9,824	10,316	10,574	11,195	11,666	18.8%	13.1%
<b>Luxembourg I</b>	8,320	9,147	9,858	10,381	10,497	26.2%	14.8%
<b>Luxembourg II</b>		7,432	7,257	7,186	7,515		1.1%
<b><i>Luxembourg I &amp; II</i></b>	<i>8,320</i>	<i>9,024</i>	<i>9,303</i>	<i>9,683</i>	<i>9,853</i>	<i>18.4%</i>	<i>9.2%</i>
<b>Mol</b>	15,359	15,934	15,961	16,454	16,054	4.5%	0.8%
<b>Munich</b>	11,019	11,425	11,269	11,302	11,188	1.5%	-2.1%
<b>Varese</b>	11,118	11,785	12,308	12,548	13,431	20.8%	14.0%
<b>All the schools</b>	9,974	10,271	10,243	10,545	10,951	9.8%	6.6%
<b>OSG</b>	354	355	376	392	437	23.5%	23.2%
<b>Schools + OSG</b>	10,328	10,626	10,619	10,937	11,388	10.3%	7.2%
Expenditure is based on the figures in Table Cost 1.							
Pupils: Weighted average. (No in October of year n-1 x 8/12) + (No in October of year n x 4/12)							

## 6.2. Contributions to the European Schools' Budgets

Table Cost 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2003.

In relative terms, the situation remains much as it was last year, although it is interesting to note a slight drop in the contribution from Category III fees and an increase in the contribution from Category II fees, reflecting the falling significance across the system of the numbers of pupils in the former category and the increasing significance of the numbers in the latter category.

**Table Cost 3**

<b>Budget contributions (excluding surplus carried forward and use of reserve fund)</b>						
		<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Member States</b>	€	44,311,536	47,269,665	50,273,816	50,998,425	52,402,494
	%	22.9%	22.6%	23.6%	22.4%	22.7%
<b>Commission</b>	€	109,805,050	118,357,034	116,388,279	127,124,086	126,687,463
	%	56.8%	56.7%	54.7%	55.7%	54.9%
<b>EPO</b>	€	12,669,880	13,487,395	14,092,602	14,679,899	14,882,438
	%	6.6%	6.5%	6.6%	6.4%	6.4%
<b>Category II fees</b>	€	8,219,864	9,908,563	10,984,317	12,387,964	13,818,454
	%	4.3%	4.7%	5.2%	5.4%	6.0%
<b>Category III fees</b>	€	14,722,634	16,437,967	17,338,757	18,438,111	18,152,767
	%	7.6%	7.9%	8.1%	8.1%	7.9%
<b>Other</b>	€	3,465,134	3,427,202	3,856,530	4,454,397	5,020,211
	%	1.8%	1.6%	1.8%	2.0%	2.2%
<b>TOTAL</b>	€	193,194,098	208,887,826	212,934,301	228,082,882	230,963,827

For the years 2003 to 2006, the figures show receipts as recorded in the final accounts; those for 2007 are the best figures available at the year end and are subject to adjustment. The figures exclude the surplus carried forward and use of the reserve fund.

Member States contribute to the budgets of the European Schools through the payment of the national salaries of the teachers seconded by each state. The host countries also pay for the buildings made available to the schools on their territory. Each of the states defrays the cost of some inspectorial services in the form of the salaries paid to its inspectors. These latter contributions do not appear in the budget.

The amount of the contribution of each state to the budget of each school is dependent on the number of teachers seconded by the Member State in question to the school and on the amount of the national salaries paid to teachers in the state in question.

In response to repeated comments from the United Kingdom about the imbalance between the percentage of British pupils in relation to the percentage of seconded teachers of the same nationality, the Board of Governors created a Working Group charged, amongst other things, with making proposals to it aimed at fairer financial burden-sharing amongst the Member States in terms of the costs of secondment of teachers to the European Schools. The Group's report will be the subject of a detailed discussion at the January 2008 meeting of the Board of Governors.

## 7. Pedagogy

## 7.1 Pedagogical priorities

The fact that the (Portuguese) Chairs of the Boards of Inspectors and Teaching Committees (Nursery/Primary and Secondary) followed the model of the joint annual report of their (Dutch) predecessors shows that the European Schools system has reached a stage where it is capitalising fully on the exceptional situation of being able to observe and steer an all age range education system (from 4 to 18/19 years of age) under a single authority. Other initiatives, taken last year, such as

- the work of the Working Group on nursery-primary and primary-secondary transition
- the common framework for team inspections
- the programme for induction of new teachers
- the organisation of ethics and religion courses
- the work of the Working Group on evaluation of the performance of seconded and locally recruited teachers
- coordination of the secondary year 1 mathematics syllabus with the primary year 5 one,

are all going forward in the same direction and strengthen this holistic vision of the system.

At primary level, the process of harmonisation of assessment of pupils' competences was successfully completed, with the adoption of the revised school report, supplemented with a special sheet for SWALS, computerised and published in the different languages on Learning Gateway. The instructions for use of the school report, planned for spring 2008, will bring to a close this work of fundamental importance, carried out with substantial input from teachers. Revision of the school report is planned in five years' time.

The same applies to the process of quality development and assurance with respect to the teaching of mathematics, for which, after the team inspections in the schools, the reports sent to the schools, the production of a consolidated report and local in-service training courses for the teachers during the 2006-2007 school year, follow-up on the team inspections is planned for the current year, as is revision of the Intermath textbook for years 4 and 5.

On the same model, team inspections of physical education were successfully completed, with the adoption of a final report.

In the current school year, implementation of the new music syllabus and the quality of music teaching and learning will be the focus of the team inspections, also using the same model.

The Harmonised Timetables in the Primary document, which was adopted in January 2007 and which entered into force in September 2007, is a first step towards the establishment of an autonomy framework, with particular reference to organisation of the music, art and physical education timetable and to organisation of learning support provision. It will be up to the schools to take advantage of this new opportunity and to report back on it during the planned team inspections.

At secondary level, apart from the efforts made to improve the quality of the Baccalaureate examination papers and the revision of the years 1-3 mathematics syllabus, it was the subjects characteristic of our schools which were the focus of concerns. Pilot team inspections of the teaching of history and geography in years 4 and 5 were conducted in two schools and will be extended to all the schools this year. In L2, efforts to harmonise the assessment criteria were and will continue to be a focus of interest. To promote teaching of the exact sciences, a working group analysed the situation and managed to produce a range of proposals, including assessment of competences in natural sciences at the end of the observation cycle, maximum use of the possibilities of learning support and team inspections, in order to analyse more successfully the pedagogical situation of the scientific subjects.

The finding that there were substantial differences in the 'translations', the need for general revision of the syllabuses and the lack of harmonisation found in work in the nursery led the Board of Inspectors to seek a mandate for revision of the curriculum.

Reflection on the topics of Child Protection and the Issue of Languages is to continue on the basis of the findings made and experience gained so far, with a view to the drawing up of proposals to be presented to the Board of Governors.

The proposals of the 'Alternative Certification' Working Group were adopted by written procedure: the idea of developing an alternative to the Baccalaureate certificate was abandoned and that of introducing a centralised examination in three compulsory subjects – L1, L2 and Mathematics – at the end of secondary year 5 was adopted. The arrangements for the organisation of this centralised examination will need to be worked out by a Working Group of the Board of Inspectors (Secondary).

## **7.2 Evaluation of the European Baccalaureate**

The creation of the Baccalaureate Unit, responsible for everything pertaining to the European Baccalaureate, has been effective since September 2007. One of the first tasks of the Head of Unit was to invite tenders for the external evaluation of the Baccalaureate decided by the Board of Governors.

The invitation to tender, which took a considerable amount of time to draw up, was published in the Supplement to the Official Journal of the European Union in the 23 official languages, with the deadline for submission of bids set at 11 January 2008.

In parallel, the European Parliament invited tenders for a study of the higher education choices and career paths of alumni of the European Schools. The Baccalaureate Unit is in contact with the organisers to provide any assistance which they may deem necessary.

We hope that the two studies will provide interesting information about the value of our certificate and ideas to be taken up for the reform, in terms of both its organisation and content, if this proves necessary. Proposals for reform of the Baccalaureate's organisation, now considered essential, were already mooted last year by the Baccalaureate Working Group. For the time being, any action plan is on hold, pending the results of the external evaluation.

Nevertheless, reflection on elements of the Baccalaureate as it is today is continuing and evaluations are being made, thus introducing an internal evaluation system which will allow there to be fuller information about the quality of the question papers set and the organisation of the examinations.

In that context, a group of inspectors presented to the Board of Inspectors at its November 2007 meeting a report on assessment in the Baccalaureate oral examinations, with recommendations to be followed.

Ideas to be considered were outlined for the first time in the Report on the 2007 Baccalaureate, inviting the different partners to carry out a more detailed analysis of the Baccalaureate results.

In parallel, the Baccalaureate Unit sent all the inspectors a questionnaire on the organisation of the upper secondary leaving certificate examinations in the different Member States. The aim is to compare the organisation of the European Baccalaureate with that of the equivalent certificates in the Member States. The responses received are available and the information provided by the inspectors was summarised in an ad hoc document

## **8. Infrastructure**

It is incumbent upon the host countries to provide the necessary infrastructure for the European Schools set up on their territories. These obligations are discharged in

accordance with the host country agreements between the European Schools and the relevant national authorities. At the moment the most significant developments in this area are occurring in Brussels and Luxembourg, where new schools have been or are being set up. However, other schools also have major construction projects under way.

## **8.1 Brussels**

At the extraordinary meeting of 14 November 2006, the Board of Governors accepted the Berkendael site as a transition site to accommodate the Brussels IV School pending the availability of the Laeken School, promised for 2009 for the nursery and primary and for 2010 as a whole.

In September 2007, the school opened at Berkendael. As the police school only left the premises belatedly, the *Régie des Bâtiments* (Public Buildings Authority) had little time to convert them and some work was still being done after the beginning of the school year.

Conversion work on the kitchen will be carried out in early January 2008, which will enable the school to have an independent canteen service, the food currently being provided every day by the Brussels II canteen, which had generously agreed to help Brussels IV out in the early stages but which cannot continue to do so in the long term.

The announcement by the Belgian authorities of at least one year's delay in the availability of the Laeken site calls into question the planned timetable for the use of Berkendael by Brussels IV. Although the number of pupils on roll in the school is small this year, the potential number of Category I pupils is such that conversion of the 66 rue Berkendael building, offered by the Belgian Government and accepted by the Board of Governors, is necessary, thus increasing the capacity of the Berkendael site to 900-1000 pupils.

As the other three Brussels Schools are nearing or have reached their maximum capacity, it is important to continue to insist that the Laeken School be delivered on time.

To date, there has been no response to the two letters from the Board of Governors to the Deputy Prime Minister and Minister of Finance, Mr Reynders, as a result in particular of the political situation in Belgium. A further letter was sent to him on 7 January, emphasising the urgent need for a response.

## **8.2 Luxembourg**

The Luxembourg II School is still based on the *Village pédagogique* premises, adjoining the Luxembourg I site on the Kirchberg plateau. Since September 2007 it has accommodated all the primary classes, while the nursery pupils are still in the buildings of the Luxembourg I nursery school.

Moving all the Luxembourg II primary classes into the *Village pédagogique* premises has enabled classrooms to be freed at Luxembourg I for the secondary pupils of the two schools, all of whom are attending Luxembourg I, which is short of accommodation, particularly sporting facilities.

The Luxembourg Government has agreed to build a new sports hall for September 2008, which should improve the situation.

As for the Mamer/Bertrange site, it is expected to be made available to the Luxembourg II School in 2011, a deadline which it is important to meet in view of the demographic pressure on the two schools, whose current premises have reached their maximum capacity.

### **8.3 Frankfurt**

Despite the work already done on the secondary building and for the nursery, the question of accommodation remains crucial at Frankfurt, since any increase in the capacity of the buildings can only be at the expense of recreational areas, the surface area of which is already small.

However, there is continuing steady growth in applications for enrolment of Category I pupils. It is important therefore for the situation to be monitored closely by the Administrative Board. The planned move to new premises of the European Central Bank opens up some prospects, but it seems difficult to find sites sufficiently large in area to cater for all needs.

### **8.4 Munich**

The new nursery buildings were ready for occupation in September 2007. The accommodation constraints remain problematic however, with the result that the German authorities have authorised the construction of a new block to house the canteen/administration/laboratories and of a new entrance hall. The school has requested that this work be completed in time for the beginning of the new school year in September 2009; in the meantime, temporary premises for the canteen and offices have been fitted out.

Following completion of construction plans, renovation work on the existing buildings will be carried out, which implies upgrading and moving the library, the staffrooms and the dedicated ICT, music and plastic arts rooms. Once all these projects have been carried out the current buildings and the site will have reached their capacity limit, yet there is continuing steady growth in pupil numbers.

### **8.5 Varese**

For several years now the school has been short of accommodation for the primary, particularly small classrooms for mother tongue lessons for SWALS. Despite repeated requests to the Italian Government and its promise to grant specific funding to meet the school's most urgent needs, no funds have been forthcoming.

The school has therefore fitted out eight small classrooms using the funds earmarked for maintenance, thus reducing the amount available for that purpose.

The Italian Government is therefore again urged to provide the funding promised, especially as the construction of four new classrooms is due to start in February 2008.

### **8.6 Karlsruhe**

The authorities of the City of Karlsruhe are to build a new canteen and a new conference room on the premises of the Karlsruhe School, the opening of which is scheduled in 2008. These same authorities wish to build a day care centre for pre-school children (up to three years of age) where priority would be given to potential Categories I and II pupils of the Karlsruhe School.

**8.7** The other schools have no major construction projects or works in progress, with the exception of Mol, where a new building to replace a dilapidated one will be delivered in spring 2008.

## **9. Central Enrolment Authority for the Brussels schools**

### **9.1**

The Central Enrolment Authority, created by the Board of Governors at its meeting in The Hague in April 2006, was definitively constituted and its mission specified by the Board of Governors at its October 2006 meeting.

During its first meetings the Central Enrolment Authority devised an enrolment policy and a procedure for the conduct of enrolments which were published and strictly applied during the enrolment session for the 2007-2008 school year.

In view of the opening of the Brussels IV School on the Berkendael temporary site in September 2007, it had been decided to channel to that school all enrolment applications for the sections – DE-EN-FR-IT-NL – and classes (nursery classes and primary years 1-3) opened there, with the exception of the siblings of pupils already enrolled in the other three schools. The objective was to fill Brussels IV and to combat overcrowding of the other schools

### **9.2**

A report on the initial results of the policy for 2007-2008 was presented to the Board of Governors in October 2007, in document 2007-D-369-en-3.

I will return here only to the elements which are most significant and meaningful for the future.

#### **9.2.1 Operation of the Central Enrolment Authority**

While it can be considered that the work of the Central Enrolment Authority proceeded satisfactorily, thanks in particular to all the members' cooperation, in spite of sometimes differing interests, it should be noted that the creation of this organ, without its own administrative structure, resulted in considerable extra work and bureaucracy, both at the Office and in the schools, and that meetings alone accounted in one year for the equivalent of ten working days for the members of the Central Enrolment Authority.

The very large number (44) of appeals against the decisions of the Central Enrolment Authority also resulted in extra work, particularly during the summer and between September and November, when the hearings were held, for the Registry, the Complaints Board, the General Secretariat and its lawyers, in view of the many written submissions to read and to prepare in response to those of the appellants.

The Authority's mission was defined by the Board of Governors at its October 2006 meeting, the relevant document being entitled "The Role, Task and Responsibilities of the Central Enrolment Authority".

The procedures which it is required to follow in its operation are also spelled out, in particular that the policy document must be drawn up and all decisions worked out in accordance with the rules and decisions which have been adopted by the Board of Governors.

It would be advisable, however, to clarify what degree of delegation is granted to the Secretary-General as President of the Central Enrolment Authority when the guidelines decided by the Board of Governors may be open to interpretation and when his/her casting vote can only be used in so far as the number of members of the Central Enrolment Authority with voting rights is an odd number.

#### **9.2.2 Results of the 2007-2008 enrolment policy**

The objectives which the Board of Governors and the Central Enrolment Authority had set themselves were only partially achieved:

- While Brussels II and Brussels III saw a slight decline in pupil numbers compared with last year, with -0.89% and -0.94% respectively, Brussels I continued to grow (+3.08%) and reached its maximum capacity, with growth of 27% over three years.
- For its part, Brussels IV, which has 172 pupils on roll to date, did not record the number of enrolments anticipated, as more than 200 pupils who had been accepted failed to appear at the beginning of the school year. Several classes had to be combined and there are no pupils in the primary classes in some sections.

Adding to the 200 aforementioned pupils a roughly equivalent number of pupils also attending schools other than the European Schools since 2005, as a result of an already restrictive enrolment policy towards the vehicular language sections of the Brussels II and Brussels III Schools, the number of Category I pupils for whom enrolment applications are likely to be submitted in the next few years, particularly when they reach secondary school age, can be estimated at approximately 400.

Given this flight of families who refuse to enrol their children in a European School which does not correspond to their choice and who prefer, at least temporarily, a different type of schooling, without teaching of and in mother tongue, there is now the paradoxical situation of having very small classes at Brussels IV, but also at Brussels II and III, where parents have expressed their fear that the five sections concerned might run the risk of gradually dying out if measures are not taken to ensure their continuing existence.

### **9.3 Enrolment policy for 2008-2009**

The points listed in the aforementioned report (2007-D-369-en-3) as having been the subject of appeals and/or having been raised by the parents and by certain delegations gave rise to lengthy discussions at the October meeting of the Board of Governors, during which the composition of the Central Enrolment Authority was changed, with particular reference to voting rights, and the guidelines of the enrolment policy for 2008-2009 were set (Annex I, 2007-D-5410-en-1).

The lengthy debate which took place at the meeting of the Board of Governors had a knock-on effect at the level of the Central Enrolment Authority, where three of the five members with voting rights re-opened the discussion on points which they considered left room for interpretation in the guidelines and hence for the intervention of the Central Enrolment Authority within the framework of its competence, as defined by the Board of Governors in October 2006.

The following three points were the subject of difficult discussions, during which radically conflicting positions were taken:

- The enrolment of children of the staff of the Schools in the school where their parent(s) work(s).
- The arrangements to be made to ensure the continuing existence in the other schools of the sections which exist at Brussels IV.
- The possibility of limited access to Brussels IV for Category III pupils, to make certain classes viable, if necessary.

The first point was not accepted. The other two appear in the enrolment policy drawn up by the Central Enrolment Authority for 2008-2009 (Annex II).

## **10. The Complaints Board**



In 2007, the Complaints Board dealt with 68 appeals, compared with 23 in 2006, which represents a 295% increase. 53 of these appeals were received by the Registry between 1 June and 31 August 2007. The majority concerned rejections of enrolment applications by the CEA and decisions whereby pupils were refused promotion to the year above.

This influx of appeals during the summer months and the need to examine and investigate each of them quickly seriously disrupted the operation and organisation of the Registry, whose staff it should be pointed out are also supposed to work in the Legal and Human Resources Section of the Office of the Secretary-General. Handling the appeals with the necessary speed, particularly the 44 appeals lodged against the CEA's decisions, was only possible because neither the Chairman of the Complaints Board nor the Registry took any holidays during summer 2007 and because the members of the Complaints Board arranged a rota where one of them was always on duty during this period to examine and investigate the appeals. Despite these measures and the efforts made to avoid a vacuum during the period between the old assistant's leaving and the new assistant's taking up her post, the quality of the Registry's work was put in serious jeopardy by the number of appeals registered. The annual report of the Complaints Board for the year 2007, presented by its Chairman, sets out a detailed picture of the situation.

In view of the above and with the occurrence of an identical situation during the year 2008 in prospect, measures need to be taken to ensure that the Registrar and her assistant can handle appeals in the Complaints Board but also that they do not find themselves obliged to neglect the duties to be discharged for the Legal and Human Resources Section of the OSG. It should be noted that for both regulatory questions and other related areas, the European Schools system requires in-depth legal knowledge at all levels:

- for the drafting of regulations and administrative decisions,
- for the execution of regulations,
- for judicial administration (in the Registry of the Complaints Board).

It would be desirable for legal advice to be permanently available whenever an initiative binding on the OSG is taken, hence at the time when the basic documents are drafted. Broadly speaking, the executory tasks of the OSG increasingly require legal knowledge. This point needs to be looked at again in due course, in the context of the reform of the OSGES.

## **11. Transparency**

We are constantly very aware of the need to show transparency in the procedures followed by the Office and the schools.

A Code of Practice laying down the principles of transparency was adopted by the Board of Governors at its April 2004 meeting in Parma. Meanwhile, the principles set out in that document have been incorporated into the document used by the schools for self-evaluation and quality assurance purposes (2000-D-264-en-2), allowing its provisions with respect to management of the schools to be taken into account.

The European Schools' website is constantly updated by the webmaster, under Mrs Hommel's supervision. The system's basic documents are published on the website and in the case of particularly sensitive or controversial questions, the website is used to keep the public informed. For example, the conclusions of the meetings of the Central Enrolment Authority for the Brussels Schools are published after each meeting.

The documents for the meetings of the different organs of the European Schools and of the working groups are published on DADEE for the members concerned.

Interparents wishes all the documents, including preparatory documents and working papers, to be accessible to all.

We have always considered that given the sheer volume of documents which circulate in the different versions, it is preferable if only the people directly concerned receive them.

The parents, who participate in all the bodies and the working groups, with the exception of the 'Cost Sharing' and 'Accreditation of Schools' Working Groups, receive the documents and can circulate them to their representatives in the different schools.

As regards the two aforementioned Working Groups, the parents receive their reports as members of the preparatory committees or of the Board of Governors.

In future, they will receive, as will the staff representatives, who are also members of the Board of Governors, the documents which are submitted to the Board of Governors using the written procedure, even when in accordance with the provisions of the Convention, they are not entitled to vote on the matter in question.

The new Financial Regulation lays down very precise procedures for the issuing of invitations to tender and these will be adhered to strictly, thus ensuring greater transparency in procurement.

Similarly, the Service Regulations for the Administrative and Ancillary Staff (AAS), which were recently approved by the Board of Governors, lay down a transparent staff recruitment procedure.

The recommendations of the Court of Auditors concerning local recruitment of teachers (non-seconded teachers) will also be followed by the schools.

The creation of an internal audit function, which has included these points amongst its priorities and which has offered us its services to train the different users, is bound to be conducive to our efforts to implement transparent procedures in all areas of management of the system.

## **12. Reform and opening up of the European Schools system**

The Integrated Action Plan, approved by the Board of Governors at its meeting in Lisbon in April 2007 with a view to preparing for implementation of the reform of the European Schools system, has three main thrusts: governance at central level and at the level of the schools, financing of the system and opening up of the system.

### **12.1 Governance**

The reform of governance at central level was outlined in the Conclusions of the Portuguese Presidency in 2007. It implies a change in the respective roles of the Board of Governors, the Boards of Inspectors, the Administrative and Financial Committee (AFC) and the Office of the Secretary-General, which still have to be determined so as to make this reform operational.

Proposals to that effect are presented in a separate document.

With more particular reference to the Office of the Secretary-General, it has to be said that as the system evolves, the number of meetings increases and services

have to be provided for even more members of the European Union, so that the workload also becomes heavier. The proposals for reform of governance advocated an enhanced role for the Central Office. These proposals clearly need to be coupled with a review of the staffing of the Central Office.

The changes to be made to governance also concern the schools, with the reform foreseeing greater accountability for the Director, who will indeed be accountable for his/her management under a so-called attainment contract. The 'Attainment Contracts' Working Group and three pilot schools (Brussels I, Munich and Bergen) are working on definition of the conditions in which this autonomy might be exercised. A preliminary report will be presented to the Board of Governors in April 2008.

## **12.2 Financing of the system**

The 'Cost Sharing' Working Group is to present to the Board of Governors in January a report proposing a number of options for fairer financial burden-sharing amongst the Member States in terms of the costs of seconding teachers.

These proposals take account of the delegations' comments on the Group's preliminary report which were received by written procedure, and of the discussions held by the Group at its meeting of 30 November.

The Board of Governors will be expected to indicate to the Working Group which options should be explored in greater detail, if appropriate.

This is a crucial question for the future of the Type I European Schools, which are experiencing increasing difficulties in recruiting teachers for posts left unfilled by certain Member States, a situation calling into question the very foundations of the system, from the viewpoint of its financing, but even more so from that of its pedagogical principles, namely the teaching of L2 and in L2, in the language the most requested by pupils.

In addition, the principle of financing by the Commission of the schooling of Category I pupils in Type II schools has been approved by the Board of Governors. A proposed text, allowing the Commission to provide this financing, is being prepared with a view to its submission to the budgetary authority.

## **12.3 Opening up of the system**

The first report of the 'Accreditation of Schools' Working Group was the subject of decisions of the Board of Governors by written procedure on points I and II of its mandate and of comments from the delegations on point III, concerning the Type III school pilot project.

A new document, ref. 312-D-2007-en-2, coming after October's preliminary report, will be presented to the Board of Governors in January 2008.

The work of this Working Group, following on from that of Troika Working Group II, is of great importance for the opening up of the system, which started with the accreditation by the Board of Governors of the European schooling provided in so-called Type II schools, set up and managed by Member States in cities where EU agencies are based.

Agreements accrediting this schooling up to secondary year 5 have already been signed in Parma and Dunshaughlin. Another one is about to be signed in Heraklion for the nursery and primary levels.

Finland, for Helsinki, and France, for Strasbourg, have initiated the accreditation procedure process. Poland has announced its intention of presenting a general interest file for the opening of a Type II school in Warsaw.

It is important now to take the political decision required to make the European Baccalaureate available to the pupils of these schools in the comparatively near future, as soon as the external evaluation of the Baccalaureate has been conducted.

It is not right to continue to allow pupils to embark upon a European course of study without offering them the possibility of obtaining the certificate which is normally awarded on completion of this course of study.

A transitional solution for Parma has been approved by the Board of Governors. The dossier of conformity for secondary year 6 is to be presented to the Board of Governors in January 2008, with a view to the conduct of an audit for recognition of the education provided in year 6.

### **13. Conclusion**

Following the 2002 Resolution of the European Parliament, the European Schools system engaged in reflection on its operation and its future, leading to important decisions aimed at a reform, whose implementation should bring about significant changes at different levels.

For the past five years the General Secretariat has been faced with the seemingly impossible task of ensuring that the current system, whose demands are increasing all the time, actually works, whilst also actively participating in its ongoing development.

We are more than willing to take up the challenge of such an undertaking but I would draw the attention of the Board of Governors to the fact that to do so, the General Secretariat needs to have the necessary resources, more particularly human resources.

## **Annex I**



European Schools

Office of the Secretary-General

Ref.: 2007-D-5410-en-1

# **DECISIONS OF THE BOARD OF GOVERNORS REGARDING THE COMPOSITION OF THE CENTRAL ENROLMENT AUTHORITY & THE GUIDELINES FOR THE ENROLMENT POLICY 2008/09 FOR THE EUROPEAN SCHOOLS IN BRUSSELS**

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24 October 2007- Brussels

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## **I. COMPOSITION OF THE CENTRAL ENROLMENT AUTHORITY**

On 24 October 2007 the Board of Governors approved the following new composition of the Central Enrolment Authority:

- The Secretary-General of the European Schools – President.
- One representative of the European Commission (representing the EU Institutions)
- One representative of the Directors of the European Schools of Brussels.

- One representative of the Parents (on behalf of the Parents' Association of the European Schools of Brussels).
- One representative of the Authorities of the host country.

The above members have voting rights.

The president shall have the casting vote in the event of a tie.

The following non-voting participants may also attend the meetings of the Central Enrolment Authority:

- The other Directors of the Brussels European Schools.
- One representative of the parents of each School.
- One representative of the Commission's Local Staff Committee (LSC).

In addition, a representative of future parents will be invited to the meeting of the Central Enrolment Authority at which the enrolment policy in the Brussels European Schools for the 2008-2009 school year is determined, in accordance with the instructions of the Board of Governors, in order to enable their viewpoint to be set out.

## **II. GUIDELINES FOR THE ENROLMENT POLICY 2008-2009 FOR THE EUROPEAN SCHOOLS IN BRUSSELS**

On the basis of the analysis and the conclusions established by the Secretary General regarding the application of the enrolment policy for the school year 2007/2008 and taking account of the constraints arising from the current uncertainties, it is proposed that the same objectives as for 2007 be retained for the 2008 enrolment policy:

- to fill Brussels IV,
- to ensure balanced distribution of pupils amongst the Brussels Schools and amongst language sections,
- to ensure optimum use of resources in order to meet pupils' needs and ensure pedagogical continuity. In that connection, the trend in pupil numbers needs to be monitored closely in those sections of the Brussels I, Brussels II and Brussels III Schools corresponding to the sections created at Brussels IV in order to guarantee that they continue to exist,
- to relieve overcrowding in the Brussels I, Brussels II and Brussels III Schools.

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<sup>1</sup> Chapter XIX of the Digest of Decisions of the Board of Governors.

\* Brussels I: FR, EN, DE, ES, IT, DK, HU, PL  
 Brussels II : FR, EN, DE, IT, NL, FI, PT, SV, LT (Nursery-Primary)  
 Brussels III FR, EN, DE, NL, EL, CS (Nursery-Primary)  
 Brussels IV : FR, EN, DE, NL, IT

The guarantee given by the Board of Governors at its meeting in The Hague concerning the grouping of siblings is maintained.

The strictly limited enrolment policy for Category III pupils is maintained.

In addition the Board agrees on the following:

1. Category 1 families returning from assignments on behalf of the European Commission or other EU institutions and requesting that their children be enrolled in their original School, where the pupil spent at least 1 full school year immediately before the assignment will be allowed to return there.
2. Introduce the possibility of voluntary transfers from Brussels I and II towards Brussels III. This possibility is given subject to the available space and optimal utilisation of resources.
3. Continue and promote the possibility of voluntary transfers from Brussels I, II and III towards Brussels IV.

The Board mandates the Central Enrolment Authority:

1. to elaborate the practical modalities of implementation of these guidelines and draw up the enrolment policy for 2008/09.
2. to advertise and promote Brussels IV.
3. to monitor on a regular basis the number of pupils in all language sections in Brussels.
4. to monitor carefully the situation of SWALs pupils in Brussels in line with the Board of Governors decision in April 2007.

## Annex II



European Schools

Office of the Secretary-General

Ref.: 1811-D-2007-en-4

Orig.: FR

# **POLICY ON ENROLMENT IN THE BRUSSELS EUROPEAN SCHOOLS FOR THE 2008-2009 SCHOOL YEAR**

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**CENTRAL ENROLMENT AUTHORITY**

## **I. Background**

At its meeting in The Hague of 25 and 26 April 2006, the Board of Governors created a Central Enrolment Authority to decide on enrolments in the Brussels European Schools. The details of the Authority's operating procedures and its tasks were decided by the Board during its meeting of 23, 24 and 25 October 2006.

At its meeting of 25 and 26 October 2007, the Board of Governors approved the new composition of the Central Enrolment Authority and gave it the following mandate:

1. to work out the practical arrangements for implementation of its guidelines and to draw up the Enrolment Policy for 2008-2009.
2. to advertise and promote Brussels IV.



3. to monitor on a regular basis the number of pupils in all language sections in Brussels.
4. to monitor carefully the situation of SWALS in the Brussels Schools in line with the Board of Governors' April 2007 decision<sup>1</sup>.

## **II. Basis upon which decisions on enrolments in Brussels will be made**

The basis of the Enrolment Policy laid down by the Central Enrolment Authority is the mission of the European Schools as set out in the Convention defining the Statute of the European Schools i.e. the education together of children of the staff of the European Communities. However, it should be noted that during its meeting of 25 and 26 October 2005, the Board of Governors confirmed that a guarantee of a place in the European School of their choice could not be given to parents of pupils of whatever category applying to enrol their children in Brussels.

Furthermore, it is clear that the Brussels European Schools are facing considerable difficulties in terms of accommodation capacity. The Brussels I, II and III Schools have exceeded or are reaching the limits of their capacity.

On the basis of the analysis made and the conclusions produced by the Secretary-General regarding application of the Enrolment Policy for the 2007-2008 school year and taking account of the constraints arising from the current uncertainties, the Board of Governors decided, at its meeting of 25 and 26 October 2007, that the same objectives as for 2007 would be retained for the 2008 Enrolment Policy:

1. To fill Brussels IV.
2. To ensure balanced distribution of pupils amongst the Brussels Schools and amongst language sections.
3. To ensure optimum use of resources in order to meet pupils' needs and ensure pedagogical continuity. In that connection, the trend in pupil numbers needs to be monitored closely in those sections of the Brussels I, Brussels II and Brussels III Schools corresponding to the sections created at Brussels IV in order to guarantee that they continue to exist.
4. To relieve overcrowding in the Brussels I, Brussels II and Brussels III Schools.
5. To guarantee a place in a Brussels European School for all Category I pupils applying for enrolment.
6. To guarantee that siblings can attend the same School.
7. To restrict enrolment of Category III pupils, in view of the demographic pressure which continues to be exerted on the Brussels Schools.

In addition the Board agreed on the following:

4. Category I families returning from assignments on behalf of the European Commission or other EU institutions and requesting that their children be enrolled in their original School, where the pupil spent at least one full school year immediately before the assignment, will be allowed to return there.
5. Introduction of the possibility of voluntary transfers from Brussels I and II to Brussels III. This possibility is given subject to availability of places and optimum use of resources.
6. Continuation and promotion of the possibility of voluntary transfers from Brussels I, II and III to Brussels IV.

### III. Enrolment Policy for 2008-2009

The Central Enrolment Authority has adopted the following Enrolment Policy for the Brussels European Schools for the 2008-2009 school year, based on the decisions taken by the Board of Governors concerning the placing of language sections in the four Brussels Schools.\*

1. Category I pupils whose enrolment is requested in the FR, EN, DE, NL and IT sections, with a view to admission to the nursery or to primary years 1-4, will be accepted only at Brussels IV.

Primary year 5 will open in September 2009.

The pupils enrolled at Brussels IV will transfer to the Laeken School in September 2010 at the earliest.

2. Category I pupils from those Member States which have acceded to the European Union since 2004 and for whom no language section corresponding to their mother tongue exists in the European Schools (SWALS) will be distributed amongst the Schools as follows:

- 2.1. Slovenian and Maltese pupils, and Bulgarian and Romanian pupils at those levels which do not exist at Brussels IV, will be accepted only at Brussels I.

- 2.2. Latvian and Estonian pupils, and Lithuanian pupils at secondary level, will be accepted only at Brussels II.

- 2.3. Slovak pupils, and Czech pupils at secondary level, will be accepted only at Brussels III.

- 2.4. Bulgarian and Romanian pupils at nursery and primary years 1-4 levels will be accepted only at Brussels IV.

3. Category I pupils whose situation is not governed by points 1. and 2. will be accepted at Brussels I, II or III.

- 3.1. Depending on the resources available and provided that the Authority considers this solution to be compatible with the objectives of this Enrolment Policy, these pupils will be accepted in the School of their choice.

The Authority will adopt a policy of distribution of pupils amongst the Brussels I, II and III Schools designed to guarantee:

- i) balanced distribution of the total school population amongst the different Schools;
- ii) optimum use of resources;
- iii) pedagogical continuity.

- 3.2. Should the application of point 3.1. result in the acceptance of pupils in a School different from the one of their choice, priority will be given to enrolment applications received during the initial enrolment phase mentioned in point IV. 1. over those received later.

4. Grouping of siblings

The brothers and sisters of Category I pupils already enrolled in one of the Brussels European Schools who attended that School during the 2007-2008 school year and who will continue to do so during the 2008-2009 school year will be accepted in the same

School as their sibling(s).

- 4.1. The principle of the grouping of siblings will also be applicable when applications for enrolment are made at the same time for several children belonging to the same group of siblings. Their applications will be dealt with jointly and the grouping of siblings will be guaranteed, adhering to the general principles referred to above.
- 4.2. All the children recognised as being dependants of the person applying for enrolment will be considered to belong to the same group of siblings.

5. Return from assignments on behalf of the European Commission or other EU institutions

Category I pupils whose parents, having returned from assignments on behalf of the European Commission or other EU institutions, apply for their children's enrolment in their original School, i.e. the one where they spent at least one full school year immediately before the assignment, will be allowed to return there, subject to the provisions of points 3.1. and 3.2.

6. Transfer

Transfers of Category I pupils from one Brussels School to another will be allowed only in the strictly limited cases listed below:

- 6.1. Voluntary transfer to Brussels IV of pupils enrolled at the Brussels I, II and III Schools and who attended these Schools during the 2007-2008 school year will be allowed, at the levels open at Brussels IV.
- 6.2. Voluntary transfer to Brussels III of pupils enrolled at the Brussels I and II Schools and who attended these Schools during the 2007-2008 school year will be allowed, subject to availability of places and optimum use of resources.

7. Continuing existence at Brussels I, II and III of the language sections opened at Brussels IV

At the end of the initial enrolment phase, the Authority will examine the forecasts of pupil numbers for September 2008 in the nursery and primary year 1 classes of the language sections of the Brussels I, II and III Schools which have been opened at Brussels IV and will take the steps necessary to ensure their continuing existence. Whenever a class is forecast to have fewer than 14 pupils for the nursery (i.e. 7 + 7 in nursery 1 and 2 respectively) or 15 pupils for primary 1, enrolment will be allowed in order to reach these levels. This will be done by drawing lots amongst those Category I applicants who, during the initial enrolment phase, requested enrolment in the school and section concerned.

8. Particular circumstances

Where a pupil's predominant interest so requires, duly established particular circumstances may be taken into consideration in order to derogate from the rules laid down by this Policy. Such derogations will be allowed only where having regard to the precise circumstances characterising a case and differentiating it from other cases, a given situation requires appropriate treatment to mitigate the unacceptable consequences which the enrolment rules defined above would have had.

- 8.1. The following circumstances are not relevant for this purpose: location of the place of residence (home) of the child and/or of his/her parents, location of the place of employment of the parent or parents (including the staff of the European

Schools), occupational or practical constraints on organisation of travel, location of the place where other members of the group of siblings attend school.

- 8.2. Any medical complaints from which a child might suffer will be taken into consideration only in so far as evidence is provided that the choice of School designated in the enrolment application is a measure essential for the treatment of his/her condition.
  - 8.3 Any particular circumstances alleged by parents must be set out in a clear statement of the facts, to which should be attached all the supporting documents appended to the enrolment application. Items of information and documents communicated after submission of the application for enrolment will not be taken into consideration. The Authority reserves the right to request complementary information.
9. Applications for the enrolment of Category III pupils will be accepted only if they fulfil the following cumulative conditions:
- 9.1. The children concerned are siblings of pupils already enrolled in one of the Brussels European Schools who attended that School during the 2007-2008 school year and who will continue to do so during the 2008-2009 school year or who have transferred from another European School not located in Brussels.
  - 9.2. Acceptance of such pupils is consistent with all previous decisions of the Board of Governors concerning Category III pupils (in particular the Digest of Decisions of the Board of Governors, Chapter XII, pages 44- 48), including the decisions defining the categories referred to in Article 1 of the Convention defining the Statute of the European Schools.
  - 9.3. The applications for enrolment of these pupils are consistent with the provisions of points 1-4 above of this Enrolment Policy.
10. After considering the forecasts of pupil numbers at Brussels IV for September 2008, the possibility of enrolling a limited number of Category III pupils in this School will be examined before the beginning of the 2008-2009 school year, on the basis of the directives given by the Board of Governors.

#### **IV. Organisation / Procedure**

1. The initial enrolment phase will take place from Monday 25 February 2008 at 9.00 to Friday 14 March 2008 at 16.00. No enrolment applications will be processed before Monday 25 February 2008 and any application received before that date will be null and void and will not therefore be considered.
2. A common enrolment form should be completed by all families applying for enrolment or for a transfer as provided for in points 6.1 and 6.2. For administrative reasons enrolment forms (one form per child to be enrolled) must be handed in or sent by families to the Brussels European School corresponding to their choice. All enrolment and transfer applications will be passed on to the Central Enrolment Authority, which alone will be competent to determine in which, if any, of the four Brussels European Schools a place will be allocated.
3. In early April, the applications for enrolment in or transfer to the four Brussels European Schools which were made during the initial enrolment phase, referred to in point IV.1 above, will be examined and the Central Enrolment Authority will scrutinise the numbers of pupils for whom enrolment or transfer has been requested at the various levels in the

various sections.

The Authority will also consider the forecasts of pupil numbers in classes in September 2008 in the light of the applications made. On the basis of these considerations, the Central Enrolment Authority will decide in which School each child will be enrolled.

Applicants will be notified by post from 28 April 2008 onwards of the Authority's decisions on the applications submitted during the initial enrolment phase.

4. In the case of Category III pupils, applications for enrolment or for a transfer from another European School not based in Brussels will only be accepted between the end of the 2007-2008 school year and the beginning of the 2008-2009 school year.