Digest of Decisions of the Board of Governors of the European Schools

43rd edition

Update: Meeting of the BoG of 8-10 April 2014
Previous versions: Meeting of the BoG of 3-5 December 2013 (42nd edition); Meeting of the Board of Governors of 16-18 April 2013 (41st edition).
List of the decisions taken by the Board of Governors since October 1995

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INTRODUCTION

This is the 43rd edition of the Digest of Decisions of the Board of Governors of the European Schools.

The decisions of the Board of Governors derive their legal basis from the Convention defining the Statute of the European Schools which entered into force in October 2004 and cancelled and replaced the 1957 Statute. This change to the legal basis and some changes to the presentation of the decisions (e.g. with a short summary or merely by referring to a document) meant that the authors of this Digest were faced with the difficulty of how to present the decisions in the most similar way, without adding to, shortening or commenting on any decision.

All decisions taken by the Board of Governors up to its April 2014 meeting inclusive are taken into account.

The Digest is not intended to be historical. It does not include decisions which have been repealed or replaced, nor does it indicate why decisions were taken. However, footnotes refer the reader to the documents containing the decisions of the relevant meeting of the Board of Governors.¹

The Digest sets out decisions of a general nature. It does not mention decisions relating to individuals (appointments, etc.) or mandates given to working groups. Nor does it include texts already published (Convention defining the Statute of the European Schools, Regulations for the European Baccalaureate, Protocol on the Setting-up of European Schools, General Rules of the European Schools, Regulations for Members of the Seconded Staff, etc.).

 Searching for specific terms in the Digest of Decisions:

Apart from consulting the detailed index at the end of this Digest, readers can search for specific terms by using the ‘Find’ function in the Word program (click on ‘Edit’, then ‘Find’; type the term sought and click on ‘Find next’). A search for specific terms can also be made in documents in PDF format, using the ‘Edit’ button, then ‘Find’.

¹ Abbreviations used:
RNE Report of the non-enlarged meeting of the Board of Governors
RBG Report of the Meeting of the Board of Governors
ARBG Annex to the Report of the Meeting of the Board of Governors
### DECISIONS TAKEN AT THE LAST TWO MEETINGS OF THE BOARD OF GOVERNORS

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CHAPTER I

AGREEMENTS BETWEEN THE BOARD OF GOVERNORS AND THE GOVERNMENTS OF THE MEMBER STATES

A. RELEVANT PROVISIONS OF THE CONVENTION DEFINING THE STATUTE OF THE EUROPEAN SCHOOLS

Before a new School is opened in the territory of a Member State, an Agreement must be concluded between the Board of Governors and the host Member State concerning the free provision and maintenance of suitable premises for the new School. (Article 2.3)

AGREEMENTS SIGNED

1. Agreement between the Board of Governors of the European Schools and the Government of the Kingdom of Belgium

This Agreement was signed on 12 October 1962 and ratified on 8 November 1975.

2. Agreement between the Government of the Italian Republic and the Board of Governors of the European Schools for the operation of the European School at Ispra-Varese

This Agreement was signed on 5 September 1963. It was ratified by the Italian Parliament and promulgated as Law No 1270 of 29 December 1966. An additional protocol to this agreement was signed on 14 May 1971. It was ratified and published in the Supplemento ordinario alla Gazetta Ufficiale of 24 January 1979.

3. Agreement between the Government of the Kingdom of the Netherlands and the Board of Governors instituted under the Statute of the European School relating to the operation of the European School in the Netherlands (Bergen – Noord Holland)

This Agreement was signed on 29 April 1970 and ratified on 14 October 1970.

4. Agreement between the Government of the Grand Duchy of Luxembourg and the Board of Governors of the European Schools relating to the operation of the European School in Luxembourg

This Agreement was signed on 13 October 1971 and ratified on 18 February 1975.

5. Agreement between the Government of the United Kingdom and the Board of Governors of the European Schools relating to the operation of the European School in Culham

This Agreement was signed on 18 October 1988.

6. Agreement between the Federal Republic of Germany and the Board of Governors

This Agreement was signed in March 1994.

7. Agreement between the Kingdom of Spain and the European Schools on the setting-up of the European School, Alicante

Decisions of the Board of Governors, 29-31 January and 1 February 2002.
8. **Agreement between the Federal Republic of Germany and the European Schools on the setting-up of the European School, Frankfurt am Main**

Decisions of the Board of Governors, 29-31 January and 1 February 2002.

9. **Financing of the Italian section at the European School, Frankfurt am Main**


- The Board of Governors\(^2\)
  - consented to carry-over of the overpayments to the 2010 and 2011 budgets by means of crediting in the accounts and approved the implementation arrangements foreseen in the document,
  - mandated the Secretary-General to continue the negotiations on the financing of the Italian section at the European School, Frankfurt.

- Decisions of the Board of Governors of 1-3 December 2010 (2010-D-469-en-3):

  The Board of Governors endorsed the proposal involving a gradual reduction in the contribution of the Italian Government and in that of the ECB to the financing of the Italian language section of the European School, Frankfurt, namely:
  
  - For the 2011-2012 school year, the amount of the respective contributions to be foreseen in the budget for the 2012 calendar year will be reduced to two thirds of the total sum calculated in accordance with the provisions of the agreement on the financing of the Italian language section of the European School, Frankfurt in force since 2002.
  
  - For the 2012-2013 school year, the amount of the contributions to be foreseen in the budget for the 2013 calendar year will be reduced to one third of that sum.
  
  - As from the 2014 financial year, no further contribution will be payable by the ECB or the Italian Government.

  The Italian Government will nevertheless continue to defray the costs of payment of the national salaries of the Italian teachers seconded to the European School, Frankfurt as it does in the other European Schools, like all the Member States for their seconded staff.


The Board of Governors approved the Financing Agreement between Luxembourg and the European Schools.

B. **ENLARGEMENT OF THE EUROPEAN UNION**\(^4\) - 2010-D-13-en-2

The Board of Governors:

- confirmed the interpretation put in the aforementioned document on the decision of the Board of Governors of 6 and 7 November 2001, by clearly indicating that it is no longer applicable.

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\(^2\) Decisions of the Board of Governors, 14-16 April 2010; written procedure 2009/40, initiated on 17 December 2009 and completed on 7 January 2010

\(^3\) Decisions of the Board of Governors, 8-10 April 2014, page 13.

\(^4\) Decisions of the Board of Governors, 1-3 December 2010; written procedure initiated on 19 April 2010 and completed on 6 May 2010
• considered the adoption of a new provision for countries which are candidates for accession to the European Union.

• mandated the Secretary-General to prepare a new document with precise criteria and a precise timetable, with a view to the adoption of a new political decision.
CHAPTER II

AGREEMENTS WITH THE EUROPEAN COMMUNITIES AND WITH INTERGOVERNMENTAL OR PRIVATE ORGANISATIONS OR INSTITUTIONS

A. AGREEMENT WITH THE EUROPEAN PATENT OFFICE

The Agreement between the Board of Governors and the European Patent Office was approved by the Board of Governors on 9 and 10 December 1976 and 24 and 25 May 1977.
CHAPTER III
THE SETTING-UP OF EUROPEAN SCHOOLS, THEIR MAINTENANCE, THEIR CLOSURE AND THE OPENING UP OF THE SYSTEM

A. SETTING-UP OF EUROPEAN SCHOOLS

1. Luxembourg School
Primary and nursery sections were opened in 1953, the secondary section in 1954.
With the agreement of the Luxembourg Government and the support of the Community Institutions, the Staff Association, the pupils' parents opened first a nursery section, then a primary section.

2. Brussels I School
This School was opened in September 1958 by decision of the Board of Governors, of the President of the EEC Commission and the President of the Euratom Commission.

3. Mol and Varese Schools
These Schools were opened in September 1960 by decision of the Board of Governors.

4. European School, Karlsruhe

4.1 Primary and nursery sections
These sections were opened in September 1962 by decision of the Board of Governors.

4.2 Secondary section
This section was opened in September 1963 by decision of the Board of Governors.

5. European School, Bergen
This School was opened in October 1963 by a decision of the Board of Governors.

6. European School, Brussels II
In May 1978 the Board of Governors confirmed its decision of December 1975 to open a second European School in Brussels.

7. European School, Munich
Using the provisions set out in Article 1 of the Supplementary Protocol on the Setting-up of European Schools as its basis, the Board of Governors decided to open a European School in Munich in November 1977.

5 ARBG, 18-19 July 1958, page 11 and annexed resolution
6 RBG, 20-21 May 1960, pages 11 and 15
7 RBG, 13-14 April 1962, page 41
8 RBG, 5-6 April 1963, page 55
9 ARBG, 9-10 May 1978, page 67
8. **European School, Culham**

This School was opened in September 1978 by a decision of the Board of Governors.

8.1 **Planned transformation of the European School, Culham into an Academy (Type II school)**

**General Interest File – 2009-D-89-en-3**

The Board of Governors approved the general interest file concerning the planned transformation of the European School, Culham into an Academy (Type II school).

- **UK delegation’s report on progress towards the transformation of the European School, Culham into an Academy – 1811-D-2009-en-1**

The Board of Governors approved the general interest file concerning the planned transformation of the European School, Culham into an Academy (Type II school), supporting the objective of the speediest possible transition but expressing strong reservations about the realism of the proposed opening date of September 2010.

- **Issues arising from the decision to end the status of Culham as a Type I European School – 1911-D-2009-en-1**

The Board of Governors confirmed that no decision on the transformation of Culham into an Academy will be taken without adequate measures for redeployment of staff as specified in the ‘Gaignage’ criteria, and decided that priority will be given to staff who wish to transfer to another Type 1 European School.

It took note of the other issues for decision which will be carried forward within the mandates already given by the Board of Governors to the Secretary-General, the Commission, the UK and the management of the school to find the appropriate financial and legal mechanisms for the development of the Culham Academy project during the period up to 2017.

8.2 **Abandonment of the plan to transform the European School, Culham into an Academy (Type II school)**

**Decisions taken by the Board of Governors at its meeting of 12-14 April 2011:**

The Board of Governors:

- noted that the UK delegation had formally withdrawn the General Interest File and Dossier of Conformity for the Culham European Academy project;

- noted that the transformation of the European School, Culham into an Academy would not now take place and that the phased closure of the school would proceed in accordance with the previous decisions of the Board of Governors;

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11 RNE, 17 March 1978, page 7
- approved the following measures applicable to administrative and ancillary staff at Culham designed to permit their redeployment:

1) In cases where the posts of administrative and ancillary staff at Culham are discontinued as a direct result of the closure of the school, the Director shall establish whether there are vacancies in other European Schools or the Office of the Secretary-General which might be of interest to the staff in question.

2) Where there are such vacancies in the same grade, Culham staff shall be given priority for the post, subject to the requirements of national legislation and provided that the job description is similar and the staff have the qualifications required by the host country of the school and meet the normal criteria for knowledge of the language of the school. The normal requirements for publication of vacancies shall not apply in such cases. Where two or more members of staff are interested in the same post in another European School, the management of that school shall decide which of them shall be recruited by following the normal arrangements for the evaluation and selection of candidates. Staff of Culham who are recruited under these arrangements shall have a new contract that shall be the same as for any other new recruit in the school in question, except that they shall keep the same step on the salary scale as they had at Culham. For example, a secretary at Culham on step 5 of the salary scale would be paid at step 5 of the salary scale applicable to newly recruited secretaries in the new school. No other acquired rights would be maintained.

3) Where there are vacancies in different grades, Culham staff may apply like any other candidate. Other things being equal, and subject to the requirements of national legislation, they shall be given priority over other candidates. If their application is successful, they shall be recruited under a new contract that shall be the same as for any other new recruit in the school in question.

- decided that removal costs and reinstalation allowances should not be paid to locally recruited staff who are obliged to relocate following the discontinuance of their posts at Culham;

- approved a derogation from Article 29 of the Regulations for Members of the Seconded Staff so that, if the seconding authorities agree, secondments of staff at Culham may be prolonged beyond the normal maximum duration, to allow teachers to stay at the school until the date when their classes are closed;

- withdrew its decision of December 2010 concerning the discontinuance of the post of Danish teacher seconded to the European School, Culham, and approved the continuation of this post for the 2011-2012 school year.
8.3 Admission of pupils in category III to the European School, Culham
(2013-06-D-24-en-1)\(^{13}\)

The Board of Governors endorsed the proposal as set out in the document ‘Admission of pupils in category III to the European School, Culham’ (2013-06-D-24-en-1).

9. European School, Brussels III\(^{14}\)

This school was opened in September 1999 by decision of the Board of Governors in April 1998 when the Board of Governors signalled its agreement to the setting-up of a third European School in Brussels.

10. European School, Brussels IV

The Board of Governors adopted the following texts:

“Without prejudice to the competences of the budgetary authority, the Board of Governors has decided to set up a fourth European School and hereby requests the Belgian authorities to provide the premises required to accommodate approximately 2,500 pupils in or near Brussels, so that the School can become operational as soon as possible, bearing in mind enlargement in 2004.”\(^{15}\)

10.1 Senior secondary (years 4-7) European School in Brussels\(^{16}\)

The Board of Governors decided not to set up a senior secondary (years 4-7) European School in Brussels and to retain the present organisation of the schools in Brussels.

10.2 Choice of the site for Brussels IV

LAEKEN SITE (3112-D-2004-en-1)\(^{17}\)

The Board of Governors approved the Ecole des cadets (Cadets’ College) at Laeken as the site of the European School, Brussels IV.

For further decisions, especially with regard to enrolment policy, see also Chapter XII.

TRANSITIONAL SITE FOR THE PERIOD FROM 2007 UNTIL THE SETTING UP OF THE EUROPEAN SCHOOL, BRUSSELS IV AT LAEKEN – 2006-D-6110-en-1\(^{18}\)

The Board of Governors:

a) agreed to Berkendael as a transitional site from 1 September 2007.
b) decided that Berkendael will be the nucleus of the Brussels IV School until this finally opens.
c) decided not to choose between the three alternatives for additional accommodation offered by the Belgian Government. That decision is to be taken in January 2007.
d) decided that a letter should be addressed to the Belgian Prime Minister, Mr Guy Verhofstadt, expressing the regret of the Board of Governors that

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\(^{13}\) Decisions of the Board of Governors, 3-5 December 2013, by written procedure (2013/21) initiated on 15 July 2013 and completed on 29 July 2013

\(^{14}\) ARBG, 26-27 April 1988, page 29

\(^{15}\) Decisions of the Board of Governors, 28-29 January 2003, page 9

\(^{16}\) Decisions of the Board of Governors, 26-28 January 2004, page 4

\(^{17}\) Decisions of the Board of Governors, 1-2 February 2005, page 4

\(^{18}\) Decision taken at the extraordinary meeting of the Board of Governors of 14 November 2006 – document 1311-D-2006-en-1
its request for an offer of a transitional site near Laeken was not met. The Prime Minister will be informed that the Board of Governors was compelled to accept Berkendael as a transitional site from September 2007 because it was left with no choice in the matter.

e) The Board of Governors also decided to request the Belgian Government to propose a site near Laeken, before the meeting of the Board of Governors to be held in January 2007, which would be used for extra accommodation from September 2008.

11. European Schools, Alicante and Frankfurt am Main

The Board of Governors decided in October 2000 to open two new schools in Alicante and Frankfurt am Main. They were opened in September 2002.

12. European School, Luxembourg II

The Board of Governors decided to request the Luxembourg Government to set up a second European School in Luxembourg. The school (nursery and primary sections) was opened in September 2004.

The Board of Governors took a vote and unanimously decided to request the Luxembourg Government to set up a second European School in Luxembourg. Opening in September 2004 (primary and secondary).

The Board of Governors decided to retain the vertical structure for the two schools in Luxembourg. Each of them would have the three teaching levels (nursery, primary and secondary).

13. Fifth European School in Brussels

The Board of Governors approved the following measures:

- the setting-up of a fifth European School in Brussels
- requesting the Belgian Government to make the necessary arrangements for a school with a capacity of 2500 pupils to be made available in September 2015
- requesting the Commission to keep the budgetary authorities (Council and European Parliament) informed of this proposal.

B. TRANSFER OF LOCALLY RECRUITED TEACHERS FROM THE EUROPEAN SCHOOL, LUXEMBOURG I TO THE EUROPEAN SCHOOL, LUXEMBOURG II – 2012-04-D-2-en-1

The Board of Governors agreed that those locally recruited teachers who were to be transferred during summer 2012 from the European School, Luxembourg I to the European School, Luxembourg II, so as to work there as from the 2012-2013 school year, would retain their acquired rights (salary, seniority/length of service) under their contractual relationship with the European School, Luxembourg I.

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19 Decisions of the Board of Governors, 24-25 October 2000, page 8
20 Decisions of the Board of Governors, 14-15 October 1997, page 4
21 Decisions of the Board of Governors, 21 & 22 octobre 2003
23 Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012, page 13
C. CRITERIA FOR THE SETTING-UP, CLOSURE OR MAINTENANCE OF EUROPEAN SCHOOLS  
(DOCUMENT 2000-D-1110)  

1. Preliminary observations  
The decision to set up and maintain a European School is a political decision which takes into 
consideration a number of factors associated with the *raison d’être* of these schools (i.e. to ensure 
the smooth functioning of the Community institutions and bodies and to facilitate the performance of 
their tasks).  
The setting-up of a European School is therefore justified when it is vital to ensure the optimum 
operation of an essential Community activity, but economic constraints and minimum conditions for 
the school’s viability to be met are also part of the equation.  
On the other hand, if the existence of a European School no longer contributes to attainment of the 
objective described above, its justification may be questioned.  
The maintenance or possible closure of a school are the outcome of analysis and appraisal of all 
the factors referred to above and may not result from mechanical application of a rule setting 
numerical criteria.  
However, to assist the Board of Governors and to facilitate decision-making, it seems expedient to 
set out a number of indicative criteria defining a European School’s viability.  

2. Setting-up of a European School

Three elements need to be taken into consideration:  

- the number of language sections;  
- the number of pupils per language section;  
- the number of category I pupils.  

For a European School to be viable, it would be desirable:  
a. for it to have at least three language sections;  
   However, language sections which do not meet the criteria indicated in this document may 
   be opened at the request of the States concerned, provided that the costs inherent in the 
   employment of the teaching staff whom they second are defrayed entirely by the States in 
   question, or by the Community body for which the School has been set up, or a form of co- 
   funding arrangement between the Member State and the latter body is adopted.  
b. for each language section to have:  
   • a minimum of 75 primary pupils from the 5th year after its opening;  
   • a minimum of 84 secondary pupils from the 7th year after its opening.  
The figures adopted (75 pupils in the primary section and 84 in the secondary section) are 
applicable to the year groups as a whole in each of these sections.  
c. for the number of category I pupils to be a minimum of 70% of the total number of pupils on 
roll in cities where Community institutions and bodies are heavily concentrated (Brussels 
and Luxembourg at present) and 50% in other cases.  
The numerical criteria set above constitute guidelines enabling the Board of Governors to 
assess the expediency of setting up a new European School.  
The proposal that a European School be set up on the territory of a Member State is 
initiated by the State in question.  

This proposal would initially be considered by a working group appointed by the Board of 
Governors. This working group would be composed of a representative:

24 Decisions of the Board of Governors, 24-25 October 2000, pages 6-8
• of the Commission
• of the host country of the School
• of the inspectorate
• of the AFC

It would be chaired by the Representative of the Board of Governors or his delegate. The Board of Governors would take its decision after having examined the conclusions presented by the working group. The decision was taken unanimously by the members of the Board of Governors, as provided for in the Convention (Statute) of 12 April 1957 and in the new Convention whose ratification is in progress.

3. **Maintenance or closure of a European School or search for new forms of cooperation**

The question of a European School’s closure arises in one of the following cases:

a. When, in the Commission’s opinion, the School is no longer vital to ensure the smooth functioning of an essential Community activity.

b. When the small number of category I pupils on roll no longer justifies the School’s continuing existence.

c. When the closure of one or more language sections means that the School falls short of the minimum number of three sections required for its setting-up.

The closure of a language section may be envisaged when it falls short of 37 pupils in the primary cycle and 42 pupils in the secondary cycle for two consecutive years or when the small number of category I and II pupils calls into question the continuing existence of this language section. This rule may not, however, prejudice the continuing existence of at least one language section per official language of the European Union in cities where Community institutions and bodies are heavily concentrated (Brussels and Luxembourg at present).

Moreover, any language section which no longer met the criteria indicated in point 3 above might nevertheless remain open if, at the request of the State concerned, the costs inherent in the employment of the teaching staff seconded by it were defrayed entirely by the State in question, or by the Community body for which the School has been set up, or a form of co-funding arrangement between the Member State and the latter body were adopted.

In each of the three situations referred to above, an evaluation of the situation of the school or (in the cases referred to in 3) of the language section(s) concerned should be made by the Board of Governors before initiating the relevant closure procedure.

This evaluation would be made on the basis of the work done by a working group appointed by the Board of Governors. This working group would be constituted as indicated in point 2.0 above. It would also include a representative of the staff of the School, a representative of the parents and the Director.

The decision to close a European School must be taken unanimously, in accordance with the rules laid down by the Convention (Statute) of 12 April 1957 and the Protocol thereto of 13 April 1962 (currently in force).

The new Convention of 17 June 1994 (ratification in progress) requires a two-thirds majority of its members, with the proviso that the Commission and the country in which the School is situated have to vote in favour.

The role played by the Commission in the above cases is taken on by the European Patent Office at the European School, Munich.

The closure of a School or of a language section would be accompanied by measures designed to:

- guarantee that pupils are able to continue the studies undertaken in a given cycle (i.e. primary education or each level of secondary education);
- permit redeployment of the members of the teaching, administrative and ancillary staff within the European Schools system (or, where appropriate, within the Member State in question)
in satisfactory conditions, compatible with their service rules and in accordance with national regulations.

These measures of a social nature would be included in the analysis and proposals which the working group referred to above would be expected to submit to the Board of Governors whenever the issue of the closure of a School or of a language section arises.

Finally, prior to a School’s closure, the alternative option of seeking new forms of cooperation with the country in which the School is situated may be envisaged.

4. Reports of ‘Troika II’ Working Group: European Baccalaureate and Cooperation with other schools

The Board of Governors\textsuperscript{25} gave its agreement in principle to the setting up of the system and instructed the Troika II working group to continue its work, with a view to establishment of the fundamental criteria for European education and definition of the prerequisites for access to the European Baccalaureate (Document 2004-D-532-en-2).

In the light of the framework defined in point II of the Working Group’s report (2005-D-342-en-4), the Board of Governors\textsuperscript{26} endorsed the criteria for European Schooling and the procedure to be followed by national or local authorities, or by schools interested, wishing to apply for accreditation by the Board of Governors.

D. EXPERIMENTAL PROJECTS IN EUROPEAN SCHOOLING

The Board of Governors decided to take formal note of the Italian government’s proposals and to mandate the Secretary-General to explore the possibility of cooperation and association with the Italian authorities with a view to initiating an experimental European educational project.\textsuperscript{27}

The Board of Governors\textsuperscript{28} said that it was prepared to consider the applications for accreditation which it might receive from the Italian, Irish and/or Greek national authorities for the Parma, Dunshaughlin and Heraklion schools respectively.

The timetable adopted for the procedure to be followed was as follows:

**SUMMARY OF THE ACCREDITATION PROCEDURE**

\begin{itemize}
  \item a. 26 April 2005, criteria/procedure agreed
  \item b. October 2005
    \begin{itemize}
      \item a. Presentation of a ‘general interest’ file.
      \item b. The Board of Governors gives its opinion.
    \end{itemize}
  \item If this opinion is favourable:
    \item c. January 2006
      \begin{itemize}
        \item Presentation of a plan matching the specifications for European Schooling submitted to the Board of Governors.
      \end{itemize}
  \item If the Board is satisfied with this plan:
    \begin{itemize}
      \item a. Permission to set up the first year groups is granted.
      \item b. The Inspectors are requested to produce an audit of the plan.
    \end{itemize}
  \item d. April 2006
    \begin{itemize}
      \item a. The Board of Governors examines the Inspectors’ report.
    \end{itemize}
\end{itemize}

\textsuperscript{25} Decisions of the Board of Governors, April 2004, pages 4-5
\textsuperscript{26} Decisions of the Board of Governors, April 2005, pages 8-9
\textsuperscript{27} Decisions of the Board of Governors, 28-30 April 2004, pages 4-5
\textsuperscript{28} Decisions of the Board of Governors, 25-27 April 2005, pages 8-9
b. The Board of Governors decides whether or not accreditation should be granted.


The Board of Governors found that the general interest files submitted by the Italian and Irish authorities respectively for Scuola per l’Europa in Parma and the Centre for European Schooling at Dunshaughlin were adequate, according to the criteria decided by the Board of Governors for stage 1 of the procedure.

The Board of Governors: 30

a. confirmed that it endorsed the principle of schools associated with the European Schools system on the basis of the criteria and the accreditation procedure approved by it in April 2005.

b. mandated the Secretary-General to explore the legal basis of this principle.

c. declared that all the costs entailed by the accreditation procedure and all the costs entailed by pedagogical involvement in associate schools would be defrayed by the country in which the school is situated or by the school itself and that no financial burden in the form of additional expenditure should weigh on the budget of the European Schools without an explicit decision of the Board of Governors to that effect.

d. declared that no Member State could be compelled to second teachers to an associate school.

2. Defrayal of the costs of pedagogical involvement in associate schools

a. The Board of Governors approved the conclusion reached by Troika Working Group II as recorded in Document 2112-D-2005.


(Follow-up on document 2010-D-329-en-3 concerning the review of the opening up of the European Schools System: Accredited Schools)

The Board of Governors decided 31 to invoice to Accredited Schools providing a European education the average cost of organisation of the European Baccalaureate by candidate, multiplied by the number of students of the school registered for the examination session.

This decision enters into force for the 2012 European Baccalaureate session.

3. School of European Education, Heraklion

3.1 Adoption of General Interest File – 2005-D-87-en-3

The Board of Governors accepted this general interest file as conforming to the procedure laid down by the Board of Governors in the decision taken during its April 2005 meeting at Mondorf, and as the first stage of the process of accreditation of the Heraklion School for European Education as a school associated with the European Schools system. 32

29 Decisions of the Board of Governors, 25-26 October 2005
31 Corrigendum to the decisions taken at the meeting of the Board of Governors of 12-14 April 2011
3.2 **Dossier of Conformity – 2011-01-D-1-en-2**\(^{33}\)

The Board of Governors approved the dossier of conformity presented by the Greek authorities with a view to recognition of European schooling up to secondary year 5 at the School of European Education, Heraklion and considered that the dossier constituted the second stage of the accreditation process.

**Dossier of Conformity for Secondary years 6 and 7 – 2013-01-D-2-el-2**\(^{34}\)

The Board of Governors approved the dossier of conformity presented by the Greek authorities for the opening of years S6 and S7 and the Baccalaureate at the School of European Education, Heraklion. It considered that the dossier matched the requirements of the second stage of the accreditation process.

3.3. **Audit reports**

2007-D-77-en-2\(^{35}\) - On the basis of the audit conducted by the Inspectors, the Board of Governors decided to accredit the schooling provided by the School of European Education, Heraklion as schooling meeting the criteria set by the Board of Governors in the Report of Troika Working Group II (Document 2005-D-342-en-4) approved by the Board of Governors at its meeting at Mondorf in April 2005.

2010-D-265-en-2\(^{36}\) - The Board of Governors approved the audit report and mandated the Secretary-General to renew the Accreditation and Cooperation Agreement recognising the European schooling and education provided by the Heraklion School in the nursery and primary cycles.


The Board of Governors decided to renew this School’s Accreditation and Cooperation Agreement, signed on 15 October 2008, and to mandate the Secretary-General of the European Schools, as the Board of Governors’ representative, to sign renewal of the Accreditation and Cooperation Agreement for a two-year period (1 September 2014 to 31 August 2016) with the School of European Education, Heraklion. An audit would need to be arranged in 2015 to check the School’s conformity with the recommendations made by the Inspectors who produced the audit report.

In parallel, the Board of Governors decided also to approve the part of the audit report pertaining to years 6-7 and the Baccalaureate at the School of European Education, Heraklion and mandated the Secretary-General, as the Board of Governors’ representative, to sign this Additional Agreement for a two-year period (1 September 2014 to 31 August 2016). An audit would also need to be arranged in 2015 to check the School’s conformity with the recommendations made by the Inspectors with respect

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\(^{33}\) Decisions of the Board of Governors, 12-14 April 2011, page 17.
\(^{34}\) Decisions of the Board of Governors, 16-18 April 2013, page 13
\(^{35}\) Decisions of the Board of Governors, 23-24 October 2007, page 9
\(^{36}\) Decisions of the Board of Governors, 1-3 December 2010, page 12
\(^{37}\) Decisions of the Board of Governors, 8-10 April 2014, page 16
3.4 2012-01-D-16-en-2 – Accreditation Agreement – secondary cycle, years 1-5

The Board of Governors decided to grant accreditation to the type II School of European Education, Heraklion for secondary years 1-5 as education fulfilling the Mondorf criteria and mandated the Secretary-General of the European Schools, representing the Board of Governors, to sign the Accreditation Agreement for secondary years 1-5 with the type II School of European Education, Heraklion.

4. Scuola per l’Europa di Parma

4.1 Adoption of the dossier of conformity with the specifications for European Schooling – 2312-D-2005

The document was accepted as a plan complying with the specifications for European Schooling in accordance with the criteria defined by the Board of Governors at its April 2004 meeting in Parma, Italy, and consequently, it was considered that the second stage of the process of accreditation as a school associated with the European Schools system had been successfully completed by the Centre for European Schooling in Dunshaughlin, Ireland and by Scuola per l’Europa in Parma, Italy.39

4.2 Draft accreditation agreement – 2007-D-391-en-3

The Board of Governors approved the text of the Accreditation Agreement recognising the European Schooling provided up to secondary year 5 in Type II schools and authorised the Secretary-General to sign the Agreement with the Parma School (Italy).

4.3 Dossier of Conformity – Parma for secondary year 6 and the European Baccalaureate – 1612-D-2007-en-1

The Board of Governors accepted the dossier of conformity for secondary year 6 and preparation of the European Baccalaureate of Scuola per l’Europa in Parma as the second stage of the accreditation procedure and authorised the conduct of an audit with the view to recognition of the education provided in secondary year 6.

4.4 Draft additional agreement to the Accreditation and Cooperation Agreement of Scuola per l’Europa in Parma – Secondary year 6 and preparation for the European Baccalaureate – 2008-D-167-en-3

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38 Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012, page 15
40 Decisions of the Board of Governors, 17-18 April 2007, page 9
41 Decisions of the Board of Governors, 22-23 January 2008
The Board of Governors approved the draft additional agreement to the Accreditation and Cooperation Agreement of *Scuola per l’Europa* in Parma (for secondary year 6 and preparation for the European Baccalaureate), which would be submitted to the Italian authorities for signing with effect from 4 September 2007 – Annex I.

### 4.5 Costs to be borne by Scuola per l’Europa for organisation of the 2009 European Baccalaureate session – 2008-D-4810-en-4

The Board of Governors approved the following arrangements made under the provisional solution for organisation of the 2009 European Baccalaureate session at *Scuola per l’Europa* in Parma and also the request of the School’s directorate concerning payment of the full amount of the costs by the Office of the Secretary-General and their subsequent invoicing to and payment by *Scuola per l’Europa* in Parma.

The costs to be defrayed by *Scuola per l’Europa* would be calculated on the basis of the additional expenditure incurred especially for this school, bearing in mind the decision of the Board of Governors that Accredited Schools should not place a financial burden on the budget of the European Schools.

This expenditure included:

- the cost of sending the question papers to Parma;
- the cost of correction of the written examination scripts, which would take place at the same time as correction of the written examination scripts of the candidates from all the European Schools, in Brussels on 15, 16, 18 and 19 June 2009. This cost would be calculated on a pro rata basis, according to the number of scripts.
- the cost of sending the scripts to Varese after their correction.

An invoice, covering the aforementioned costs, would be sent by the Office of the Secretary-General of the European Schools to *Scuola per l’Europa* in Parma for payment.

The expenditure also included the travel and subsistence expenses and the fees of outside contributors who would be present at the Parma school for the 2009 Baccalaureate, namely:

- The cost of the vice-chairmanship at the Parma school, an office which would be held by one of the inspectors of the European Schools. The amount would be calculated in accordance with the rules applied for payment of the expenses of the Vice-Chairmen in Type I European Schools.
- The costs of covering the expenses (travel and subsistence expenses and other complementary payments) of the external examiners for the oral examinations. The amounts would be calculated in accordance with the rules applied for the payment of the external examiners for the oral examinations in Type I European Schools.

The Office of the Secretary-General would pay to the persons concerned the full amount of the costs entailed by the presence of the Vice-Chairman and of the external examiners for the oral examinations and would subsequently send an invoice to *Scuola per l’Europa* in Parma for payment.

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43 *Decisions of the Board of Governors, 20-21 January 2009*, page 4
4.6 Audit reports

2009-D-42-en-2\(^4^4\) - The Board of Governors mandated the Secretary-General to renew the accreditation and cooperation agreement with Scuola per l’Europa in Parma for two years. However, bearing in mind the delegations’ concerns about the situation in Parma and the Italian delegation’s undertaking to make every effort to remedy the problems arising, the Board of Governors decided that a further audit would be conducted during the 2009-2010 school year.

2010-D-275-en-2\(^4^5\) - The Board of Governors approved the audit report and

- confirmed the agreement currently in force for years N1 to S5 at Scuola per l’Europa in Parma;

- mandated the Secretary-General to renew the Additional Agreement to the Accreditation and Cooperation Agreement recognising the European schooling and education provided at Scuola per l’Europa in Parma for secondary years 6 and 7 and the Baccalaureate.

4.7 Renewal of agreements

2012-01-D-17-en-2\(^4^6\) - The President, Mr Russell, concluded that the Board of Governors decided:

- renew the Accreditation Agreement of Scuola per l’Europa di Parma (SEP) (ITALY), signed on 26 July 2007, and mandate the Secretary-General of the European Schools, representing the Board of Governors, to sign this renewal for a three-year period (1 September 2012 to 31 August 2015) with Scuola per l’Europa di Parma (ITALY);

- and to renew the Additional Agreement of Scuola per l’Europa di Parma (SEP) (ITALY), signed on 14 January 2009, and mandate the Secretary-General of the European Schools, representing the Board of Governors, to sign this renewal for a three-year period (1 September 2012 to 31 August 2015) with Scuola per l’Europa di Parma (ITALY).

5. Centre for European Schooling, Dunshaughlin

5.1 Adoption of the dossier of conformity with the specifications for European Schooling – 2312-D-2005

The document was accepted as a plan complying with the specifications for European Schooling in accordance with the criteria defined by the Board of Governors at its April 2004 meeting in Parma, Italy, and consequently, it was considered that the second stage of the process of accreditation as a school associated with the European Schools system had been

\(^4^4\) Decisions of the Board of Governors, 21-23 April 2009, page 16
\(^4^5\) Decisions of the Board of Governors, 1-3 December 2010, page 12
\(^4^6\) Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012, page 15
successfully completed by the Centre for European Schooling in Dunshaughlin, Ireland. 47

5.2 **Draft accreditation agreement – 2007-D-391-en-3** 48

The Board of Governors approved the text of the Accreditation Agreement recognising the European Schooling provided up to secondary year 5 in Type II schools and authorised the Secretary-General to sign the Agreement with the Dunshaughlin School (Ireland).

5.3 **Audit reports**

2009-D-32-en-2 49 The Board of Governors approved the audit report and mandated the Secretary-General to renew the accreditation and cooperation agreement with the Dunshaughlin Centre for European Schooling for two years.

2011-01-D-5-en-3 50 The Board of Governors approved the audit report and mandated the Secretary-General to renew the accreditation and cooperation agreement recognising the European schooling provided by the Centre for European Schooling, Dunshaughlin from the nursery level up to secondary year 5 inclusive. It was specified that the nursery level of Type I Schools is equivalent to the start of the primary cycle in the Irish school system.

2014-01-D-18-en-2 51

The Board of Governors decided to renew the Accreditation and Cooperation Agreement of the Centre for European Schooling, Dunshaughlin, signed on 16 August 2007, and to mandate the Secretary-General of the European Schools, as the Board of Governors’ representative, to sign renewal of the Accreditation and Cooperation Agreement for a three-year period (1 September 2014 to 31 August 2017) with the Centre for European Schooling, Dunshaughlin.

6. **European Schooling, Helsinki**

6.1. **General Interest File** 52

The Board of Governors approved the general interest file submitted by the Finnish authorities concerning the setting-up of a European School in Helsinki to provide schooling for the children of the staff of the European Chemicals Agency (ECHA) and considered that it fulfilled the requirements

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48 Decisions of the Board of Governors, 17-18 April 2007, page 9
49 Decisions of the Board of Governors, 21-23 April 2009, page 16
50 Decisions of the Board of Governors, 12-14 April 2011, page 16
51 Decisions of the Board of Governors, 8-10 April 2014, page 17
of the first stage of the accreditation process defined at Mondorf in April 2005.

6.2 **Dossier of Conformity – 2007-D-5910-en-2**

The Board of Governors accepted the dossier of conformity with the specifications for European Schooling as the second stage of the accreditation procedure for Helsinki.

6.3 **Dossier of Conformity for years 6-7 and the European Baccalaureate: European Schooling Helsinki – 2010-D-249-en-2**

The Board of Governors approved the dossier of conformity for secondary years 6-7 and the European Baccalaureate and considered that this dossier fulfilled the requirements of the second stage of the accreditation process defined at Mondorf in April 2005.

6.4 **Audit reports –**

2008-D-177-en-3

The Board of Governors accredited the education provided by European Schooling Helsinki and mandated the Secretary-General to sign an Accreditation and Cooperation Agreement with this school as an accredited Type II school.

2011-01-D-4-en-2

The Board of Governors mandated the Secretary-General

- to sign an Additional Agreement to the Accreditation and Cooperation Agreement, recognising the European schooling provided by European Schooling Helsinki for secondary years 6 and 7 and the Baccalaureate.
- to renew the accreditation and cooperation agreement recognising the European schooling provided by European Schooling Helsinki from the nursery level up to secondary year 5 inclusive.


The Board of Governors decided to renew the Accreditation and Cooperation Agreement of European Schooling Helsinki, signed on 20 January 2009, and to mandate the Secretary-General of the European Schools, as the Board of Governors’ representative, to sign renewal of the Accreditation and Cooperation Agreement for a three-year period (1 September 2014 to 31 August 2017) with European Schooling Helsinki. In parallel, the Board of Governors decided also to approve the Additional Agreement of European Schooling Helsinki and to mandate the Secretary-

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53 Decisions of the Board of Governors, 22-23 January 2008
54 Decisions of the Board of Governors, 1-3 December 2010, page 12
56 Decisions of the Board of Governors, 12-14 April 2011, page 16.
57 Decisions of the Board of Governors, 8-10 April 2014, page 17
General, as the Board of Governors' representative, to sign this renewal for a three-year period (1 September 2014 to 31 August 2017) with European Schooling Helsinki.

7. European School of Strasbourg

7.1 General Interest File – 2007-D-78-fr-3

The Board of Governors approved the general interest file submitted by the French authorities concerning the introduction of European Schooling in two state schools in Strasbourg, one a primary school, the other a secondary school, and considered that it met the requirements of the first stage of the accreditation procedure defined by the Board of Governors at its October 2005 meeting in Brussels.

Timetable set for the next steps in the accreditation process:
April 2008
Submission of the dossier of conformity with the Criteria for European Schooling to the Board of Governors and application for permission to open the planned classes.
September 2008
Following the opinion of the Board of Governors, opening of the classes and introduction of the schooling planned in Strasbourg.
During 2008: Audit and application for accreditation.
2010: Submission to the Board of Governors of the plan for European Schooling in secondary years 6-7, with a view to specific accreditation for this cycle.

7.2 Dossier of Conformity – 2008-D-192-fr-2

The Board of Governors accepted the dossier of conformity for European Schooling in Strasbourg as the second stage of the accreditation procedure.

Dossier of Conformity: – S6 and S7 – Baccalaureate – 2012-01-D-49-fr-2

The Board of Governors approved the dossier of conformity presented by the French authorities concerning the opening of secondary years 6 and 7 and the introduction of the Baccalaureate at the European School of Strasbourg. It considered that this dossier met the requirements of the second stage of the accreditation and cooperation process.

7.3 Audit reports –

2009-D-22-fr-2

The Board of Governors mandated the Secretary-General to sign the accreditation agreement recognising the European Schooling provided by the Strasbourg School.

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58 Decisions of the Board of Governors, 23-24 October 2007, page 9
59 Decisions of the Board of Governors, 15-16 April 2008, page 10
60 Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012
61 Decisions of the Board of Governors, 21-23 April 2008, page 10
The Board of Governors approved the audit report and mandated the Secretary-General to renew the accreditation and cooperation agreement recognising the European schooling provided by the European School of Strasbourg (Type II) from the nursery level up to secondary year 5 inclusive.

The Board of Governors approved the audit report on years 6 and 7 and the European Baccalaureate and decided to mandate the Secretary-General to sign the Additional Agreement to the Accreditation and Cooperation Agreement recognising the European Schooling provided by the European School of Strasbourg for secondary years 6 and 7 and the European Baccalaureate.

8. Anglophone language section of the International School Provence-Alpes-Côte d’Azur, Manosque


The Board of Governors considered that the general interest file ‘Development of European Schooling at the International School Manosque – ITER Programme (Type II)’ submitted by the French authorities concerning the opening of an Anglophone section at secondary level at the International School Manosque (ITER Programme) met the requirements of the first stage of the accreditation procedure defined by the Board of Governors at its October 2005 meeting in Brussels.

8.2 Dossier of Conformity

The Board of Governors accepted the dossier of conformity as the second stage of the accreditation procedure.

The Board of Governors approved the dossier of conformity presented by the French authorities with a view to recognition of European schooling in the Anglophone section of the International School, Manosque for secondary years 6 and 7 and the European Baccalaureate. The Board of Governors considered that the dossier constituted the second stage of the accreditation process.

8.3 Audit report
2010-D-223-en-2⁶⁷ - The Board of Governors approved the audit report and mandated the Secretary-General to sign the Accreditation and Cooperation Agreement recognising the European schooling and education provided by the International School Manosque (secondary years 1-5, Anglophone section).

2013-01-D-1-fr-2⁶⁸

The Board of Governors approved the audit report and decided to mandate the Secretary-General to renew the Accreditation and Cooperation Agreement covering years S1-S5 of the Anglophone section of the International School, Manosque.

8.4 Additional Agreement

2012-01-D-5-en-2⁶⁹ - The Board of Governors granted accreditation for secondary years 6 and 7 and the European Baccalaureate to the Anglophone section of the International School Manosque, as education fulfilling the Mondorf criteria and mandated the Secretary-General of the European Schools, representing the Board of Governors, to sign the Additional Agreement to the Accreditation and Cooperation Agreement signed on 24 May 2011, for the period from 1 September 2010 to 31 August 2013, with the International School Provence-Alpes-Côte d’Azur, Manosque.

9. European Schooling at The Hague

9.1 General Interest File – 511-D-2008-en-3⁷⁰

As part of the Type III schools pilot project⁷¹, the Board of Governors accepted the general interest file of the International School of The Hague (secondary years 6-7) and considered that it met the requirements of the first stage of the accreditation procedure.

9.2 Dossier of Conformity – 2009-D-255-en-3

At its January 2009 meeting, the Board of Governors approved the general interest file of the International School of The Hague (secondary years 6-7).

Considering that the model proposed did not correspond to the model adopted by the Board of Governors under the Type III schools pilot project, namely comprise a complete secondary cycle, but was based solely on years 6-7 leading to the European Baccalaureate, the Board of Governors was unable to accept the dossier of conformity presented. The Netherlands authorities were invited to submit to the Board of Governors a new dossier of conformity, which would be examined and discussed by the

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⁶⁷ Decisions of the Board of Governors, 1-3 December 2010, page 12
⁶⁸ Decisions of the Board of Governors, 16-18 April 2013, page 14
⁶⁹ Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012, page 14
⁷¹ The project was changed in 2010 (the school then presented a general interest file as a Type II school – see point 9.3)
Joint Teaching Committee at its February 2010 meeting, then submitted to the Board of Governors at its April 2010 meeting.

9.3 **General Interest File of European Schooling, The Hague – Type II – 2010-D-138-en-3**

The Board of Governors approved the general interest file of European Schooling, The Hague. The new dossier of conformity would be scrutinised by the Joint Board of Inspectors at its February 2011 meeting and by the Budgetary Committee at its March 2011 meeting and would then be submitted to the Board of Governors for discussion at its April 2011 meeting.


The Board of Governors approved the dossier of conformity presented by the Dutch authorities with a view to recognition of European schooling at European Schooling at The Hague from the nursery level up to secondary year 5 inclusive and considered that the dossier constituted the second stage of the accreditation process.

9.5 **Audit report – Document 2012-08-D-24-en-2**

The Board of Governors decided to award accreditation recognising the European Schooling provided by the school in the nursery and primary cycles and mandated the Secretary-General to sign the Accreditation and Cooperation Agreement.

10. **Europäische Schule RheinMain, Bad Vilbel**

10.1 **Bad Vilbel School (State of Hesse) – Type III school pilot project – General Interest File – 2009-D-226-en-3 + annex**

The Board of Governors approved the general interest file concerning the setting-up of an Accredited School at Bad Vilbel under the Type III schools pilot project.

10.2 a. **Dossier of Conformity (Nursery classes to S5)**

**Bad Vilbel (Land (State) of Hesse) school – 2010-D-281-en-2**

The Board of Governors approved the dossier of conformity of the Bad Vilbel (Land (State) of Hesse) school, which constitutes the second stage of the process of accreditation of this school. The third phase involves auditing the school and this audit will be conducted after the buildings have been constructed and the school has become operational.

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72 Decisions of the Board of Governors, 1-3 December 2010, page 12
73 Decisions of the Board of Governors, 12-14 April 2011, page 16
74 Decisions of the Board of Governors, 3-5 December 2012, page 8
75 Decisions of the Board of Governors, 14-16 April 2010, page 17
European Schooling at Bad Vilbel (Land of Hesse) – Dossier of conformity (Nursery, Primary and Secondary (years S1-S5)) (2010-D-281-de-4)\textsuperscript{76}

The dossier of conformity of Europaïsche Schule RheinMain at Bad Vilbel had been presented by the German authorities to the Board of Governors for the first time at the latter’s meeting of 14-16 April 2010. It had now been amended with the addition of the nursery cycle to the cycles already accredited (Primary and Secondary, S1-S5).

The Board of Governors approved the new dossier of conformity of Europaïsche Schule RheinMain at Bad Vilbel. It considered that this amended dossier met the requirements of the second stage of the accreditation process defined at Mondorf in April 2005.

b. Dossier of Conformity (S6-S7 and Baccalaureate) - 2014-01-D-14-en-2\textsuperscript{77}

The Board of Governors approved the dossier of conformity presented by the German authorities concerning secondary years 6-7 and the Baccalaureate at Europäische Schule RheinMain, Bad Vilbel. It considered that the dossier met the requirements of the second stage of the accreditation and cooperation process.

10.3 Progress report on the Rhine/Main European School (Type III) project at Bad Vilbel (Land (State) of Hesse) – 2011-03-D-14-en-1\textsuperscript{78}

The Board of Governors took note of the progress report on the project, which supplemented the dossier of conformity approved in April 2010.

10.4 Audit reports

2013-01-D-5-en-2\textsuperscript{79}

The Board of Governors approved the audit report and decided to grant accreditation to Europäische Schule RheinMain at Bad Vilbel, for the Primary cycle and the Secondary cycle (years 1-5) as education matching the Mondorf criteria. It also mandated the Secretary-General of the European Schools, representing the Board of Governors, to sign the Accreditation and Cooperation Agreement recognising the European Schooling provided by Europäische Schule RheinMain at Bad Vilbel for the primary cycle (P1-P5) and the secondary cycle (years S1-S5).

11. Draft Agreement on renewal of the Accreditation and Cooperation Agreement – 2009-D-293-En-1\textsuperscript{80}

\textsuperscript{76} Decisions of the Board of Governors, 3-5 December 2013, page 5
\textsuperscript{77} Decisions of the Board of Governors, 8-10 April 2014, page 16
\textsuperscript{78} Decisions of the Board of Governors, 12-14 April 2011, page 16
\textsuperscript{79} Decisions of the Board of Governors, 16-18 April 2013, page 14
\textsuperscript{80} Decisions of the Board of Governors, 21-23 April 2009, page 16
The Board of Governors approved the draft agreement on renewal of the accreditation and cooperation agreement.

12. **Accreditation and Cooperation Agreement / Additional Agreement / Accreditation Procedure / Arrangements for defrayal of the expenses of the Inspectors of the European Schools / Administrative Costs Associated with the System’s opening up** 81 – 2011-02-D-38-en-4

The Board of Governors approved:

- the text of the Accreditation and Cooperation Agreement for the nursery, primary and secondary cycles up to secondary year 5 (Annex I to document 2011-02-D-38-en-4);

- the text of the Accreditation and Cooperation Agreement for the nursery, primary and secondary cycles up to secondary year 5 (Annex I to document 2011-02-D-38-en-4);

- the accreditation procedure proposed in point B.1 of document 2011-02-D-38-en-4;

- the following arrangements for defrayal of the expenses of European Schools' inspectors on mission in Accredited Schools to conduct the audits provided for by the accreditation agreements:
  - Reimbursement of travel expenses on presentation of supporting documents.
  - Payment of a flat-rate daily allowance (including return journey travelling time: whole day or half-day as the case may be) of €149.65, covering subsistence expenses (accommodation, meals and travel at the place of the audit).
  - mandating the Secretary-General to analyse the different administrative costs entailed by management of the system’s opening up, with a view to a future discussion on possible invoicing of these costs to Accredited Schools.

13. **European School of Copenhagen**

13.1 **General Interest File – 2012-01-D-18-en-5** 82

The Board of Governors approved the general interest file, which corresponded to the requirements of the first stage of the accreditation and cooperation process defined at Mondorf. The Danish authorities were invited to submit a dossier of conformity for nursery, primary and secondary education leading to the European Baccalaureate.

13.2 **Dossier of Conformity – 2012-09-D-25-en-4** 83

The Board of Governors approved the dossier of conformity concerning the opening, in August 2012, of the European School of Copenhagen presented by the Danish authorities. It considered that this dossier met

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81 Decisions of the Board of Governors, 12-14 April 2011, taken by written procedure (2011/16), initiated on 18 April 2011 and completed on 4 May 2011 (Corrigendum sent on 19 April 2011).
82 Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012.
83 Decisions of the Board of Governors, 3-5 December 2012, page 8.
the requirements of the second stage of the accreditation and cooperation process.

14. **Tallinn European Schooling**

14.1 **General Interest File – 2012-01-D-26-en-4**

The Board of Governors approved the general interest file, which corresponded to the requirements of the first stage of the accreditation and cooperation process defined at Mondorf. The Estonian authorities were invited to submit a dossier of conformity for nursery, primary and secondary education leading to the European Baccalaureate.

14.2 **Dossier of Conformity – 2012-09-D-24-en-3**

The Board of Governors approved the dossier of conformity concerning the opening of Tallinn European Schooling presented by the Estonian authorities. It considered that this dossier met the requirements of the second stage of the accreditation and cooperation process.

14.3 **Audit reports**

2013-09-D-28-en-2

The Board of Governors decided to grant to the Tallinn European School (TES for short) accreditation recognising the European Schooling provided in the nursery and primary cycles and mandated the Secretary-General to sign the Accreditation and Cooperation Agreement recognising the European Schooling provided by the school in the nursery, primary (1-5) and secondary (1-5) cycles.

15. **Europa School UK**

15.1 **General Interest File – 2013-01-D-76-en-3**

The Board of Governors approved the general interest file presented by the UK authorities concerning the request for setting up of an Accredited European School at Culham in the UK, called Europa School UK, which matched the requirements of the first stage of the accreditation and cooperation process as defined at Mondorf in 2005. The UK authorities were invited to submit a dossier of conformity covering European schooling across the full age range and the offer of the European Baccalaureate from September 2017.

15.2 **Dossier of Conformity – 2014-02-D-6-en-2**

The Board of Governors approved the dossier of conformity presented by the UK authorities concerning the opening of the nursery and primary classes at Europa School UK. It considered that the dossier met the

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84 Decisions of the Board of Governors, 18-20 April 2012, approved by written procedure No 2012/16 on 21 May 2012
85 Decisions of the Board of Governors, 3-5 December 2012, page 8.
86 Decisions of the Board of Governors, 3-5 December 2013, page 6
87 Decisions of the Board of Governors, 16-18 April 2013, page 13
88 Decisions of the Board of Governors, 8-10 April 2014, page 16
requirements of the second stage of the accreditation and cooperation process.

16. **Regulations on Accredited European Schools**

The Board of Governors approved the Regulations on Accredited European Schools and the annexes thereto, with the exception of the Article 4.1. of the Regulations. The decision taken by the Board of Governors at its meeting at Mondorf-Ies-Bains on 25, 26 and 27 April 2005 (2005-D-342-en-4) concerning the same article would therefore remain valid until a new text was unanimously approved.

The Board of Governors approved the amendment of the ‘Rules of Procedure for the Joint Teaching Committee’ – document (2009-D-295-6). The following sentence would be added to Article 2: “The representatives of Directors, Teachers and Parents of Accredited European Schools are invited as observers without voting rights.”

These decisions would enter into force immediately after the decision of the Board of Governors. They repeal and replace all the existing rules and decisions of the Board of Governors concerning Accredited European Schools.

17. **Scuola Europea di Brindisi**

17.1 **General Interest File – 2014-01-D-45-en-3**

The Board of Governors approved the general interest file presented by the Italian authorities since it matched the requirements of the first stage of the accreditation and cooperation process, as defined at Mondorf. The Italian authorities were therefore invited to submit a dossier of conformity for nursery, primary and secondary education.

E. **CLOSURE OF EUROPEAN SCHOOLS**

1. **External study**

The Board of Governors endorsed the Commission’s proposal that an external study of the four Schools (Bergen, Culham, Karlsruhe, Mol) be commissioned, the terms of reference being defined jointly by the Commission and the Secretary-General and approved by the Board of Governors, either at that meeting or by written procedure.

2. **VAN DIJK REPORT – Proposals for action – 2007-D-373-en-3 revised**

The Board of Governors endorsed the following nine proposals, which emerged from the discussions on the Van Dijk Report held by the Board of Governors at its January 2007 meeting:

<table>
<thead>
<tr>
<th>Proposal</th>
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<tr>
<td>a. That the Board of Governors should formally confirm that the European Schools of Bergen, Karlsruhe and Mol would be maintained as classic (Type I) European Schools.</td>
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<tr>
<td>b. That the European School of Culham should, over a period of seven years commencing in September 2010, be phased out as a Type I European School (See Annexes 3 and 5).</td>
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89 Decisions of the Board of Governors, 16-18 April 2013, page 13
90 Decisions of the Board of Governors, 8-10 April 2014, page 16
91 Decisions of the Board of Governors, 17-18 April 2007, pages 12-13
c. That the UK delegation and the management of the school explore the possibility of transforming the European School of Culham into an associate (Type III) school and report to the Board of Governors proposing deadlines for the identification of the partners/authorities willing to take political, administrative and financial responsibility for the school and indicating the steps which needed to be taken to finalise the transformation.

d. That the president of the AFC and two other members of that Committee plus a representative of the European Commission, aided by the General Secretariat, consider the ULB Report on school fees and the elements of the Van Dijk Report which refer to fees and make recommendations to the Board, at its meeting in January 2008, for a future fee level and a future policy on fees.

e. That a proposal be formulated by the Secretary-General for the possible creation of an English Language Section at the European School at Mol based upon a global evaluation of the situation of the school (See Annex 4 to the document).

f. That the proposals for part-financing and cooperation by the City of Karlsruhe and the Land of Baden-Württemberg be explored by the Director of the Karlsruhe school and presented to the October meeting of the Board of Governors.

g. That the Board of Governors take note of the intention of the Dutch government to conduct a feasibility study and to formulate a detailed proposal, clearly indicating realistic deadlines and financial implications, on the question of the creation of an annexe to the European School of Bergen in The Hague.


i. That the issue of languages in the European Schools be recognised as a very important aspect to be developed in the context of the ongoing reform of the European Schools.

3. Transformation of the European School, Culham – 2007-D-419-en-4

The Board of Governors:

a. approved the UK’s suggestion that progress reports be submitted to the Board of Governors in October 2008 and then in April and October of each year until Culham is no longer a Type I school.

b. confirmed that the European School, Culham would remain under the responsibility of the Board of Governors until 2017.

c. pledged its support for the UK’s efforts to ensure a future for the European School, Culham.

d. took note of the UK’s proposal to transform the Culham School into an Academy and encouraged all steps likely to enable European Schooling to be put in place after 2017.

e. charged the Office of the Secretary-General with the task of finding answers to the questions raised about the administrative and financial aspects during the transition period up to 2017.

4. Phasing-out of the European School, Culham as a Type I School – 2111-D-2008-en-2

The Board of Governors:

a. approved the analysis in the document of the consequences for the staff and the costs of the phasing-out of the European School, Culham on the basis of the scenario approved by the School’s Administrative Board in June 2008;

b. approved in principle the phasing-out method on the basis of this scenario; and

c. approved the principle of an annual review of the progress towards transition to the English national system as an Academy in order to reconsider and adapt the phasing-out process if appropriate.
F. REFORM OF THE EUROPEAN SCHOOLS SYSTEM\textsuperscript{93} – 2009-D-353-en-4

The Board of Governors approved the reform of the European Schools system. Decisions concerning organisational questions alone would enter into force on 1 September 2009. Decisions on points requiring revision of some existing rules would enter into force as soon as this revision had been completed, at the latest on 1 September 2010. The definitive document – 2009-D-353-en-4 – would be sent to the members of the Board of Governors in the following three language versions: English, French and German. The texts are available for consultation on the European Schools' website: www.eursc.org.

1. Implementation of the reform\textsuperscript{94}

The Board of Governors approved the following sets of draft rules of procedure:


Date of entry into force: 5 December 2009.

These sets of rules of procedure are available for consultation on the website: www.eursc.eu.

2. Adaptation of regulatory texts in the light of the decisions of the Board of Governors concerning the reform – 2010-D-183-en-1\textsuperscript{95}

The Board of Governors approved the proposals for amendments to Chapter X of the General Rules of the European Schools, pertaining to the Administrative Board. A new version of the General Rules has been published on the website: www.eursc.eu.

\textsuperscript{93} Decisions of the Board of Governors, 21-23 April 2009
\textsuperscript{94} Decisions of the Board of Governors, 2-4 December 2009
\textsuperscript{95} Decisions of the Board of Governors, 14-16 April 2010, page 16
CHAPTER IV

FINANCING OF THE EUROPEAN SCHOOLS

A. THE FINANCING ARRANGEMENTS ARE DEFINED IN THE CONVENTION DEFINING THE STATUTE OF THE EUROPEAN SCHOOLS.

The Convention defining the Statute of the European Schools can be consulted on the website www.eursc.eu (See Articles 13, 20, 24 and 25)

B. SUBSIDY RELATING TO THE ADMISSION TO THE EUROPEAN SCHOOL, MUNICH OF THE CHILDREN OF NET PROJECT RESEARCHERS

The Board of Governors took the following decision for the 1985-1986 school year:

a. The children of Commission staff and of research workers on the NET project are entitled to admission to the European School, Munich.

b. For these children the Commission pays to the European School, Munich an annual subsidy calculated according to the following formula:

\[
\frac{\text{Commission subsidy}}{\text{Number of children of Commission staff and research workers on the NET project referred to at above}} = \frac{\text{Portion of the EPO subsidy actually consumed by the end of the financial year}}{\text{Number of children of EPO staff attending the European School, Munich}}
\]

The Commission will continue to pay this subsidy for the children already admitted and for those who are admitted in 1985/1986 for as long as these children attend the European School, Munich.

c. If, because of the presence of the children of German research workers on the NET project, a class is split, the Commission will bear the cost of this.

d. * If the children of Italian research workers on the NET project attend the primary school, a part-time teacher will be recruited. The Commission will bear the cost of this recruitment.
* If the children of Italian research workers on the NET project attend the secondary school, courses in Italian will be provided for them by part-time teachers.

The Commission will bear the cost of these courses.

The children of EPO staff will be able to take these courses without any financial contribution by the EPO.

e. For the children referred to in paragraphs (c) and (d) above the Commission subsidy referred to at (b) above will not be paid.

f. The Commission will have a seat on the Administrative Board of the European School, Munich.

g. ESO and NETMA obtained a seat and a vote on the Administrative Board of the European School, Munich – 2011-02-D-34-en-2.

96 Written procedure dated 5 July 1985
97 Decisions of the Board of Governors, 12-14 April 2011, page 9
The Board of Governors approved the granting of a seat and a vote on the Administrative Board of the European School, Munich to the ESO and NETMA organisations, in accordance with Article 29 of the Convention defining the Statute of the European Schools, which states that the Board of Governors may grant to organisations or institutions which have concluded a category II agreement a seat and a vote on the Administrative Board of the School in question once they finance the schooling of at least 20 of the children of their staff.

C. EXPENDITURE ON EQUIPMENT AND SCHOOL BUILDINGS

1. Expenditure on equipment

The initial fitting-out of newly-constructed or enlarged buildings placed at the disposal of the School by the Government of the country in which it is situated is, in principle, a matter for that Government.

It has an obligation to fit these buildings in the same way as its own schools. It may, however, replace its contribution in kind by a contribution in cash.

A further charge on the host country is equipment which becomes 'landlord’s fixtures' by incorporation into the building, irrespective of what stage in the life of the School such equipment is provided (lecture halls, fixed equipment in laboratories, etc.).

Investment in furniture and teaching equipment must be met from normal budgetary appropriations; it is directly linked to the operation of the School and it is therefore right and proper that it should be financed from the annual budget.

Expenditure relating to additional equipment is the responsibility of the budget of the European Schools and is to be financed according to the normal rules for financing the European Schools’ expenditure.

However, the whole of the initial fitting-out of the European School, Munich is to be financed by the German Government.

2. School buildings

The construction of school buildings is the responsibility of the government of the country in which the School is situated. No rent is to be paid for these buildings.99

Italy makes a special contribution to the European School, Varese to cover the cost of day-to-day maintenance of the buildings (Article 1 of the Agreement between the Board of Governors and the Italian Government).

3. Budget and financing of European Schools

Article 2 of the Convention defining the Statute of the European Schools states that “The Board of Governors determines the location of new schools in agreement with the host Member State” and that “before a new School is opened in the territory of a Member State, an Agreement must be concluded between the Board of Governors and the host Member State concerning the free provision and maintenance of suitable premises for the new School.”

Regarding the Schools' budget, the Convention defining the Statute of the European Schools (Article 25) states that this budget shall be financed by:

“1. Contributions from the Member States through the continuing payment of the remuneration for seconded or assigned teaching staff and, where appropriate, a financial contribution decided on by the Board of Governors acting unanimously;”

99 ARBG, 3-4 December 1968, page 16
2. the contribution from the European Communities, which is intended to cover the difference between the total amount of expenditure by the Schools and the total of other revenue;

3. contributions from non-Community organisations with which the Board of Governors has concluded an Agreement;

4. the School's own revenue, notably the school fees charged to parents by the Board of Governors;

5. miscellaneous revenue.

The arrangements for making available the contribution from the European Communities shall be laid down in a special agreement between the Board of Governors and the Commission."

See the Convention defining the Statute of the European Schools on the website: www.eursc.eu

D. NEW FINANCING AGREEMENTS FOR THE ADMISSION OF CATEGORY II PUPILS TO THE BRUSSELS EUROPEAN SCHOOLS (2013-03-D-4-en-2) 100

The Board of Governors did not unanimously agree to the proposal to give the Secretary-General a mandate to negotiate ‘financial agreements’ with the organisations referred to in document 2013-03-D-4-en-2.

E. FINANCIAL YEAR 2012 101

a) Discharge to the Administrative Boards and to the Secretary-General in respect of implementation of the 2012 budget (2014-02-D-12-en-2)

b) 2012 Report of the Court of Auditors

c) Closing of the 2012 accounts

The Board of Governors decided, with the European Commission voting ‘against’, to:

- give a discharge for implementation of the 2012 budget to the Administrative Boards of the Schools and to the Secretary-General of the European Schools, in so far as the budgetary section of the General Secretariat is concerned, and

- instruct its Secretary-General to inform the European Parliament, the Council of Ministers, the European Court of Auditors, the European Patent Office and his predecessor in the post of this decision.
CHAPTER V

FINANCE

A. FINANCIAL REGULATION


1. Review of the Financial Regulation – 2011-02-D-26-en-2\textsuperscript{102}

The Board of Governors:

a) agreed that further work should be carried out to establish a comparative table of the differences between the current accounting procedures and a full accrual-based accounting system, for further examination by the Budgetary Committee;

b) agreed, subject to point c) below, to the proposed amendments to the Financial Regulation and the Implementing Rules, as set out in Annexes C and D of the report of the working group on the review of the Financial Regulation (in document 2010-D-519-en-1);

c) agreed that Article 28.3 of the Financial Regulation should not be deleted and that Article 67 should be replaced with the text at Annex C of document 2011-02-D-26-en-1;

d) maintained its 2007 decision and agreed that Article 70(b) should be maintained without change;

e) gave a mandate to the Office of the Secretary-General to implement the recommendations of the Court of Auditors as summarised in section 2b)(vi) of document 2011-02-D-26-en-1: consideration to be given to the consolidation of the rules in the Financial Regulation, the Implementing Rules and the Internal Rules of the Budgetary Committee; 2b)(vii) of document 2011-02-D-26-en-1: monitoring by the Budgetary Committee of the evolution of the financial rules applicable to the EU budget and taking into account, at the appropriate time, of any evolution, in order to check their impact on the rules in force in the schools.

The amended Financial Regulation would be published on the website: www.eursc.eu.

f) Proposal for Revision of Article 96 of the Financial Regulation\textsuperscript{103}.

2. Amendment of the Financial Regulation and of its Implementing Rules - 2011-10-D-5-en-3\textsuperscript{104}


\textsuperscript{102} Decisions of the Board of Governors, 12-14 April 2011, page 9.
\textsuperscript{103} Decisions of the Board of Governors, 3-5 December 2012, page 2, taken by written procedure (2012/22), initiated on 27 July 2012 and completed on 10 August 2012.
\textsuperscript{104} Decisions of the Board of Governors, 6-8 December 2011, page 13.
B. INTRODUCTION AND USE OF THE EURO FROM 1.1.1999

The Board of Governors decided at its October 1998 meeting to introduce the Euro into the relevant regulations (see Document 811-D-1998).

C. CHANGE TO THE BUDGET NOMENCLATURE


The Board of Governors endorsed the following proposals:

a. The European Commission’s contribution to the European Schools’ budget should remain a balancing one but should not be regarded as open-ended.

b. Time schedules for the European Schools’ budget procedures should be harmonised with those of the EU from the year 2007.

   The European Commission should give sufficient advance notice of the guidelines for setting the limits of its contribution to the budget over a three-year time-scale to enable the Secretary-General to establish budget guidelines for each school. Budget discussions should then take place in the context of the overall budgetary situation.

c. As regards school fees, the mandate of the independent economist (already approved under Item B.5) is to be widened to cover category II fee levels.

d. Directors are encouraged to develop the possibilities of the forms of co-financing already in place in the European Schools.

e. Subject to technical amplification and to changes to the Financial Regulation to be worked out by the Administrative and Financial Committee, the Board of Governors endorsed the Working Group’s proposals concerning the financial autonomy of the European Schools.

   1. The Board of Governors favours greater financial autonomy for the schools because this should contribute to greater efficiency. Greater autonomy, it is felt, implies greater accountability.

   2. The Board of Governors should establish a multi-annual financial framework in order to facilitate better budget planning which is a prerequisite for greater financial autonomy.

   3. Within the overall initial budget, Directors should be allowed to adapt initial allocations to meet changing circumstances.

   4. Directors should be authorised to generate ancillary revenue and to use the net income raised to finance additional expenditure.

   5. The rules regarding purchasing and competitive tendering should be relaxed.

   6. A Working Group should be established to review the time credit system.

   7. Directors should be allowed to create courses on the basis of payment by third parties.

   8. The financial control system should evolve to take account of the increased financial autonomy of the schools.

   9. The ICT system should provide up-to-date, user-friendly software for managers.

\[106 \quad \text{Decisions of the Board of Governors, 27-28 October 1998, page 5} \]
\[107 \quad \text{Decisions of the Board of Governors, 31 January & 1 February 2006, page 5} \]
10. The Director of each school should present an annual management report giving an analysis of the implementation of the budget and external accountants should certify the accounts for each school.

f. The Board of Governors decided that a budget envelope should be allocated to each school. Further work needed to be done by the Administrative and Financial Committee to devise a suitable formula to determine this budget envelope, but it should be fixed primarily in relation to the number of pupils in the school, covering the salary costs of AAS staff and certain outsourced activities. The Director would be accountable to the Administrative Board for the use of this envelope.

E. FINANCIAL CONTROL

a. The Board of Governors appointed, from 1 September 1992, a Financial Controller, whose duties are described in the Financial Regulation.

b. The Board of Governors adopted the internal control standards and code of professional standards, in accordance with Article 19(6) of the Financial Regulation, appearing in Annexes A and B to document 2007-D-29-en-2.109

F. INTERNAL AUDIT SERVICE - IAS

The Board of Governors decided that, for the period leading up to the next review of the Financial Regulation, the internal auditing function specified by Article 21 of the Financial Regulation should be established by means of the use of Commission resources, as proposed under option (iii) of Document 711-D-2006-en-2. The Board mandated the Secretary-General, together with the Commission, to define the detailed arrangements in an agreement that would have to be adopted by the Board. The Board recognised the prospect that the function of internal auditor could in due course be exercised by a member of staff from within the European Schools system, provided that he/she was appropriately trained and qualified.

1. Continuation of the Service Level Agreement between the Board of Governors and the Internal Audit Service of the Commission – 2011-02-D-29-en-2

The Board of Governors continued the appointment of the Internal Audit Service (IAS) of the Commission for a further period of three years with effect from 1 July 2011, with the possibility of further extension at the end of that period.

2. IAS Strategic Audit Plan for the European Schools for the period 2013/2015 - Ares(2013)508205

The document ‘European Schools IAS Strategic Audit Plan 2013-2015’ was presented by the representatives of the Internal Audit Service of the European Commission and endorsed by the Board of Governors, within the timeframe of the current Service Level Agreement between the Board of Governors and the IAS.

Due to the fact that the aforementioned Service Level Agreement between the Board of Governors and the IAS currently in force is valid until 30 June 2014, it was agreed that there would be further

109 ARBG, 28-29 April 1992, pages 7 and 8
110 Decisions of the Board of Governors, 23-24 October 2007, page 6
111 Decisions of the Board of Governors, 17-18 April 2007, page 13
112 Decisions of the Board of Governors, 12-14 April 2011, page 9
113 Decisions of the Board of Governors, 16-18 April 2013, page 10
discussion on the different possible alternatives for the internal auditing function of the European Schools for the period beyond this deadline, within the framework of the meetings of the Budgetary Committee in November 2013 and of the Board of Governors in December 2013.

3. **Continuation of the Service Level Agreement between the Board of Governors and the Internal Audit Service (IAS) of the Commission (2013-10-D-22-de-2)**

The Board of Governors approved continuation of the Agreement with the Internal Audit Service (IAS) for a three-year period from 1 July 2014 and the costs involved, with the same resources.

The duration would automatically be extended by a year if neither the Board of Governors nor the Internal Audit Service (IAS) expressed the intention of terminating the agreement. The Internal Audit Service (IAS) would continue its current mandate on an expanded scale.

G. **FINANCIAL DOCUMENT**

The Board of Governors decided that in future the document relating to new posts should have annexed to it a paper setting out the financial implications of the new posts requested by the Schools.

H. **BUDGET OF THE EUROPEAN SCHOOLS**

1. **Additional provisional twelfths for the budget of the European Schools – document 2010-D-77-en-3-en-3**

The Board of Governors approved the written procedure authorising the European Schools and the Office of the Secretary-General to use two additional provisional twelfths for implementation of the 2011 budget.

2. **Annual adjustment of the remuneration of the seconded staff and of the Secretary-General**

The Board of Governors approved:

the change to the decision on the annual adjustment of the remuneration of the seconded staff and of the Secretary-General with effect from 1 July 2009 (+ 3.7% instead of + 1.85%) – Document: 2011-02-D-18-en-2;

the proposal for the annual adjustment of the remuneration of the seconded staff and of the Secretary-General with effect from 1 July 2010 – Document: 2011-02-D-19-en-2.

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114 Decisions of the Board of Governors, 3-5 December 2013, approved by written procedure 2014/2 on 27 January 2014.

115 ARBG, 9-10 May 1978, page 85


117 Decision of the Board of Governors, 12-14 April 2011, taken by written procedure (2011/12) initiated on 23 March 2011 and completed on 4 April 2011.
3. **Revision of the salaries of locally recruited teaching staff and adaptation of the amount of payment for overtime worked by seconded staff**

   *(2011-02-D-1-en-3) and Addendum to the document (2011-02-D-40-en-2)*

*a) Revision of the salaries of locally recruited teaching staff recruited after 31/08/1994:*

The Board of Governors approved:

- the new remuneration conditions of locally recruited teaching staff recruited after 31 August 2011 (see Annex I).
- continuation of the pay conditions of locally recruited teachers already in post and to that end approved:
  
  - adaptation of the title of the Conditions of Employment for Part-time Teachers in the European Schools recruited after 31 August 1994, which needs to be renamed as follows: 'Conditions of Employment for Part-time Teachers in the European Schools recruited between 1 September 1994 and 31 August 2011';
  
  - insertion of a provision whose purpose is to define the staff who can claim entitlement to the conditions of employment currently in force and hence to continuation of the unrevised pay rates for the 2010-2011 school year. This provision would be worded as follows:

    "These Conditions of Employment entered into force on 1 September 1994 for members of the locally recruited teaching staff recruited as from that date. They shall be applicable to part-time teachers, teachers of religion and temporary teaching staff recruited between 1 September 1994 and 31 August 2011, provided that on 31 August 2011, they had been employed by a European School under a contract of employment for an indefinite period or under a fixed-term contract of employment which was renewed on 1 September 2011. Those members of staff may claim entitlement to these Conditions of Employment and to the amounts of remuneration for which they provide for as long they maintain their contractual link with the European Schools uninterruptedly. Any breach of the contractual relationship for a reason other than the end of the school year, fixed at 31 August, shall result in loss of entitlement to these Conditions of Employment."


*b) Adaptation of the amount of payment for overtime worked by seconded staff:*

Annex VII to the Regulations for Members of the Seconded Staff of the European Schools (applicable as from 1 September 1996) is amended as follows:

**“Payment for overtime (Articles 38.1 and 51)**

As from 1 July 2010, payment for overtime shall be €221.97 per month for one period a week in classes in the secondary section and €140.74 per month for one hour a week in classes in the nursery and primary sections.

Overtime shall be remunerated at the rate for the section in which the hours are worked.

By way of derogation from the previous paragraph, payment for overtime for members of staff in post before 1 September 2011 shall be €272.62 per month for one period a week in classes in the secondary section and €176.76 per month for one hour a week in classes in the nursery and primary sections.”

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118 Decisions of the Board of Governors, 12-14 April 2011, page 10.
The Conditions of Employment and the Staff Regulations would be published on the website: www.eursc.eu.

c) Revision of the salaries of locally recruited teaching staff recruited before 1/09/1994

The Board of Governors approved amendment of the Conditions of Employment applicable to part-time/locally recruited teachers in post prior to 1 September 1994. The relevant texts of the regulations would be adapted before 1 September 2011, the date of entry into force of the new conditions of employment for part-time/locally recruited teachers.

d) Adjustment of the salaries of part-time/locally recruited teachers and the pay of temporary staff employed by the hour with effect from 1 July 2009 and 1 July 2010, allowing for the effects of the weightings – Document 2011-05-D-30-en-2.

The Board of Governors approved the aforementioned document, concerning adjustment of the salaries of part-time/locally recruited teachers and the pay of temporary staff employed by the hour with effect from 1 July 2009 and 1 July 2010, allowing for the effects of the weightings.


The Board of Governors approved:

- the change to the decision on the annual adjustment of the remuneration of the seconded staff and of the Secretary-General with effect from 1 July 2009 (+ 3.7% instead of + 1.85%) – Document: 2011-02-D-18-en-2
- the proposal for the annual adjustment of the remuneration of the seconded staff and of the Secretary-General with effect from 1 July 2010 – Document: 2011-02-D-19-en-2


The Board of Governors approved the proposed reductions in the EU Contribution, as proposed in the document, and the reductions in the individual budgets of the schools by entering the same amounts in expenditure as negative appropriations in budget lines ‘60.8001 Dépenses négatives’ (Negative expenditure).

This decision would come into force only when the EU Contribution was reduced, as announced by the Budgetary Committee of the Council.

The Schools would be instructed to balance the negative appropriations by budget transfers before 1 December 2013.

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119 Decisions of the Board of Governors taken by written procedure (2011/22), initiated on 8 June 2011 and completed on 17 June 2011. This decision has been published in document 2011-06-D-29-en-1 ‘Conditions of Employment applicable to Part-time [locally recruited] teachers in post prior to 1 September 1994’.

120 Decisions of the Board of Governors taken by written procedure (2011/26), initiated on 22 June 2011 and completed on 18 July 2011.

121 Decisions of the Board of Governors taken by written procedure (2011/12), initiated on 23 March 2011 and completed on 4 April 2011.

The Board of Governors approved the Schools’ preliminary draft 2014 budget and charged the Secretary-General with communicating to the EU Commission and to the EPO the contributions required to make up the budget.


The Board of Governors accepted Amending budget No 1/2013 for the General Secretariat and the European Schools, Brussels IV and Brussels III (for balancing purposes) (2013-08-D-2-en-2).

8. **Supplementary and amending budget No 2/2013 for the General Secretariat and amending budgets for the budgets of the Brussels 1, Brussels 3, Culham, Luxembourg 1 and Varese European Schools to release the funds required – document: 2013-09-D-49-en-2**


9. **Letter of amendment No 1 to the 2014 budget for the European Schools and the General Secretariat (2013-10-D-26-de-4)**

The Board of Governors approved the latest amendments, set out in document 2013-10-D-26-de-4, to the budgets of the Schools and of the General Secretariat, in order to equate in a balanced way the appropriations entered in the respective budgets with the amount of the contribution entered in the EU budget.

10. **Adaptation of the Correction Coefficients and the related exchange rates to be applied from 1 July 2013 onwards to calculate the salaries of the Seconded Staff and the Chargés de Cours of the European Schools (Articles 47 and 48 of the Regulations for Seconded Staff of the European Schools)**

The Board of Governors endorsed the proposal for Adaptation of the Correction Coefficients and the related exchange rates to be applied from 1 July 2013 onwards to calculate the salaries of the Seconded Staff and the Chargés de Cours of the European Schools (Articles 47 and 48 of the Regulations for Seconded Staff of the European Schools).

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123 Decisions of the Board of Governors, 3-5 December 2013, taken by written procedure (2013/34) initiated on 20 September 2013 and completed on 4 October 2013.
125 Decisions of the Board of Governors, 3-5 December 2013, page 8.
126 Decisions of the Board of Governors, 8-10 April 2014, taken by written procedure (2014/3) initiated on 13 January 2014 and completed on 27 January 2014.
11. a) Introduction to the preliminary draft 2015 budget (2014-02-D-10-en-2)
b) Preliminary draft 2015 budget of the European Schools (2014-02-D-11-fr-2)\textsuperscript{127}

The Board of Governors approved separately, by a two-thirds majority, and respectively, the preliminary draft 2015 budgets of the Frankfurt and Luxembourg I and Luxembourg II Schools and the preliminary draft 2015 budgets of the Office of the Secretary-General and of the remaining 11 Schools.

12. Supplementary and amending budget No 1/2014 for the General Secretariat and amending budgets for the Brussels 2, 3 and 4, Culham, Frankfurt, Luxembourg 1 and 2 and Varese European Schools to release the funds required (2014-02-D-39-en-2)\textsuperscript{128}

The Board of Governors unanimously approved supplementary and amending budget No 1/2014.

I. PRINCIPLES OF COST SHARING FORWARDED BY THE BUDGETARY COMMITTEE\textsuperscript{129}

The Board of Governors approved the principles of cost sharing forwarded by the Budgetary Committee after its meeting of 5 and 6 November 2013.
CHAPTER VI

DEVELOPMENT OF THE LANGUAGE SECTIONS

A. ENGLISH AND DANISH SECTIONS

130

a. The Board of Governors decided to open English language sections in September 1973 in the Luxembourg and Brussels Schools beginning with the first two secondary years. If the number of pupils justified it, the third year would be provided also. The Board of Governors decided to open Danish language sections in the Brussels and Luxembourg Schools in September 1973, beginning with the primary classes. The Board of Governors decided to open the first four secondary years of the Danish language section at the European School, Brussels in September 1974. The Board of Governors decided to open an English language section in September 1975 for the primary classes at the Varese School.

b. Since the English sections did not have the full range of secondary classes in 1973, English-speaking pupils in the upper classes were accommodated in one of the four existing language sections. The Board of Governors made the following arrangements for these pupils:

- they would be taught their mother tongue
- they would be allowed to take history and geography in the language of the section to which they were admitted. (For example, an English-speaking pupil admitted to the German section would be allowed to take history and geography in German).

c. The Board of Governors approved the principle of providing instruction in English for English-speaking children at the European School, Mol. Instruction in English is provided for all courses.

d. The Board of Governors decided that Danish pupils in the secondary section should in principle be enrolled in the section corresponding to the modern language studied in primary school since a change might be harmful. The Director of the School might make exceptions to this rule, at the parents’ request, on condition that the child’s command of another language was adequate. Under no circumstances would remedial courses be organised for children who had been allowed to change language.

Creation of an Anglophone section at Mol – 2007-D-129-en-4

The Board of Governors endorsed the proposal to convert the current Anglophone ‘group’ at Mol into a fully-fledged Anglophone ‘section’, from the 2008-2009 school year. The Administrative
Board would monitor the development of the situation of the different language sections and would inform the Board of Governors.

**B. GREEK LANGUAGE SECTION**

The Board of Governors took the following decisions:

a. A Greek section would open in the European Schools of Luxembourg and Brussels I.

b. The Greek section would open gradually according to the following schedule:

   **European School, Luxembourg**
   - September 1980: primary and nursery sections
   - September 1981: 1st, 2nd and 3rd secondary years
   - September 1982: 4th secondary year
   - September 1983: 5th secondary year
   - September 1984: 6th secondary year
   - September 1985: 7th secondary year

   **European School, Brussels I**
   - September 1980: primary and nursery sections and first three secondary years
   - September 1981: 4th secondary year
   - September 1982: 5th secondary year
   - September 1983: 6th secondary year
   - September 1984: 7th secondary year

   c. Like pupils in the other language sections, Greek primary pupils would have to study a working language, namely English, French or German. For pupils in the middle of their schooling, extra lessons in the working language would have to be organised to enable them to come up to standard.

   d. As the Greek section would be opened gradually, other language sections would have to accept Greek children until the time that the Greek section was complete. For Greek pupils having to study in a language section other than their own, a transitional system would be applied:

   - These pupils would receive Greek mother tongue teaching.
   - They would not have to study the Language 2 of the section in which they had been placed, for this language would be their 3rd and not their 2nd one;
   - In the same way, they would not have to study certain subjects in the working language of the section in which they had been placed, for it would mean studying in their 3rd language; instead they would take these subjects in the language of the section in which they had been placed.

   Example: A Greek pupil is enrolled in the 3rd secondary year of the French section. As French is actually his 2nd language, it would not be advisable to make him/her study the working language of the French section or to study history and geography in English or German.

**C. SPANISH AND PORTUGUESE LANGUAGE SECTIONS**

The Board of Governors took the following decisions:

a. A Spanish section would open in the European Schools of Luxembourg and Brussels I
- a Portuguese section would open in the European Schools of Luxembourg and Brussels II.

b. The Spanish and Portuguese sections would be opened, provided that the Heads of the different Schools had the number of pupils required, according to the following plan:
   - European School, Luxembourg: Spanish and Portuguese nursery and primary sections
   - European School, Brussels I: Spanish nursery and primary sections, as well as the first secondary classes
   - European School, Brussels II: Portuguese nursery and primary sections, as well as the first secondary classes

D. FINNISH AND SWEDISH LANGUAGE SECTIONS

As from the beginning of the new school year in September 1995, a Finnish language section and a Swedish language section was set up at the Luxembourg and Brussels II European Schools. Austrian pupils who were accepted into the European Schools in September 1995 were accommodated in the German sections of Luxembourg, Brussels I and Brussels II.

E. SECONDMENT OF PORTUGUESE TEACHERS TO THE EUROPEAN SCHOOL, MOL

At its meeting on 27 and 28 April 1993, the Board of Governors decided:
   - to create a post of seconded primary school teacher to teach Portuguese at the European School, Mol
   - to create mathematics courses in addition to mother tongue courses in Portuguese for the secondary classes of the European School, Mol.

F. COORDINATED MANAGEMENT OF THE BRUSSELS EUROPEAN SCHOOLS (DISTRIBUTION OF LANGUAGE SECTIONS)

The Board of Governors approved the following distribution:

<table>
<thead>
<tr>
<th>Schools</th>
<th>DE</th>
<th>EN</th>
<th>DK</th>
<th>ES</th>
<th>FIN</th>
<th>FR</th>
<th>EL</th>
<th>IT</th>
<th>NL</th>
<th>PT</th>
<th>SV</th>
<th>Total</th>
<th>Number of sections</th>
</tr>
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<tbody>
<tr>
<td>Bru I</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Bru II</td>
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<td>✓</td>
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<td>✓</td>
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<td>8</td>
</tr>
<tr>
<td>Bru III</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>6</td>
</tr>
</tbody>
</table>

G. CREATION OF LANGUAGE SECTIONS – 2003-D-113-en-4

The Board of Governors approved the document presented and decided to set up three new language sections, namely Czech, Hungarian and Polish, in the Brussels and Luxembourg European Schools, subject to these countries’ effective accession to the 1994 Convention and to their commitment to fulfilment of the obligations resulting therefrom. Mother tongue tuition would be provided for CI and CII pupils.

For the other countries, it was proposed that there should be gradual adaptation to the situation as and when officials from those countries arrived.

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140 ARBG, 27-28 April 1993, page 34
141 Decisions of the Board of Governors, 28-29 April 1998, page 18
142 Decisions of the Board of Governors, 6-8 May 2003, page 6
H. CREATION OF A LITHUANIAN LANGUAGE SECTION AT THE EUROPEAN SCHOOL, BRUSSELS II (912-D-2005-en-3) 143

The Board of Governors approved the creation of a Lithuanian section at the European School, Brussels II from the beginning of the 2006-2007 school year in September 2006.

I. PLACEMENT OF LANGUAGE SECTION AND POST CREATIONS AT THE LUXEMBOURG II SCHOOL – 2004-D-362-en-1 144

1. Language sections

The Board of Governors decided on the following distribution of the existing language sections between Luxembourg I and Luxembourg II:


And of the new member countries:

Luxembourg I:  POL – LIT – LAT – EST

J. DISTRIBUTION OF LANGUAGE SECTIONS BETWEEN THE LUXEMBOURG I AND II EUROPEAN SCHOOLS 145

The Board of Governors decided that Bulgarian pupils would be enrolled at the Luxembourg I School and Romanian pupils at the Luxembourg II School.

K. CLOSURE OF LANGUAGE SECTIONS – Bergen – Culham – Karlsruhe – Mol – 2004-D-24-en-1 146

The Board of Governors confirmed its decision on the gradual closure of the following language sections:

German section:  ES, Bergen
Italian section:  ES, Bergen – Culham – Karlsruhe – Mol
Dutch section:  ES, Culham – Karlsruhe

This phasing out process should start in September 2005.

However, if by 31 December 2004, a delegation or any other interested party confirmed in writing that it was prepared to bear the costs involved in employing teaching staff recruited to teach in the section concerned, the decision on phasing out of that section might be reviewed at the January 2005 meeting of the Board of Governors.

L. DEFINITION OF ‘CYCLE’ FOR PURPOSES OF THE POSSIBLE PHASING OUT OF LANGUAGE SECTIONS IN CERTAIN EUROPEAN SCHOOLS – 2004-D-210-en-3 147

The Board of Governors approved the following definition of ‘cycle’ for purposes of the possible phasing out of language sections in certain European Schools.

Division of schooling into two seven-year cycles, namely:

a. nursery and primary
b. secondary

143 Decisions of the Board of Governors, 25-26 April 2006, page 9
144 Decisions of the Board of Governors, 15 March 2004, page 3
146 Decisions of the Board of Governors, 28-30 April 2004, page 5
147 Decisions of the Board of Governors, 1-2 February 2005, page 5
In addition, the Board of Governors decided to guarantee provision of teaching of the Language 1 of the section in question (if a teacher is available) for all categories of pupils currently enrolled in the sections whose phasing out is decided.

M. CRITERIA FOR THE CHOICE OF LANGUAGE SECTIONS AT BRUSSELS IV

The criteria set out below were approved by the Board of Governors as the criteria to be adopted for the choice of language sections to be opened at Brussels IV.

1. Criteria for the choice of language sections

The language offer at Laeken must satisfy the following four fundamental criteria:

a. Balance of number of pupils and number of sections across the four schools
b. Balanced distribution of sections according to size
c. Geographical balance of sections
d. Distribution of the sections and pupils of old and new Member States
   (Justification: these criteria, a, b, c and d are intended to ensure the overall balance and coherence of the four schools).

and the following additional criteria:

e. The number of existing sections for a given language
   (Justification: the higher the number of sections for a given language in Brussels, the more extensive the choice of school and where to live for the families in question, and the lower the impact of a transfer of a section for the language community)
f. The geographical distribution of the sections between central and outlying schools
   (Justification: where a language section exists in more than one school, it is better if these schools are spread widely enough throughout Brussels in order to give families the broadest possible geographic choice of where to live)
g. The sections transferred when Ixelles was set up
   (Justification: There should be a fair sharing of the disadvantages. A section which has already been moved from Uccle or Woluwé to Ixelles should not be moved again)
h. The growth prospects for a section
   (Justification: if a section is still small but likely to grow in the coming years, the number of children to be transferred now would be lower, and newcomers would be able to decide where to live according to the school)

2. Criteria for the methods for setting up the sections

Having made a proposal on how to select which language sections should be transferred, certain procedural issues arise.
The objective is to ensure transfer to Laeken in the best possible conditions, in the interests of the pupils, both in terms of the quality of the teaching conditions and in terms of the quality of life in general.
The quality criteria include:

a. Keeping siblings together
   (Justification: it is considered that this is a fundamental aspect of the organisation of family life and part of achieving the right balance between private and professional life)
b. Overcrowding
   (Justification: overcrowding affects quality of life and teaching conditions and is the very reason for creating the fourth school)
c. The size of the sections
   (Justification: enough pupils are needed to ensure the right teaching conditions and particularly the choice of options)
d The obligatory nature of the transfer
(Justification: the difficulty arising from an imposed decision which affects daily life)

e The amount of time given to prepare for the change
(Justification: early information makes the material and psychological preparation of the change easier for families and pupils)

f The present location of the residences of the families affected by any decision.

The Board of Governors mandated the Secretary-General to seek a variety of proposals for transitional accommodation in Brussels from September 2006.

For additional information regarding the European School, Brussels IV and Berkendael, please see Chapter XII ‘Rules governing admission to the European Schools’, point B-8.1.

N. BRUSSELS IV SCHOOL – TEACHING IN DUTCH

The Board of Governors endorsed the proposal that a Dutch secondary year 1 class be opened at the Brussels IV School at the beginning of the 2011-2012 school year in order to be able to meet demand for enrolment, without causing a class to have to be divided in one of the two other schools (Brussels II and Brussels III) with a Dutch language section.

O. CREATION OF A BULGARIAN LANGUAGE SECTION AT THE EUROPEAN SCHOOL, BRUSSELS IV IN SEPTEMBER 2012

The Board of Governors approved:
the creation at the European School, Brussels IV of a Bulgarian language section, which will ultimately become an all age range section, from the nursery level up to secondary year 7, starting, at the beginning of the 2012-2013 school year in September 2012, with the nursery class (N1 and N2) and the primary year 1 class.

P. CRITERIA FOR THE CONTINUITY OF LANGUAGE SECTIONS IN THE SECONDARY CYCLE

The Board of Governors decided to approve the proposal formulated for the continuity of language sections between the primary cycle and the secondary cycle, as set out in points 2.1 and 2.2, and also the procedure proposed in point 2.3 of the document.
The Board of Governors also decided to assess whether it was advisable to set up a working group, giving it a mandate to revise the Gaignage criteria so as to adapt them to match the current reality of the European School system.
The working group’s composition would thus be as follows:
- The Deputy Secretary-General
- The Inspectors’ representatives
- The Directors’ representative
- The teachers’ representative
- The parents’ representative

Q. CREATION OF AN ESTONIAN LANGUAGE SECTION (2014-03-D-26-en-1)

149 Decision of the Board of Governors, 6-8 December 2011 taken by written procedure 2011/15, initiated on 18 April 2011 and completed on 26 April 2011.
150 Decision of the Board of Governors, 18-20 April 2012 taken by written procedure 2011/46, initiated on 12 December 2011 and completed on 19 December 2011.
151 Decisions of the Board of Governors, 8-10 April 2014, page 14
152 Decisions of the Board of Governors, 8-10 April 2014, page 14
The Board of Governors decided not to create an Estonian language section in the nursery cycle at the Brussels II School as from 1 September 2014.
CHAPTER VII

ADMINISTRATIVE AUTHORITIES OF THE EUROPEAN SCHOOLS

A. BOARD OF GOVERNORS

1. Relevant provisions of the Convention

Articles 8 to 14 of the Convention defining the Statute of the European Schools detail the composition, powers and competence of the Board of Governors.

Application to the European Schools system of the 1994 Convention defining the Statute of the European Schools and adaptation of the system to enlargement – 2003-D-119-en-5.

The Board of Governors decided:

a. to add the names of the European Schools, Alicante, Frankfurt am Main and Luxembourg II to the list in Annex 1 to the Convention;

b. as regards the languages of tuition:
   to add Finnish, Hungarian and Swedish to the list of languages appearing in Annex II to the Convention.

It also decided that the official language of each new country would be added to the list only when the Board of Governors had given its expressed agreement to the creation of a language section for the language in question.


The Board of Governors adopted the Rules of Procedure for the Board of Governors. The Rules have been published on the website: www.eursc.eu.

At its meeting of 28/09/2004, The Board of Governors decided that the reference to the Statute of the European School (1957) should be replaced by a reference to the Convention defining the Statute of the European Schools (1994) and approved the changes thereby entailed.

3. Attendance at non-enlarged meetings of the Board of Governors – 3212-D-2006-en-1

Without prejudice to the voting rights specified in the Convention defining the Statute of the European Schools, the Board of Governors decided that only members of the Board and the Secretary-General should attend its non-enlarged meetings, unless the President decided to invite other experts for a specific purpose.

Secretarial and administrative staff and interpreters may be present in order to provide the necessary service.

It is up to the President to convene a non-enlarged meeting if he/she deems it necessary. The document would be published on the website.

4. Creation of the Troika

The Troika, which was created by decision of the Board of Governors meeting at Alicante on 24 and 25 April 2001, is a group whose role it is to reflect upon, to coordinate and to facilitate the work of the Board especially in the matter of the optimisation of the functioning of the schools. Among the topics which arise under the general title of optimisation, the Troika considers that of the

153 Decisions of the Board of Governors, 14-16 April 2010, page 17
154 Decisions of the Board of Governors, 30-31 January 2007, page 7
155 Decisions of the Board of Governors, 6-7 November 2001
enlargement of the EU to be the most crucial. In this context three subjects would seem to merit priority treatment:

- the integration of pupils whose mother tongue is not the language of any of the language sections in the school in which they are enrolled,
- the reduction of the number of small groups,
- the more equal sharing out of tasks and financial burdens among the member states.

The group may avail itself of the pedagogical, administrative and financial resources of the delegations of the Troika members. It may also, if it deems it necessary, have recourse to expertise available in the schools or indeed outside the system. The Troika will consult regularly with parents’ and teachers’ representatives. Its intention is to use the normal channels of communication or the normal procedures of decision-making in operation in the European School system.

5. Reimbursement of travel expenses to the representatives of the Parents’ Associations (Interparents)

The Board of Governors approved the creation of a new budget item, 2610 ‘TRAVEL EXPENSES INTERPARENTS’, in the budget of the Secretary-General from 1 January 1997.

6. Regulations relating to reimbursement of the travel and subsistence expenses and incidental expenses incurred when travelling on official business by the members of the Board of Governors and of its preparatory committees, by the judges who are members of the Complaints Board, by the representatives of the Parents’ Associations and by other persons whose services as experts are used by the general secretariat (Baccalaureate examiners, experts for in-service training courses, etc.)


7. Revision of the Regulations relating to reimbursement of expenses in the event of travel on official business by members of the Board of Governors, members of the Preparatory Committees, members of the Complaints Board, representatives of the Parents’ Associations and other persons invited to the European Schools (Baccalaureate examiners, experts, etc.) – 2014-03-D-1-en-4

The Board of Governors acknowledged the need for practical updating of travel and subsistence expenses reimbursements, to bring the amounts into line with the actual amounts of expenditure incurred, and approved solution A as set out in the document, as it seemed far fairer, namely:

**SOLUTION A**

The flat rate of €149.65 was adopted in 2006 and came in force from 1 January 2007 onwards. Seven years later a revision of the rates may be justified to cover the inflation rate.

Strict application of the cumulative inflation rate since 2007 up to 2013 would mean a 17.48% increase, up from €149.65 to €175.80.

The regulations for the reimbursement of transport costs have also been slightly amended.
Since 2006, several Accredited European Schools have been created and the Directors, teachers and parents are invited guests at some meetings and working groups. It has been necessary to clarify that their participation in in-service trainings courses or attendance at various meetings should not be charged to the budget of the European Schools.

In view of the increase in online bookings for flights, it is proposed that the same rules as applicable at the European Commission for the presentation of original supporting documents should be adopted.

Cost of option A
The increase in the flat rate and the changes to the reimbursement rules will increase these costs by round 15%.

B. SECRETARY-GENERAL AND DEPUTY SECRETARY-GENERAL OF THE EUROPEAN SCHOOLS

The Board of Governors approved the definitive minutes of the non-enlarged meeting of the Board of Governors of the European Schools concerning renewal of the terms of office of the Secretary-General and of the Deputy Secretary-General – Document: 1012-D-2009-en-2.159

The Board of Governors approved the document ‘Profile, duties, rules for appointment and service regulations of the Secretary-General and the Deputy Secretary-General of the European Schools’.160

1. The General Secretariat’s location and premises
The Board of Governors decided that the Office of the Representative of the Board of Governors would be in Brussels.161
The proposal that the Office of the Secretary-General should relocate to European Commission premises at 30 rue Joseph II was unanimously endorsed (2312-D-2003-en-1).162

2. Creation of a post of legal assistant to the Chairman of the Complaints Board and change to Annex 1 to the AAS Service Regulations – 2008-D-572-en-2
The Board of Governors agreed to incorporation into Annex 1 to the AAS Service Regulations of the new post of legal assistant to the Chairman of the Complaints Board. This addition changes the numbering of Annex 1 to the AAS Service Regulations.
The AAS Service Regulations have been published on the website: www.eursc.org

3. Creation of a Baccalaureate Unit at the Office of the Secretary-General163
The Board of Governors decided to create a Baccalaureate Unit at the Office of the Secretary-General and a seconded post of Director of Unit from 1 September 2007.
The Board of Governors endorsed the working group’s proposals concerning the quality of assessment and the criteria for the choice of outside experts and external examiners (point B.3. of the report – 2007-D-172-en-3).

159 Decisions of the Board of Governors, 14-16 April 2010, taken by written procedure (2010/03), initiated on 6 January 2010 and completed on 19 January /2010
160 Decisions of the Board of Governors, 14 April 2010 – Non-enlarged meeting, page 2.
161 RBG, 14-15 January 1965, page 28
163 Decisions of the Board of Governors, 17-18 April 2007, page 11
C. BOARDS OF INSPECTORS

1. Relevant provisions of the Convention

Articles 15 to 18 of the Convention defining the Statute of the European Schools determine the composition, the powers and the competence of the Boards of Inspectors.

2. Functions, organisation and conditions of work of the Inspectors of the European Schools

The Board of Governors approved document 2009-D-353-en-4, ‘Reform of the European Schools system’ (on www.eursc.eu see the section ‘Legal basis of the European Schools’, point 5 ‘Reform of the European Schools system’).

3. Belgian inspectorate

The Board of Governors decided to appoint a nominee of the Francophone Community of Belgium as an alternate/substitute Inspector for the Board of Inspectors (Primary/Nursery).

The Board of Governors decided to appoint a nominee of the Flemish Community of Belgium as an alternate/substitute Inspector for the Board of Inspectors (Secondary).

Regarding the presence of duly appointed and alternate/substitute Inspectors at meetings of the Boards of Inspectors and Teaching Committees, the Board of Governors endorsed the following proposal:

Maintenance of the status quo, which allows, in most cases which so require, the presence, in place of the duly appointed Inspector, of the alternate/substitute Inspector, for example, when there is to be a discussion concerning one or more teachers from the Community to which the latter belongs.


The Board of Governors approved this document, which would be published on the website: www.eursc.org


The Board of Governors approved this document, which would be published on the website: www.eursc.org


D. TEACHING COMMITTEE AND ADMINISTRATIVE AND FINANCIAL COMMITTEE (AFC)

Meetings of the Board of Governors shall be prepared by a Joint Teaching Committee and a Budgetary Committee.

The function of these two Committees shall be to discuss issues and proposals submitted to them by the Board of Governors or its Secretary-General, so that, where possible, unanimous

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164 Decisions of the Board of Governors, 21-23 April 2009, page 15
165 Decisions of the Board of Governors, 17-18 April 2007, page 14
166 Decisions of the Board of Governors, 15-16 April 2008
167 Decisions of the Board of Governors, 15-16 April 2008
169 Since the Reform of the European Schools system, the name ‘AFC’ has been replaced by ‘Budgetary Committee’ (Decisions of the Board of Governors, 21-23 April 2009 – 2009-D-353-en-4.)
agreement can be reached, or if this is not feasible, the positions of members can be clarified, together with the various alternatives to be considered. The composition, the role, the decision-making arrangements and production of the summary of the decisions taken and writing of the minutes of meetings of the Joint Teaching Committee and of the Budgetary Committee shall be specified in their own rules of procedure, approved by the Board of Governors. The Chair of the Budgetary Committee shall be invited to the meetings of the Joint Teaching Committee. The Chairs of the Joint Teaching Committee shall be invited to the meetings of the Budgetary Committee. Their participation is highly desirable for pedagogical issues with financial implications.170

In accordance with Article 11 of the Rules of Procedure for the Board of Governors, the task of the Administrative and Financial Committee is to prepare the meetings of the Board of Governors. It discusses issues and proposals in the legal, administrative and financial areas submitted to it by the Board of Governors or by the Secretary-General, attempting to reach unanimous agreement where possible or, if this is not feasible, to clarify the positions of members, together with the various options to be considered (its Rules of Procedure appear in Document 2006-D-88-en-3).

E. ADMINISTRATIVE BOARDS

1. Relevant provisions of the Convention:

Articles 7, 19 and 20 of the Convention defining the Statute of the European Schools determine the composition, the powers and the competence of the Administrative Boards. Following the Reform of the European Schools system,171 the Board of Governors may decide to delegate to the Administrative Boards decision-making on a number of questions coming within the different areas of management of the school, within the framework of the budgetary resources allocated to it. For additional information on the role, the mission and decisions taken by the Administrative Boards, following the Reform of the European Schools system, see document 2009-D-353-en-4 (www.eursc.eu see the section ‘Legal basis of the European Schools’, point 5).


The Board of Governors approved the draft Rules of Procedure for the Administrative Boards of the European Schools, which would enter into force on 1 September 2010.

F. DIRECTORS/DEPUTY DIRECTORS/HEADTEACHERS

i. Relevant provisions of the Convention

Article 21 of the Convention defining the Statute of the European Schools determines the qualifications, duties and responsibility of Headteachers/Directors.

ii. Regulations for Headteachers/Directors

See Regulations for Members of the Teaching/Seconded Staff.

170 Decisions of the Board of Governors, 14-16 April 2010, Art. 12, page 6
171 Decisions of the Board of Governors, 21-23 April 2009
172 Decisions of the Board of Governors, 2-4 December 2009, page 6

The Board of Governors approved the changes made to the terminology of document 2003-D-7610-en-5.

4. **Proposed amendment of the Implementing Regulations for the appointment and evaluation of Directors and Deputy Directors of the European Schools – 2009-D-5010-en-4**

The Board of Governors decided that the document would be revised on the basis of the comments made by the different delegations. With reference to the ‘Evaluation’ part, the Board of Governors decided that the text would be revised and submitted to the Board of Governors for approval.

The Board of Governors approved the Implementing Regulations for the appointment and evaluation of Directors and Deputy Directors of the European Schools – Document: 2009-D-422-en-5.

5. **Request for an amendment of the salaries of nursery teachers and of Deputy Directors (2013-10-D-7-en-3)**

As the Board of Governors had failed to secure the necessary majority, the proposal for an increase in the salary of Deputy Directors for the primary, by moving them from scale 4 to scale 2, could not be endorsed.

**G. STAFF COMMITTEE**

See Chapter VII, No 5.

**H. PARENTS’ ASSOCIATIONS**

Relevant provisions of the Convention defining the Statute of the European Schools: Article 23.

**I. ARRANGEMENTS FOR THE APPOINTMENT OF PUPILS’ REPRESENTATIVES**

Relevant provisions:

- Article 8.3 of the Convention defining the Statute of the European Schools
- Article 38(b) of the General Rules

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174 Decisions of the Board of Governors, 21-23 April 2009, page 14
175 Decisions of the Board of Governors, 2-4 December 2009, taken by written procedure (2009/24), initiated on 30 June 2009 and completed on 13 July 2009
177 Decisions of the Board of Governors, 31 January & 1 February 2006, page 5
CHAPTER VIII

THE COMPLAINTS BOARD

A. RELEVANT PROVISIONS

- Article 27 of the Convention defining the Statute of the European Schools
- Statute of the Complaints Board (Document 2004-D-174)
- Rules of Procedure of the Complaints Board of the European Schools (Document 2007-D-124)

For further information, see the file ‘Practical advice for parties in dispute’ on the website.


The Board of Governors approved the new wording of Articles 14, 15 and 19 of the Rules of Procedure for the Complaints Board, as follows:

A paragraph worded as follows to be added to Article 15:
“The application must also be accompanied, unless evidence of the impossibility of doing so is duly provided, by a copy of the disputed decision or, if it is an implied decision, of the document providing evidence of the lodging of a complaint.”

A paragraph worded as follows to be added to Article 19:
“However, in an emergency, this time period may be shortened to three days by a decision of the Chairman of the panel concerned, i.e. the Chairman of the Complaints Board or the Chairman of the section, as the case may be, taken with the parties' agreement.”

A paragraph worded as follows to be added to Article 14:
“The application may be lodged with the Registry of the Complaints Board, which shall issue a receipt therefor, or sent by registered post, the postmark being taken as proof. It may also be sent by fax or by any other technical means of communication, the date shown on the transmission document being taken as proof. However, an application sent using one of the latter processes must be put in order by means of the lodging or sending of the original of the document, including the signature of the applicant or of his representative, no later than two weeks thereafter.”


The Board of Governors approved the amendments to Articles 18, 57-62 and 66 of the General Rules, the said amendments being consecutive to or associated with the revision of old Article 62. The new coordinated version of the General Rules takes account of the changes made to the numbering.

Date of entry into force: immediate.

The General Rules can be consulted on the website: www.eursc.eu.

The Board of Governors agreed on the creation of a new occupational category ‘registrar’ in the AAS Regulations and the salary scale linked to this new category.

In addition, the Board of Governors accepted the upgrading of the current Assistant to the Chairman of the Complaints Board in accordance with Article 22.2 of the AAS Regulations.

Finally, the Board of Governors agreed on the creation of a new post of Assistant.

E. AMENDMENT TO THE RULES OF PROCEDURE FOR THE COMPLAINTS BOARD OF THE EUROPEAN SCHOOLS (2013-03-D-9-EN-2)

The Board of Governors approved the amendment to Article 26 of the Rules of Procedure for the Complaints Board of the European Schools, as follows:

"The original of the decision shall be signed by the Chairman and the members who took part, and by the registrar. The registrar shall send a copy of the decision to each of the parties.
In case of urgency and without prejudice to Article 25 and to the first sentence of Article 26, copy of the operative part, including the decision as to legal and other costs (point h) of Article 25, may be notified to the parties in advance, before the whole decision being notified."

179 Decisions of the Board of Governors of 16-18 April 2013, page 13
CHAPTER IX

TEACHING STAFF

A. REGULATIONS FOR MEMBERS OF THE SECONDED STAFF


2. The Board of Governors approved the revision of Article 65 of the Regulations for Members of the Seconded Staff in the light of the ‘Guide to Missions for Officials and Other Servants of the European Communities’.182

3. Annual adjustment of the remuneration of the seconded staff, of the Secretary-General and of part-time (locally recruited) teachers with effect from 1 July 2009 – document 2211-D-2009-en-2183

4. Amendments to the Regulations for Members of the Seconded Staff of the European Schools (2014-01-D-60-en-3)184

The Board of Governors decided to agree to the proposals for amendments to the Regulations for Members of the Seconded Staff of the European Schools, a summary of which appears in Annex I to document 2014-01-D-60-en-3.

B. CONDITIONS OF EMPLOYMENT FOR PART-TIME/LOCALLY RECRUITED TEACHERS

NB. The latest version of the Conditions of Employment for Part-Time/Locally Recruited Teachers can be found on the website www.eursc.org.

   Amendments to the Draft Proposal - 2013-04-D-3-en-1

The Board of Governors accepted the cost neutrality of the current draft proposal with the amendments presented to the Board.
Two delegations (BE and EL) continued to have legal reservations about the draft text.
The Board of Governors charged the relevant working group with the task of examining the comments made by Belgium on the draft presented.

C. EVALUATION OF TEACHERS IN THE EUROPEAN SCHOOLS SYSTEM

The Board of Governors set guidelines for the professional evaluation of teachers in the European Schools system.

\[\text{References:}
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181 Decisions of the Board of Governors, 25-27 April 2005
182 Decisions of the Board of Governors, 2-4 December 2009, taken by written procedure initiated on 18 June 2009 and completed on 3 July 2009
183 Decisions of the Board of Governors of 25 January 2010, taken by written procedure (2010/04), initiated on 7 January 2010 and completed on 21 January 2010. A corrigendum to the EN and FR versions was sent by written procedure on 20 January 2010 and this was completed on 25 January 2010.
184 Decisions of the Board of Governors, 8-10 April 2014, page 11
185 ARBG, 26-27 April 1994, page 11
186 Decisions of the Board of Governors, 16-18 April 2013, page 11
187 Decisions of the Board of Governors, 28-29 January 1997, pages 10-17

The Board of Governors approved document 2008-D-3510-en-4 concerning control of the standard of linguistic competence of non-native speaker seconded staff, which was adapted at the meeting of the Board of Governors and which can be consulted on the website www.eursc.org under the reference number 2008-D-3510-en-5.

The Board of Governors agreed to assess the impact and the consequences of this approach after two years.

E. PROVISIONS FOR IMPLEMENTING THE REGULATIONS FOR MEMBERS OF THE SECONDED STAFF

1. Internal structures in the nursery, primary and secondary cycles

The schools should have a possibility to appoint the key coordinators in the priority areas using the global amount of internal structure resources, when needed. Each task should have a clear job description including the responsibilities of the nominated coordinator.

The distribution of the timetable reductions should be made in a transparent way.

The director of the school should annually present the use of the Internal Structure resources to the Admin Board in September/October.

Each task should have a clear job description, which should be communicated to the school community.

A locally recruited teacher can be appointed to the task, but the total amount of hours or periods of the internal structure should not pass the given framework.

The schools will receive an annual amount of internal structure resources based on the school population:

- nursery and primary cycles 1 hour / 65 pupils. This amount includes cycle coordination, subject coordination, LS, SEN and SWALS coordination.
- secondary cycle 1 period / 40 students. This amount includes cycle coordination, subject coordination, timetabling, LS, SEN and SWALS coordination reductions.
- The secondary schools which have over 1000 pupils have a right to 6 additional periods of Internal Structures.

The schools should have an efficient and transparent middle management. The director of the school should present annually to the Admin Board the use of the given resources for internal structures. Each task should have a clear job description, which should be communicated to the school community.

2. Request for a timetable reduction for general revision of the mathematics syllabuses – 2009-D-102-en-3

The Board of Governors agreed to grant a three-period timetable reduction to the secretary of the working group.

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188 Decisions of the Board of Governors, 20-21 January 2009, pages 8
189 Decisions of the Board of Governors, 12-14 April 2011, Annex I to document 2011-01-D-33-en-7
The Board of Governors agreed in 2009 to grant a three-period timetable reduction to the secretary of the Mathematics syllabus working group. This reduction will end in 2012.190

3. Taxation191

The members of the teaching staff pay tax on their national salaries. Any additional payments or allowances made in accordance with the provisions of the Regulations for Members of the Seconded Staff are, however, exempt from tax. In no case may teachers be subject to double taxation on their national salaries.

4. Rules relating to the protection of computerised data concerning the staff of the Schools192

The Board of Governors adopted Rules concerning the protection of computerised data, data in staff’s personal records, data for the calculation of salaries and the content of educational files.

5. Rules relating to personal data protection within the framework of the ELEE system

The Board of Governors approved the Rules relating to personal data protection within the framework of the ELEE system (412-D-93).193

6. Detailed rules for applying the provisions of the Regulations for Members of the Teaching Staff194

1. The Board of Governors decided:

a. Employer’s contributions to a tax-deductible savings scheme as a component of German teachers’ salaries (96-D-103)195

   The Board of Governors decided that the DM 13 bonus paid by the German government was not part of the national salary as it was paid separately from it. It should not, therefore, be deducted from the European salary.

b. that the bonus of DM 15.60 paid by the German government (or DM 7.80 or DM 20.80) should not be deducted from the European salary, since it was only an advance from the employer.

c. that the School could not refund to teachers the DM 52 deducted by the German government; this sum remained the property of the teacher since it was paid into his/her savings account.

2. The Board of Governors decided that the church offering deducted in Germany could not be considered to be a national tax in calculating the differential allowance, since the offering was an optional tax.

190 Decisions of the Board of Governors, 12-14 April, Annex I to document 2011-01-D-33-en-7
191 ARBG, 25, 26-27 January 1957, page 8, Item 6
192 ARBG, 27-28 April 1993, pages 12 to 25
193 ARBG, 25-26 January 1994
3. The Board of Governors approved the procedure involving refund of the additional amounts initially deducted for the sums paid by Dutch teachers, in accordance with Article 30.1 of the Regulations for Members of the Teaching Staff, as from 1 January 1995.196

4. The Board of Governors decided that, where the payment of family allowances was not mentioned on a teacher’s national salary pay slip, the European School could not pay him/her the family allowances provided for in Article 18 of the Regulations for Members of the Teaching Staff unless the School obtained supporting documents stating the reasons why the teacher did not receive, or no longer received, family allowances in his/her country of origin.

5. The Board of Governors approved acceptance of the contributions paid by German teachers in the European Schools to German nursing care insurance as compulsory contributions within the meaning of Article 24 of the Regulations for Members of the Teaching Staff, as from 1 January 1995.197

6. Calculation of the severance grants of German teachers from 1 July 1997 198

The Board of Governors confirmed the interpretation put on the provisions of Article 72 of the Regulations for Members of the Seconded Staff by the Administrative and Financial Committee: the last basic monthly salary used for calculation purposes in determining the severance grant corresponds to the one mentioned on the last national pay slip.

In so far as part of the basic salary appears under ‘transfer allowance’ or under other names, this amount should be ascribed to the basic salary and must be taken into account in calculating the severance grant.

7. Parental leave for members of the seconded staff of the European Schools – document – 2012-02-D-67-en-4199

The Board of Governors approved the amendments made to Articles 42 and 66 of the Regulations for Members of the Seconded Staff of the European Schools, as set out in Annex I to the above-mentioned document. The amendments were due to enter into force on 1 June 2012.


As the delegations were not in unanimous agreement on this point, the Board of Governors decided that a memorandum should be produced in order to adopt a stricter and more homogeneous policy for the granting of a tenth year and a degree of flexibility with respect to the existing rules on the transfer of teachers, on the basis of the UK delegation’s proposal and in compliance with the Regulations for Members of the Seconded Staff.

7. Calculation of personal accident insurance contributions 201

The Board of Governors noted that for officials of the European Communities, personal accident insurance contributions were calculated on the basic salary with no consideration of weightings. It decided that the European Schools would apply the same method of calculation as the European Communities.

196 ARBG, 27-28 April 1995
197 ARBG, 27-28 April 1995
198 ARBG, 27-28 April 1995
199 Decisions of the Board of Governors, 14-15 October 1997, pages 2-3
200 Decisions of the Board of Governors, 3-5 December 2012, page 6
201 ARBG, 8-9 December 1977, page 42 and ARBG, 9-10 May 1978, page 68
8. **Differential adjustment**

See paragraph E.11.

9. **Submission of supporting documents by teaching staff**

Supporting documents required for calculation of the adjustment in accordance with Article 49 of the Regulations for Members of the Seconded Staff – 1611-D-2005-en-3

The Board of Governors confirmed

- that the provision of Article 49 of the Staff Regulations, which lays down that the final calculation of the adjustment should be made on the basis of legally valid tax statements, must be adhered to,
- that in accordance with Article 19 of the Staff Regulations, teachers are obliged to provide all information relating to their rights and obligations under the Staff Regulations,
- that this obligation to provide information also includes submission of the tax statements required for calculation of the adjustment.

The Board of Governors instructed the Schools

in cases in which teachers refused to submit tax statements or delay doing so, to enter national taxes as ‘zero’, to recover adjustments paid and to deduct amounts paid from current earnings,

in cases in which tax statements were submitted very belatedly, meaning that the final adjustment could likewise only be made late, to demand that the resulting repayment be made immediately and in full.

The Board of Governors confirmed

that everyone in general was assumed to be familiar with the provisions of Article 49 of the Staff Regulations,

that where repeated requests for submission of tax statements had been made, so that the statutory time limit was stalled, the time limit objection which could be raised in accordance with Article 73 of the Staff Regulations did not exist.

10. **Annual travel expenses**

The Board of Governors decided that, as from 1981, the annual travel expenses of teachers of the European School, Varese travelling northwards would be calculated on the basis of the most direct route via Porto Ceresio and Lugano.

11. **Date of payment of salary adjustments**

The Board of Governors adopted the following procedure for the payment of salary adjustments.

Proposals for amendments to the Regulations for Members of the Teaching Staff arising from the decisions taken by the Council of Ministers with regard to salary scales of Community officials shall be submitted to the Administrative and Financial Committee, with a detailed explanation of the calculation on which the adjustment is based.

The Board of Governors delegates power to the Administrative and Financial Committee to approve these proposals by written procedure, subject to subsequent endorsement by the Board of Governors. The replies from the delegates must be received within two weeks.

In the event of unanimous approval by the Administrative and Financial Committee, the amounts due following these amendments to the provisions of the staff regulations relating to salaries shall
be paid to the teaching staff. These amendments shall be submitted to the Board of Governors. Pending approval by the latter, all salary slips drawn up on the basis of the new provisions shall specify that the payments are made subject to approval by the Board of Governors.

In the event of one or more members of the Administrative and Financial Committee being opposed to the new provisions no payment shall be made.

12. **French family allowances**

The Board of Governors found that the measures decided by the French authorities did not amount to discrimination against teachers seconded to the European Schools as they were simply geared to specific income limits and were therefore of general application.


The Board of Governors approved the following arrangements:

- For the purposes of calculation of the European supplement, the contributions paid to the Zorgverzekering scheme by Dutch teachers were to be treated as compulsory social security contributions within the meaning of Article 49(2) (b) of the Regulations for Members of the Seconded Staff.
- Claims to benefits under the Zorgverzekering scheme should have priority as sickness insurance for Dutch teachers.
- The sickness insurance scheme (Sickness Fund) of the European Schools provides complementary insurance and claims may only be made, subject to the latter’s reimbursement rules, for costs which are not refunded under the Zorgverzekering scheme.

The above decisions came into effect retrospectively from 1 January 2006. They were applicable from the date on which the teachers joined the Zorgverzekering scheme. The decision of the Board of Governors of 27 and 28 April 1995, whereby for purposes of calculation of the European supplement, the ZKOO-tegemoetkoming is disregarded, subject to certain conditions, as a component of national salary, was rescinded. The decision was rescinded with effect from 1 January 2006. The Regulations for Members of the Seconded Staff would be adapted accordingly and the text would be available on the website.

14. **Increase in the rate of contribution to the sickness insurance fund – 2007-D-52-en-3**

The Board of Governors decided to increase the rate of contribution to the Sickness Fund to 3.3% of basic salary with effect from 1 January 2008, with the following breakdown: 2.2% chargeable to the Schools and 1.1% to staff.

15. **Seconded posts in the nursery, primary and secondary cycles – by school**


The Board of Governors:

- accepted the aforementioned document concerning the applications for new and discontinued teaching posts for September 2010 and forecasts for

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206 Decisions of the Board of Governors, 30-31 January 2007, page 5
207 Decisions of the Board of Governors, 17-18 April 2007, page 9
208 Decisions of the Board of Governors, 14-16 April 2010, page 2. Written procedure 2009/36, initiated on 9 December 2009 and completed on 6 January 2010
2011 / Existing posts remaining unfilled, to be filled or to be recreated in September 2010 / Existing posts remaining unfilled (at the school’s request), by school and by cycle, together with the addendum to this document.

15.2 2011/2012 school year – 2010-D-167-en-5

The Board of Governors approved the document concerning posts of seconded teachers in the nursery, primary and secondary cycles by school for the 2011-2012 school year, taking account of the following points:

- The post of educational adviser at Karlsruhe will be filled by Denmark and not Italy.
- The Francophone Community of Belgium expressed reservations and said that it would not fill any new posts. It will nevertheless try to fill the existing posts currently remaining unfilled.
- The Flemish Community of Belgium expressed reservations about the applications for new posts for the secondary cycle in the Dutch language section at Brussels IV.
- France is unable to enter into any commitment concerning the provision of additional Francophone budgetary posts. It will nevertheless replace the teachers who have reached the end of their assignment in existing posts.
- Finland might be able to fill non-native speaker teaching posts.
- The delegations seconding staff to the French, English and German language posts will consult one another to determine the allocation of the posts amongst the Member States concerned.


The Board of Governors approved the document in principle, subject to consultation amongst the Member States about filling posts and to each Member State’s informing the Office of the posts which it would fill. A final document would be produced and distributed in the next few months.

The French delegation, which thought that there was no point in approving posts which would not be filled, abstained.

16. UK request concerning the inspection of seconded staff in the European Schools – Document 2009-D-709-en-3

The Board of Governors approved the text as formulated below.

“In view of the growing number of teachers seconded by the UK authorities and of the correlative scale of the inspection duties to be carried out, the UK may, at its own instigation, appoint inspectors without any contractual or statutory link with the European Schools in order to assist its two officially appointed inspectors with their tasks of inspection of staff seconded by the UK authorities.”

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209 Decisions of the Board of Governors, 1-3 December 2010, page 9
210 Decisions of the Board of Governors, 3-5 December 2012, page 5.

2014-02-D-14-en-3
authorities, in accordance with the provisions of the Regulations for Members of the Seconded Staff of the European Schools and of the regulatory texts on the subject. The names of such inspectors will be communicated to the Secretary-General, who will inform the Boards of Inspectors, the Board of Governors and the schools thereof. The UK authorities will have sole responsibility for delegation of a proportion of inspection duties to inspectors acting as external assistants and will defray the full costs thereof, in such a way that no additional expenditure resulting from the appointment of these external assistants can be charged to the budget of the European Schools, with the exception of reimbursement of the travel and subsistence expenses which they will incur in place of the national inspectors officially appointed by the Board of Governors. These expenses will be reimbursed in accordance with the provisions in force for the inspectors of the European Schools within the total budget allocation for inspections under the annual plan of activities. Planning of visits to inspect teachers, specifying whether they will be performed by the officially appointed inspectors or by their assistant(s), will be sent to the Office of the Secretary-General before any visits to the schools are made.”


The Board of Governors approved revision of the salary scales of staff seconded to the European Schools and the principle of and criteria for relevant professional experience, for the purposes of calculation of the entry level step on the scale when staff take up their posts in the European Schools. These new provisions will be applicable to staff who take up posts in the European Schools system as from 1 September 2011. The Regulations for Members of the Seconded Staff of the European Schools (2009-D-511-3), published on the website (www.eursc.eu), will be amended accordingly.

18. Amendment of the Regulations for Members of the Seconded Staff of the European Schools (2013-09-D-46-en-3)

The Board of Governors endorsed the proposal to introduce a 6% solidarity levy as from 1 January 2014.

F. STAFF COMMITTEE

1. Relevant provisions

Article 22 of the Convention defining the Statute of the European Schools. The Board of Governors gave the following interpretation of the former provisions of Article 42 of the Regulations of Members of the Teaching Staff:214

"Generally speaking the Staff Committee may be represented at meetings to which it is invited only by its members or their elected alternates. It can, however, designate representatives who are neither members nor elected alternates to attend teaching meetings dealing with technical problems calling for specialist knowledge (examination of timetables, syllabuses, etc.) if no elected representatives are suitably qualified."
"In no case may the Staff Committee designate non-elected representatives to attend meetings at which problems concerning rights of staff under the Regulations are discussed. Furthermore, the number of the Staff Committee representatives on various committees and councils fixed by previous decisions of the Board of Governors may not be exceeded."

2. **Attendance at meetings of the Board of Governors**

- See Rules of Procedure for the Board of Governors.
- The Chair of the Staff Committee forwards a report on the progress of events in the previous school year.

3. **Timetable reductions for the Members of the Staff Committee**

The timetable reductions for the Members of the Staff Committee are granted as follows:

- The weekly timetable reduction for the primary representatives is three hours and for the secondary school representatives three periods.
- An additional reduction is granted the primary representatives (one hour) and the secondary representatives (one period) of the Schools with more than 2000 pupils.
- The School holding the annual presidency will have an additional one hour (primary) and one period (secondary) reduction.
- The Secretary General has a permission to grant the Staff Committee secretary a timetable reduction over and above the one granted to all members of the Staff Committee. The Staff Committee secretary may amount to up to five periods a week in the case of a secondary school teacher and up to five hours a week in the case of a primary school teacher.

G. **TRADE UNION ACTIVITIES**

The Board of Governors formally recognised the right to engage in trade union activity (freedom of expression, right to hold meetings, right to post notices). It was understood, however, that Directors would be informed in advance of the place, time and agenda of meetings held and of the text of notices posted.

H. **COURSES**

The Board of Governors felt that where time and money allowed:

- in-service training seminars should be organised within the framework of the European Schools
- teachers should be authorised to attend training courses organised in EU countries.

1. **Structure for in-service training of the nursery and primary cycle staff of the European Schools – 2005-D-371-en-6**

The Board of Governors approved document 2005-D-371-en-6, which cancelled and replaced document 5212-D-1998, with entry into force on 1 January 2007, and invited the Secondary...
Inspectors to produce a similar document. An undertaking to that effect was given by the Chair of the Board of Inspectors (Secondary).

2. **General framework of in-service training in the secondary cycle of the European Schools – 2010-D-531-en-4**

The Board of Governors approved these documents, which would be published on the website: [www.eursc.org](http://www.eursc.org).


The Board of Governors agreed to the participation of teachers involved in the experimental project in European Schooling in Parma in in-service training courses organised for European School teachers, the costs of such participation being defrayed by the Italian authorities.

The Board of Governors instructed the Boards of Inspectors to consider considering the arrangements for pedagogical support which they might provide for the project and to submit to it, in January 2005, detailed proposals in the pedagogical area, together with a financial statement.


The Board of Governors decided to set at €300 the daily fee rate paid to experts contributing to in-service training courses organised in the European Schools system. The decision took effect immediately. This amount might be reviewed and adjusted every three years.

I. **INTER-SCHOOL TEACHERS’ MEETINGS**

The Board of Governors decided to restrict participation at inter-school teachers’ meetings to one teacher from each School.

J. **SOCIAL ACTIVITIES FOR THE TEACHING STAFF**

The Board of Governors approved the following agreement with the Commission of the European Communities:

1. **Teachers attending language courses and taking part in sports and recreational facilities run by the Commission**

The Commission agreed to teachers from the European Schools attending the language courses and taking part in the sports and recreational activities which it organises subject to the same conditions as for its own officials.

2. **Children of teachers from the European Schools going to Commission holiday camps and winter sports holidays**

The Commission agreed to the children of teachers from the European Schools going to holiday camps and winter sports holidays subject to the same financial conditions as those offered to the children of officials.

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219 [Decisions of the Board of Governors, 14-16 April 2010](#), page 16
220 [Decisions of the Board of Governors, 26-27 October 2004](#), page 6
221 [Decisions of the Board of Governors, 17-18 April 2007](#), page 9
222 [ARBG, 9-10 December 1982](#), page 40
223 [ARBG, 25-26 May 1976](#), pages 55 and 56
It would pay the costs of such participation in 1976, on an experimental basis. However, if the costs were such as to seriously affect the balance of the relevant heading of the Community budget, the Commission could ask the Administrative and Financial Committee to rectify this by making a payment from the European School budget.

From 1977 onwards, the Commission would take over the costs of teachers' children going to its winter sports holidays and holiday camps. The European Schools would not contribute towards the cost of this.

In return, the Commission could step up its appropriations for social activities by an amount designed to cover the costs incurred by teachers’ children. This amount would be determined when the draft Commission budget for 1977 was being discussed.

K. SECONDMENT OF TEACHERS FROM MEMBER STATES OF THE EUROPEAN PATENT ORGANISATION WHICH ARE NOT AMONG THE 12 MEMBER STATES OF THE EUROPEAN COMMUNITIES TO TEACH AT THE EUROPEAN SCHOOL, MUNICH

The Board of Governors decided that it could request the governments of Member States of the European Patent Organisation which were not among the members of the European Communities [at the time] to second teachers to the European School, Munich:

a. to teach languages other than the official languages of the European Communities (Norwegian, Swedish);
b. to teach in the language sections of the School (Austria, Switzerland, etc.).

The Board of Governors adopted the following procedure for the secondment of these teachers: The Administrative Board of the Munich School would have to apply for whatever posts it wanted created, specifying the nationality of the teacher in question. When teachers were seconded from non-Community countries, the Munich Director would contact the relevant government to see whether it was willing to second the required teacher. If the country agreed to do so, then ultimately the Board of Governors would have to decide to create the post, after consulting the Teaching Committee and the Administrative and Financial Committee.


The Board of Governors approved the temporary conversion of the seconded post of ‘Head of the Accounts Unit’ into an AAS post, should the procedure to recruit a seconded expert fail.
CHAPTER X

ADMINISTRATIVE STAFF AND ANCILLARY STAFF

A. SERVICE REGULATIONS FOR ADMINISTRATIVE AND ANCILLARY STAFF


The Board of Governors agreed to adopt the concrete proposals for amendment of Articles 5.4 & 5.5, 7.3 & 7.4, 15 and 24a of the Service Regulations for the Administrative and Ancillary Staff, presented in the annex to the document ‘Review of the AAS Regulations – 2013-10-D-18-en-2’ (pages 12, 13, 14 and 15), as from 1 January 2014.


The Board of Governors approved the proposals of the ‘Review of the AAS Service Regulations’ Working Group (Amendments to Annex I and application of Article 7.2. of the Service Regulations). Extension of the working group’s mandate was approved with a view to clarifying Article 25.4. The Board of Governors took note of the fact that it only will be possible for the AAS posts created as from January 2011 to be filled once the 2011 budget has been approved by the budgetary authority. The amended AAS Service Regulations will be published on the website: www.eursc.eu.

1. Ancillary staff

The Board of Governors decided that ancillary staff (workers, gardeners, cleaners, etc.) should be subject to local regulations as regards conditions of employment, salaries and various benefits, social security and taxation.

2. Secretaries and accountants

The Board of Governors decided:

a. that secretaries and accountants should be recruited locally by the Director/Director of the School;

b. that terms and conditions of employment, with particular reference to the following:
   - arrangements governing appointment and termination of employment
   - salaries and fringe benefits
   - leave

should be modelled on the regulations in force in the School’s host country.

It recommended that salaries should be between the minimum and the maximum for category C1 officials at the European Communities.

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226 RNE, 16-17 June 1965, pages 19 and 20 and ARBG, 22-23 May 1973, page 98
227 Decisions of the Board of Governors, 17-18 April 2007, page 13
228 Decisions of the Board of Governors, 3-5 December 2013, approved by written procedure (2014/2) on 27 January 2014.
229 Decisions of the Board of Governors, 1-3 December 2010, page 12
The salaries of the head accountants of the Luxembourg, Brussels, Varese and Mol European Schools might however, be 7% above the maximum for C1 officials.

c. that the regulations of the country in which the School is situated should apply in respect of social security\footnote{Administrative staff who were members of the European Schools’ Sickness Fund on 1 December 1967 would remain members as long as this was in conformity with the legislation of the country in which the School is situated (ARBG I, 4-5 December 1967, page 28).} and taxation.

3. Nursery teachers and nursery assistants

3.1. Job description

The Board of Governors endorsed the description of the duties of nursery teachers and assistants in document 96-D-3\footnote{Decisions of the Board of Governors, 30-31 January 1996, page 1}.

3.2 Request for an amendment of the salaries of nursery teachers and of Deputy Directors (2013-10-D-7-en-3)\footnote{Decisions of the Board of Governors, 3-5 December 2013, approved by written procedure (2014/2) on 27 January 2014.}

The Board of Governors endorsed the proposal to harmonise nursery teachers’ salaries with those of primary teachers, i.e. to grant nursery teachers the same salary as primary teachers (by placing both these categories of teachers at step 7 on the scale, instead of step 8 for nursery teachers and step 7 for primary teachers) and to amend Annex IV to the Regulations for Members of the Seconded Staff accordingly, as from 1 September 2014.


The Board of Governors endorsed the proposal allowing Directors to recruit nursery assistants when the number of pupils so justified, in accordance with the provisions of the regulations, with the obligation to regularise these posts by applying for new posts in the next draft budget.

The EPO and the Commission entered a reservation.

5. Instructresses, laboratory assistants, nurses

The Board of Governors decided that these staff should be recruited locally.

The Board of Governors instructed the Secretary-General to ensure that local regulations were observed.

The Board of Governors wished the personnel department of the Commission, which employs a large number local staff, to assist with the drawing up of contracts and routine matters affecting management of the administrative staff of the European Schools.

6. Bursars

6.1 Recruitment of Bursars\footnote{ARBG, 27-28 April 1995, pages 6 and 7.}

The Bursars of the various Schools should, wherever possible, be seconded by the Member States.

Bursars should possess the qualifications and meet the conditions necessary for an equivalent post in their country of origin.
They should have relevant expertise and professional experience at an appropriate level in the administrative and financial fields, proven for instance by a qualification in accountancy, business studies or similar, and/or experience of budget administration, personnel management and purchasing. They should be able to demonstrate the abilities and skills necessary to carry out the tasks listed in the job description, including language ability and sufficient knowledge of the administration of the country of the School.

When a post became vacant, the Secretary-General of the Board of Governors would ask the members of the Board of Governors whether they wished to nominate candidates and, if so, would ask them to publish details of the vacancy in their respective countries. In addition, the Secretary-General of the Board of Governors would publish details in the European Schools of vacant posts, and would notify the national authorities concerned of any applications received. Delegations who wished to nominate candidates would notify the Secretary-General of the Board of Governors with full details of the candidates’ qualifications, professional experience and aptitude for the post. The Board of Governors hoped that delegations would jointly ensure that at least three candidates in total were nominated.

A Selection Committee would be set up. The Committee would consist of:
- the Secretary-General of the European Schools or his/her Deputy, who would take the chair;
- the Director of the School where the post was vacant;
- the member of the Administrative and Financial Committee for the country of the School;
- the Financial Controller; and
- the departing Bursar or an experienced Bursar from one of the other Schools.

The decisions of the Committee would be adopted by a simple majority of its members.

After having examined the files of the candidates, the Committee would determine the list of those who met the requirements of the vacancy and would classify them on the basis of an interview and of their files, depending on their specific qualifications and on the degree to which their profile matched the post to be filled. The Committee would inform the national delegation concerned of the name of the preferred candidate, together with the reasons for its decision.

The national delegation concerned would proceed with the secondment of the preferred candidate on the basis of the Selection Committee’s decision.

If no delegations were in a position to nominate candidates, or if the Selection Committee decided that none of the selected candidates were suitable, the Director of the School would advertise the vacancy in the country where the School was situated.

Following the establishment of a Selection Committee in accordance with the arrangements set out above, the Director would make the appointment on the basis of the reasoned decision of the Selection Committee. If this was the case, Bursars would be covered by the Regulations for Members of the Teaching Staff of the European Schools, with the exception of provisions related specifically to teaching (hours of work, etc.). If the Bursar was not seconded by the government of the host country a contract under private law meeting local requirements would be drawn up.

6.2 Remuneration

On the question of salaries, the Board of Governors decided that the Bursar should be placed on the scale for primary school teachers (Article 16 of the Regulations for Members of the Teaching Staff) unless, as a seconded official, he/she had been placed in a higher category (for example, régent in Belgium) by his/her own administration.

NB: These provisions do not apply to administrator-bursars appointed from 1 January 1999 – see Annex III to the Regulations for Members of the Seconded Staff.
6.3 Allowances
The Board of Governors, bearing in mind that allowances, and the differential allowance in particular, are part of the salary, agreed that Bursars employed under private contract are entitled to receive a differential allowance.\footnote{ARBG, 7-8 December 1971, page 36}

6.4 Additional remuneration
The salary indicated in (b) above should be increased by
1 incremental step if the School has fewer than 700 pupils
2 incremental steps if the School has between 700 and 1400 pupils
3 incremental steps if the School has more than 1400 pupils.

6.5 Performance assessment of Administrators-Bursars (3012-D-2001)\footnote{Decisions of the Board of Governors, 29-31 January & 1 February 2002, page 5}
The document was accepted by the Board of Governors subject to clarification of certain points, between the Netherlands delegation and the Financial Controller.

6.6 Review of the salary levels for Administrative and Ancillary Staff (2012-10-D-11-en-2)\footnote{Decisions of the Board of Governors, 3-5 December 2012, page 5}
The decision of the Board of Governors consisted of endorsing the Budgetary Committee’s opinion, namely:

- It did not support application of an ad hoc solution to all the individual cases, whatever they might be, which were presented in the document.
- It mandated the AAS Working Group to overhaul the salary scales of the AAS of the Schools and the OSGES and to submit concrete proposals to the Board of Governors by the end of 2013.

7. Request from the AAS to attend meetings of the Administrative and Financial Committee and of the Board of Governors with observer status - 2008-D-310-en-1\footnote{Decisions of the Board of Governors, 20-22 October 2008, page 2}
The Board of Governors decided that a representative of the administrative and ancillary staff would attend meetings of the Administrative and Financial Committee and of the Board of Governors with observer status for items concerning the AAS.

8. Administrative and ancillary staff: Policy on auxiliary staff – 2011-09-D-100-en-2\footnote{Decisions of the Board of Governors, 6-8 December 2011, page 6}
The Board of Governors approved document 2011-09-D-100-en-2, as presented by the AAS Working Group, concerning the policy to be followed on the future treatment of members of the auxiliary staff of the European Schools, without any additional resources being requested.

The Service Regulation for Administrative and Ancillary Staff would be amended accordingly. The Regulations can be consulted on the website: www.eursc.eu.

The Board of Governors approved the conversion of ‘auxiliary’ functions into AAS posts (see the list on pages 3 and 4 of document 2012-02-D-18-en-2) and noted that should a post become vacant, the need to keep it would be evaluated by the Budgetary Committee should it not be possible for the School’s Administrative Board to reach unanimous agreement on the post’s continuing existence.

### B. CRITERIA FOR THE CREATION OF ADMINISTRATIVE AND ANCILLARY POSTS

The Board of Governors decided not to set rigid criteria for the creation of administrative and ancillary posts.

The Administrative and Financial Committee would examine any request for a new post on its own merits, and, on each occasion, it would be provided with detailed information in the form of tables, of which an example is set out below.

#### 1. Secretarial and accountancy posts

The Administrative and Financial Committee would examine any request for a new secretarial or accountancy post on its own merits, on the basis of an up-to-date version of the table set out below. It would also take account of various other factors which do not appear in the table but which do have a bearing on the work of secretarial and accountancy staff, for example:

- number of part-time/locally recruited teachers and teachers of religion,
- number of cleaning women,
- services rendered to the canteen management.

<table>
<thead>
<tr>
<th></th>
<th>Secretarial Accountancy Total</th>
<th>Numbers in relation to number of pupils</th>
<th>Numbers in relation to number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luxembourg</td>
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<td>Brussels I</td>
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<td>Culham</td>
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<td><strong>TOTAL</strong></td>
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#### 2. Posts of laboratory assistants

The Board of Governors approved the following guidelines for creating laboratory assistants' and

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240 [Decisions of the Board of Governors, 18-20 April 2012](#), approved by written procedure No 2012/16 on 21 May 2012


242 ARBG, 9-10 December 1976, page 23

243 ARBG I, 18-19 December 1979, page 37
junior assistants' posts:

<table>
<thead>
<tr>
<th>Number of periods of physics, chemistry and biology</th>
<th>Number of posts</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 100</td>
<td>1</td>
<td>1 junior assistant or 1 lab. assistant</td>
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<tr>
<td>101 to 150</td>
<td>2</td>
<td>1 lab. assistant + 1 junior assistant</td>
</tr>
<tr>
<td>151 to 190</td>
<td>2</td>
<td>2 lab. assistants</td>
</tr>
<tr>
<td>191 to 240</td>
<td>3</td>
<td>2 lab. assistants + 1 junior assistant</td>
</tr>
<tr>
<td>241 to 270</td>
<td>3</td>
<td>3 lab. assistants</td>
</tr>
<tr>
<td>271 to 310</td>
<td>4</td>
<td>3 lab. assistants + 1 junior assistant</td>
</tr>
<tr>
<td>311 to 340</td>
<td>4</td>
<td>4 lab. assistants</td>
</tr>
<tr>
<td>341 to 380</td>
<td>5</td>
<td>4 lab. assistants + 1 junior assistant</td>
</tr>
<tr>
<td>381 to 400</td>
<td>5</td>
<td>5 lab. assistants</td>
</tr>
</tbody>
</table>

3. **Posts of technicians, workmen and caretakers**

The Administrative and Financial Committee would examine any request for new posts for technicians, workmen and caretakers on its own merits, on the basis of an up-to-date version of the table set out below.

<table>
<thead>
<tr>
<th></th>
<th>Technicians, workmen, caretakers</th>
<th>Numbers in relation to number of pupils</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL</td>
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<tr>
<td>Luxembourg</td>
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<td>Culham</td>
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<td>TOTAL</td>
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4. **Educational advisers' posts**

The Board of Governors decided that an educational adviser's post would as a general rule be created for each group of 200 pupils in the secondary section.

However, this rule would not be automatic and the special situation of the School would be examined before a post was created. Exceptions would be made in the light of local conditions: dispersion of buildings, supervision during the midday break. These circumstances should be assessed when the budget was being approved. The limit of one educational adviser to 100 pupils in the secondary section must not be exceeded in any circumstances.

5. **Librarians' posts**

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244 ARBG, 9-10 December 1976, page 25
245 ARBG, 13-14 May 1971, page 16
The Board of Governors laid down the following procedure for establishing librarians’ posts.

A post of librarian may only be established if the whole school community in a School has made an effort to open and run a library. The post shall be established when the Teaching Committee has been able to judge the value of what has been accomplished in this sense, and when it feels that the proper time has come to go beyond the stage of voluntary work.

6. Other posts

The Administrative and Financial Committee would examine any request for librarians’, nurses’ and nursing assistants’ posts on its own merits, on the basis of an up-to-date version of the table set out below.

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<thead>
<tr>
<th></th>
<th>Librarians</th>
<th>Nurses/Nursing assistants</th>
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<tbody>
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<td>Luxembourg</td>
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<td><strong>TOTAL</strong></td>
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The Board of Governors approved foreseeing for the new occupational category ‘SEN Assistant’ the same grading as for ‘Nursery Assistants’ and incorporating the new occupational category as follows into Annex 1 to the Service Regulations for the AAS:

Occupational category: 1.6 SEN Assistant – Job: Assistance for SEN pupils.
Diploma required by the school’s host country or its equivalent, and the knowledge and skills required for this type of job.

Languages: thorough knowledge of the language, or one of the languages, of the SEN pupil and knowledge of a second language. One of these languages must be a vehicular language.

Annex 2 to the Service Regulations for the AAS would be amended accordingly and published on the website: www.eursc.eu.

C. Belgian Taxes on the Salaries of the Administrative Staff of the European Schools in Belgium and the Office of the Secretary-General (97-D-459)

The Board of Governors confirmed that:

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246 ARBG, 22-23 May 1979, page 38
247 Decisions of the Board of Governors, 12-14 April 2011, page 13
248 Decisions of the Board of Governors, 14-15 October 1997, page 5
a. Articles 9 and 10 are closely linked in terms of the meaning of the words ‘administrative staff’.

b. With reference to Article 9, tax exemption can only refer to seconded staff, since these staff are the only ones to receive remuneration from two different sources. The words “as a supplement to the emoluments paid by the national authorities of the country of origin” prove this.

c. In accordance with this interpretation, at its meeting on 16 and 17 June 1965, the Board of Governors decided that:
   "The regulations of the country in which the School is situated should apply in the matter of social security and taxation."
   This decision covers both Article 9 and Article 10 of the Agreement.

It decided that the non-seconded administrative and ancillary staff of the European Schools in Belgium and the staff of the Office of the Secretary-General of the European Schools:
   • must be liable to tax in Belgium
   • must come under the social security scheme in force in Belgium.
CHAPTER XI

PUBLICATIONS

A. EDITING OF TEXTBOOKS FOR THE EUROPEAN SCHOOLS

Although it is essential that members of the teaching staff of the Schools be encouraged to edit textbooks, they should not act entirely on their own initiative. The Board of Inspectors must vet projects and decide on priorities in the general interest of the School.

B. INTERMATH

The Board of Governors agreed to:

A teacher dealing with the secretariat and the administration of Intermath can benefit a six-hour release from the teaching duties. These costs are paid fully from the Intermath Fund.

All the costs related to production, packing and distribution of Intermath work sheets are paid by Intermath Fund.

C. CALCULATOR

Arrangements for acquisition of the calculator foreseen by the new mathematics syllabuses – 2010-D-242-en-2

The Board of Governors expressed a favourable opinion:

- on the conclusions of the Mathematics Working Group (in Annexes 2, 3, 4 and 5) in document 2010-D-242-en-2 'Arrangements for acquisition of the ‘calculator’ foreseen by the new mathematics syllabuses';

- on the choice of technological tool made by the Working Group's group of experts.

The Board of Governors approved:

- the arrangements for acquisition of the ‘calculator’ foreseen by the new mathematics syllabuses as described in document 2010-D-242-en-2;
- the addition of such a mobile unit to the list of materials and equipment for use at school required for the curricula, which is given to parents by the schools at the beginning of the school year, including the reservations mentioned in the document about the type of mobile unit imposed.

The Board of Governors thus confirmed the adoption, with entry into force in September 2010, of the years 4 and 6 mathematics syllabuses.

D. Human Sciences European File for secondary year 3 pupils – 2010-D-461-en-3

The Board of Governors approved the adoption of the European File as the teaching tool for Human Sciences in secondary year 3 and the administrative and financing arrangements for this tool, as described in document 2010-D-461-en-3.

The proposed entry into force in September 2010 of use of this European File will be effective only on condition that all the legal questions concerning copyright are resolved.

249 RBG, 24-25 March 1961, page 39
250 Decisions of the Board of Governors, 12-14 April 2011, The decisions entered into force as from 15 April 2011.
251 Decisions of the Board of Governors, 14-16 April 2010, page 19
252 Decisions of the Board of Governors, 14-16 April 2010, page 16
CHAPTER XII
RULES GOVERNING ADMISSION TO THE EUROPEAN SCHOOLS

The Board of Governors decided on the following classification concerning the admission of pupils to the European Schools and the payment of school fees:

A. BREAKDOWN OF PUPILS INTO THREE CATEGORIES

Pupils of the European Schools should be divided into three categories:

**Category I:** Pupils who have to be admitted to the European Schools. These pupils are exempt from school fees.

**Category II:** Pupils covered by individual agreements or decisions, each entailing specific rights and obligations for the pupils concerned, particularly as regards school fees.

**Category III:** Pupils who do not belong to categories I and II. These pupils would be admitted to the European Schools in so far as places are available, in accordance with an order of priority listed below. The ordinary school fees fixed by the Board of Governors would be payable for these pupils.

B. ORIGIN OF THE PUPILS FOR EACH OF THESE THREE CATEGORIES

1. **Category I**

The children of staff in the service of the Community institutions and of the organisations listed below employed directly and continuously for a minimum period of one year.

a. Members of the Community Institutions
b. Officials covered by the Staff Regulations of Officials of the European Communities
c. Staff covered by the Conditions of Employment of other Servants of the European Communities
d. Persons with a directly binding contract of employment, governed by private law, with the Community Institutions
e. National experts seconded to Community Institutions
f. Employees of the EIB
g. Staff of any Community organisation set up by an act of the Community Institutions and staff in the service of other organisations recognised by the Board of Governors
   - The Board of Governors approved the request for admission to the European Schools in category I of children of European Financial Stability Facility staff, with immediate entry into force on 24 October 2011 (see point B.7).
h. UKAEA staff seconded to the JET project at Culham
i. Staff of the European Investment Fund’s Secretariat
j. National officials attached to the Permanent Representations of the Member States to the European Communities, with the exception of staff recruited locally
k. Teaching staff and the administrative and ancillary staff of the European Schools and of the Office of the Representative of the Board of Governors
l. Staff covered by the Service Regulations of the EPO in Munich.

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254 Decision of the Board of Governors taken by written procedure 2011/39, initiated on 7 October 2011 and completed on 21 October 2011.
255 ARBG, 25 -26 October 1994, page 4
The special conditions governing the admission of the children referred to in points 1 to 11 to the Munich School and those for the children referred to in point 12 to the other Schools are determined by the Board of Governors.

The Board voted regarding some of the points in section 8 of the document 2001-D-7310.\textsuperscript{256} Request from the Council of Europe that category I status be granted to the children of its staff and to those of the staff of the permanent representations to the Council of Europe\textsuperscript{257} – 2010-D-293-en-3

The Board of Governors decided not to grant category I status to the children of the staff of the Council of Europe or to those of the staff of the permanent representations to the Council of Europe.

2. \textbf{Category II - Document 311-D-2009-en-1}\textsuperscript{258}

Pupils covered by individual agreements or decisions, each entailing specific rights and obligations for the pupils concerned.

The Board of Governors approved:

- the model category II contract, which appears in Annex I to document 311-D-2009-en-1.
- the instrument of delegation appended in Annex IV to the above document, delegating powers to Directors (Headteachers) to conclude the agreements referred to in Article 29 of the Convention defining the Statute of the European Schools (see footnote under point II, page 3/18).

3. \textbf{Category III}

The order in which the following pupils are listed is the order of priority for admission purposes:

a. Children of national officials seconded to diplomatic representations, to the NATO Representation and to the Consulates of the Member States (with the exception of staff recruited locally).

b. Children of members of the diplomatic service returning to their home country in which a European School is situated and where they can only be integrated into the national education system in place with great difficulty on account of the latter's special features.\textsuperscript{259}

c. Children of national officials of the Permanent Representations of non-member States to the European Communities (with the exception of staff recruited locally).

d. Children of staff with diplomatic status, in post in Brussels or in Luxembourg, belonging to non-member countries which signed the Lomé Convention.

e. Other officials posted abroad, in all the Schools.

f. Children of others: priority would be given to pupils whose mother tongue or language of previous education is not a language of tuition in the national education system.\textsuperscript{260}

\textbf{Policy on enrolment at the European School, Munich – 2010-D-1310-en-4}\textsuperscript{261} The Board of Governors approved the following provisions of the policy on admission of category III pupils adopted by the European School, Munich:

\textsuperscript{256} Decisions of the Board of Governors, 6-7 November 2001, page 4
\textsuperscript{257} Decisions of the Board of Governors, 1-3 December 2010, page 13
\textsuperscript{258} Decisions of the Board of Governors, 14-16 April 2010; written procedure 2009/38, initiated on 9 December 2009 and completed on 6 January 2010.
\textsuperscript{259} Decisions of the Board of Governors, 15-16 October 1996, page 5
\textsuperscript{260} Decisions of the Board of Governors, 25-27 April 2005, page 6
\textsuperscript{261} Decisions of the Board of Governors, 1-3 December 2010, page 8
• Siblings of present category III pupils, as well as pupils being transferred from other European Schools, may be admitted in accordance with Chapter XII, C of the Digest of Decisions of the Board of Governors.

• Additional category III pupils may be admitted according to the official order of priority in order to reach a minimum number of pupils per class ranging between 7 (pedagogical minimum class size as stipulated in the Digest of Decisions of the Board of Governors, Chapter XIX, Section A) and 9. The threshold of 9 pupils per class, above which category III pupils are no longer eligible, has been set taking into account the specific situation of the combined classes in primary school. A detailed explanation regarding the choice of the number 9 is provided in Annex 4 to document 2010-D-1310-en-4.

• The policy should be reviewed at the latest prior to the 2016-2017 school year, once the new annexe is in place.

• The Director will decide, under the regular intake procedure, on pupils’ enrolment, taking into account the present enrolment policy and instructions issued by the Board of Governors.

• Applications for the enrolment of category III pupils for the following school year should be submitted no later than 31 May of the current school year.

4. Admission of children of assistants of Members of the European Parliament

The Board of Governors approved the request concerning the change of status of Parliamentary Assistants, as follows:

a. Admission of the children of accredited parliamentary assistants
The Board of Governors confirmed that accredited parliamentary assistants would come under category I for purposes of access to the European Schools, in accordance with the conditions laid down in Chapter XII-B.1 of the Digest of Decisions of the Board of Governors, on entry into force of the Council Regulation including them in Article 1 of the Conditions of Employment for Other Servants of the European Communities, starting in July 2009. Consequently, accredited assistants would be able, on the basis of this new Regulation, to apply for their children’s enrolment for the 2009-2010 school year beginning in September 2009.

b. Admission of the children of local assistants of Members of the European Parliament
The Board of Governors decided that the children of local assistants of Members of the European Parliament would be classified in category III, with priority, for purposes of admission to the European Schools.

5. Admission conditions for the children of WEU Staff

These pupils cannot be admitted in category I. It was agreed that pupils already enrolled, however recently, should remain in category I. The WEU may seek to sign a category II special contract.

6. Admission conditions for the children of civilian staff of NATO

The Board of Governors decided in April 1987 that the children of the civilian staff of NATO would be given priority for admission to the European Schools, although they would not be regarded as
pupils entitled to automatic admission. This priority would entail the payment of specific school fees.

In October 1992, the Board of Governors decided that specific school fees would continue to be paid for the children of the civilian staff of NATO in Brussels and Luxembourg. The current rate is specified in Chapter XXV.\(^{264}\)

Decision of the Board of Governors of 1-3 December 2010 (312-D-2010-en-3, Annex I, page 18):

Children of the civilian staff of NATO are pupils covered by an April 1987 decision of the Board of Governors involving particular rights (priority for admission purposes) and obligations (payment of specific school fees), so that they are akin to category II pupils. However, the Board of Governors clearly decided that unlike category II pupils, they would not be entitled to automatic admission but would simply have priority in relation to category III pupils.

Abiding by the decisions of the Board of Governors,

1. the admission of children of the civilian staff of NATO cannot entail the division of a class;
2. these applications are dealt with after the admission of category I pupils and of other category II pupils but before applications for the enrolment of category III pupils;
3. for the 2011-2012 school year, places in the Brussels Schools will initially be awarded in the school where the threshold of 24 pupils in the nursery cycle and in primary year 1 and of 26 pupils in primary years 2-5 and in the secondary cycle has not yet been reached. Should the thresholds be reached in all the schools, places will be awarded in the school where the class in question is least full.

7. **Request for admission to the European Schools in category I of children of European Financial Stability Facility (EFSF) staff**\(^{265}\)

The Board of Governors approved the request for admission to the European Schools in category I of children of EFSF staff, with immediate entry into force.

8. **Enrolments in Brussels**\(^{266}\)

The Board of Governors

a. confirmed that a place in the European School of their choice in Brussels could not be guaranteed to all category I pupils.
b. disallowed the agreement of any more category II contracts in Brussels until the Brussels IV School was fully operational.
c. decided that as far as category III enrolments were concerned, siblings of present pupils and pupils coming from another European School could be admitted by way of an exception. Nevertheless, *it was the Director who decided on the admission of category III pupils, applying the rules decided by the Board of Governors.*

9. **Central Enrolment Authority**

9.1 **Brussels**\(^ {267}\)

\(^{264}\) Decisions of the Board of Governors, 4 November 1992, page 11 (document 311-D-92)
\(^{265}\) Decision of the Board of Governors, 6-8 December 2011 (page 5), taken by written procedure 2011/39, initiated on 7 October 2011 and completed on 21 October 2011.
\(^{266}\) Decisions of the Board of Governors, 25-26 October 2005, page 4
\(^{267}\) Decisions of the Board of Governors, 25-26 April 2006, pages 9-11
Composition of Brussels IV:

The transition site which will be proposed is already considered to be part of Brussels IV. FR, EN, DE, IT and NL language sections and ROM and BULG sections (if and when created and as SWALS). All the vehicular languages will be represented by sections in all the Schools.\[^{268}\]

Setting-up of a Central Enrolment Authority

Based on the Directors’ proposals, the new Central Enrolment Authority will decide on individual enrolments for the four Brussels Schools, in line with the rules laid down by the Board of Governors. It will perform constant monitoring of the evolution of pupil populations and the concrete expansion of all language sections in all four Schools and all sections under the authority of the Board of Governors.

A more detailed proposal on its role, task and responsibilities will be presented at the Board of Governors’ meeting in October 2006.

In principle, agreement on the composition of such an Authority will include the participation of:

- Secretary-General of the European Schools (Chair?)
- European Commission on behalf of all other EU Institutions
- Directors of all Brussels Schools
- Parents’ Representatives
- Host country

Such a CEA will remain fully accountable to the Board of Governors and would report to them.

Transitional phase

The two basic principles are firstly, that all present pupils in any section of the existing three Schools in Brussels will be free to remain in their present section and school until they take the European Baccalaureate and secondly, that all siblings will be kept together.

Until the full opening of Brussels IV there will be constant monitoring and agreement on the need to define a temporary controlled Enrolment Policy applicable to all the language sections concerned.

Until the problem of overcrowding of the Brussels Schools has been resolved, a restrictive policy on enrolment of category III pupils will remain in place.

New enrolments will be carefully monitored in the existing Brussels schools to avoid overcrowding, to ensure the filling of Brussels IV and to have a balanced distribution of pupils between the schools.

In order to populate the new sections at Brussels IV and because of the reasons mentioned above, admission will be strictly limited in the other schools. However, siblings will continue to be enrolled and pedagogical continuity within the language sections in these schools will be guaranteed.

Future enrolment policy after the full opening of Brussels IV

Based on constant monitoring of all sections, the enrolment policy will be adapted according to:

- the overcrowding situation of each school,
- the viability of each section, in each school,

\[^{268}\] It is clear from the context that this decision refers only to the Schools in Brussels.
the new facilities possibly offered meanwhile by the Belgium authorities (fifth school).

Monitoring of the total number of pupils in the different language sections will help a decision to be taken, based on the real development of the pupil populations, on the issue of the maintenance of the number of sections in the three existing schools.

Nevertheless, after the opening of Brussels IV, all present pupils of the four Schools in Brussels will be free to remain where they are until they take the European Baccalaureate. Solutions will be found to enable siblings to be kept together.


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 Brussels European Schools).
- 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 would 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 was determined, in accordance with the instructions of the Board of Governors, in order to enable their viewpoint to be set out.


On the basis of the analysis made 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 was 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 needed 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 continued to exist,
- to relieve overcrowding in the Brussels I, Brussels II and Brussels III Schools.
The guarantee given by the Board of Governors at its meeting in The Hague concerning the grouping of siblings was maintained. The strictly limited enrolment policy for category III pupils was maintained. In addition the Board agreed on the following:

- 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 would be allowed to return there.
- Introduction of the possibility of voluntary transfers from Brussels I and II to Brussels III. This possibility was given subject to the space available and optimum use of resources.
- Continuation and promotion of the possibility of voluntary transfers from Brussels I, II and III to Brussels IV.

The Board mandated the Central Enrolment Authority:

- to work out the practical arrangements for implementation of these guidelines and to draw up the enrolment policy for 2008-2009.
- to advertise and promote Brussels IV.
- to monitor on a regular basis the number of pupils in all language sections in Brussels.
- to monitor carefully the situation of SWALS in Brussels in line with the Board of Governors' April 2007 decision.

9.4 Central Enrolment Authority for the Brussels European Schools: Review of the results of the 2008-2009 enrolment policy and proposed guidelines for the 2009-2010 enrolment policy – 2008-D-710-en-1 1 (the reference number of the decision on the website is 2008-D-4010-en-1)

The Board of Governors took note of the review of the results of the 2008-2009 enrolment session and approved the guidelines for the enrolment policy for the 2009-2010 school year, appearing in document 2008-D-4010-en-1, Annex II to the Decisions. The Board of Governors approved the presence of a representative of future parents as an observer at the meeting of the Central Enrolment Authority at which the enrolment policy in the Brussels European Schools would be determined.

9.5 Applications for a new post of assistant and for earmarked appropriations for operation of the Central Enrolment Authority – 2009-D-2710-en-2

The Board of Governors approved the creation of a new post of assistant and of earmarked appropriations for operation of the Central Enrolment Authority.

9.6 Decisions of the Board of Governors concerning the guidelines for the 2010-2011 enrolment policy in the Brussels European Schools – 1211-D-2009-en-1

The Board of Governors:

- approved the guidelines proposed in document 1211-D-2009-en-1 (in Annex I), on the basis of which the Central Enrolment Authority will devise the policy on enrolment in the Brussels European Schools for the 2010-2011 school year,

271 Decisions of the Board of Governors, 2-4 December 2009, pages 10-11
approved, with immediate effect for the 2009-2010 school year, reservation of access to the schools for new applications for the enrolment of category I pupils and of category II pupils with an agreement in force for one or more Brussels Schools, who were being educated outside Belgium and whose parents took up their posts in mid-year.

The Board of Governors also approved the following objectives, which are not classified in any particular order of priority, with a view to the devising of the 2010-2011 enrolment policy by the Central Enrolment Authority:

- Ensure balanced distribution of the pupil population amongst both the Brussels Schools and the language sections, whilst guaranteeing the continuing existence of the latter.
- Guarantee optimum use of resources. In that connection, trends in pupil numbers must be monitored carefully in all the sections of the four Brussels Schools, in order to guarantee their proper pedagogical operation and to manage overcrowding across the board.
- Use the new resources on the Berkendael site to fill the Brussels IV School and to lessen the overcrowding of the other schools as much as possible.
- Guarantee a place in a Brussels European School for all category I pupils applying for enrolment.
- Enrol category II pupils in accordance with the terms of the contracts already in force, as well as the children of the civilian staff of NATO (international civilian staff), subject to the conditions appearing in the conclusions of the meeting of the Central Enrolment Authority for the Brussels European Schools of 21 May 2007 (2007-D-275-en-2).
- Limit the enrolment of category III pupils to the siblings of present pupils, abiding strictly by the decisions of the Board of Governors concerning this category of pupils, in view of the demographic pressure which continues to be exerted on the Brussels Schools.

9.7 Capacity of the European Schools in Brussels

The Board of Governors endorsed the Steering Group’s proposal on the capacity of the four Brussels Schools, namely:

- Brussels I (Uccle): 3100
- Brussels II (Woluwé): 2850
- Brussels III (Ixelles): 2650
- Brussels IV (Laeken): 2800,

making a total capacity of 11,400 pupils.

9.8 Central Enrolment Authority for the Brussels European Schools: first review of the results of the 2011-2012 enrolment policy and proposed guidelines for the 2012-2013 policy

The Board of Governors approved the guidelines for the 2012-2013 enrolment policy (see annex – document 2011-09-D-75).

273 Decisions of the Board of Governors, 16 September 2011 (document 2011-09-D-69-en-1)
9.9 Central Enrolment Authority for the Brussels European Schools: Review of the results of the 2012-2013 enrolment policy and proposed guidelines for the 2013-2014 policy (2012-11-D-9-fr-1)274

The Board of Governors:

- approved the creation of a Romanian language section at the European School, Brussels IV for the beginning of the 2013-2014 school year in September 2013, designed ultimately to cover the full age range, from the nursery classes up to secondary year 7, starting with the nursery (classes N1 and N2) and primary year 1 in September 2013,
- approved the attached guidelines (Annex I – document 2012-12-D-4-fr-1), on the basis of which the Central Enrolment Authority would devise the policy on enrolment in the Brussels European Schools for the 2013-2014 school year.


The Board of Governors:

- scrutinised and took note of the review of the results of the 2013-2014 enrolment session,
- approved the attached guidelines (Annex A – document 2013-12-D-2-fr-1), on the basis of which the Central Enrolment Authority would devise the policy on enrolment in the Brussels European Schools for the 2014-2015 school year.

The Greek and Italian delegations abstained.


School fees

a. The Board of Governors endorsed the following proposal: the Directors of the European Schools would be asked to furnish, by the end of the current school year, information concerning the fees being charged by schools both private and public which serve the international community in the neighbourhood of the schools

b. The Board of Governors decided to commission an independent economist to estimate, by 1 September 2005, the highest optimal level of fees for each European School. The Board of Governors approved the arrangements for carrying out this mandate proposed by the working group.

c. The Board of Governors decided that decisions on fee changes should not be taken, other than applying inflation rates to present fees, until the reports referred to in A.1. and A.2. were furnished, with the caveat that the deadlines specified must be respected. The Board of Governors decided to increase school fees for the 2006-2007 school year by 2%, so that they would be fixed at the following levels:

€2,448 for the nursery
€3,366 for the primary
€4,590 for the secondary

The Board of Governors decided on a level of fees to be charged over a period of a number of years and committed itself clearly not to exceed the rates indicated during that period.

274 Decisions of the Board of Governors, 3-5 December 2012, page 6
275 Decisions of the Board of Governors, 3-5 December 2013, page 7.
276 Decisions of the Board of Governors, 25-27 April 2005, pages 5-6
The percentage increase desired over this period of time would be indicated. Furthermore, any increase in fees at a rate above the rate of inflation should be accompanied by an explicit justification.

**Reductions in school fees**

The Board of Governors endorsed the proposed maintenance of a slightly modified version of the present system of reductions in school fees based on income levels and the number of children attending the school, although it insisted that 100% reductions should never be granted. The Board of Governors requested the Administrative and Financial Committee to propose a maximum percentage for fee reductions.

**Arrangements for the payment of school fees**

The Board of Governors decided that all parents of category III pupils should be required to make an advance payment of 25% of the annual fee as a condition of enrolment or continuation in the school. The Board of Governors decided that parents of category III pupils would be allowed to pay their fees in four equal instalments, using bank standing orders for this purpose. The first instalment must be paid on 30 June prior to the beginning of the school year, 50% of the fee must be paid before 1 November and the final instalment must be paid before 31 March.

**Categorisation of pupils**

The Board of Governors decided that category III sub-group (f) in the Digest of Decisions of the Board of Governors (1995 edition) should read as follows:

(f) children of others: priority would be given to pupils whose mother tongue or language of previous education is not a language of tuition in the national education system.

**C. ADMISSION OF PUPILS IN CATEGORY III**

a. Children referred to in category III above would be admitted by the Director, in accordance with the provisions of Article 8 of the General Rules of the European Schools. When taking his/her decision the Director must see to it that enough places are kept free in each class to allow a reasonable number of the children coming into Categories I and II to be admitted during the year without leading to a class being divided.

b. Category III pupils may not be admitted to classes where at the beginning of the school year, the difference between the number of pupils already enrolled and the maximum class size fixed by the Board of Governors (Chapter XIX.I) is less than 727.

c. See also above ‘Enrolments in Brussels’.

**D. SPECIAL CASES**

1. **Admission of pupils to the European School, Munich**

The Board of Governors adopted the following criteria in respect of the admission of pupils to Munich:

*General rules:*

a. The following are automatically admitted:
   - The children of EPO staff and the children of staff of the European School, Munich.

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277 Decisions of the Board of Governors taken by written procedure dated 17 July 2007, Entry into force 1 September 2007

278 ARBG, 25-26 May 1976, page 62
2. Any vacant places\textsuperscript{279} then go to:
Children of one of the nationalities of the European Community or of one of the other
States party to the EPO Convention.

2. Admission to the Munich School of the children of Commission staff\textsuperscript{280}

The Board of Governors approved the following practical solution, without prejudice to the legal
position of the children of Commission staff who attend the Munich School:

a. The Commission would pay a subsidy for the children of Commission staff attending the
Munich School, while the EPO would pay a subsidy for any children of its staff enrolled in a
European School other than the one at Munich.

b. This subsidy would be calculated according to the formula for the calculation of the subsidy
to be paid by the Commission to the Munich School in respect of the children of NET
project researchers attending the latter School (see Chapter IV).

3. Children of staff of the European Patent Office at European Schools other
than Munich – Rules of admission and payment (2004-D-269-en-2)\textsuperscript{281}

The Board of Governors endorsed the following proposals:

“The children of staff of the European Patent Office shall be entitled to admission to a European
School other than Munich only in cases where the EPO issues a certificate guaranteeing to pay a
special contribution to the school in question.

The special contribution payable by the EPO for each such pupil shall be the same amount as the
contribution paid by the Commission for each child of its officials at the European School of
Munich.

The formula for the calculation of the Commission contribution to the school of Munich shall remain
as determined by the Board of Governors in its decision of November 1984.”

4. Admission of children whose parents or guardians are not employed by the
European Communities or any other European organisation to the European
School, Karlsruhe\textsuperscript{282}

The Board of Governors laid down the following guidelines for admission to the European School,
Karlsruhe of children whose parents or guardians are not employed by the European Communities
or by any other European organisation:

- The proportion of German pupils in any one class should not, as a general rule, exceed 25%.
- A committee set up by the Baden-Württemberg Ministry of Education would decide on the
  admission of German pupils whose parents or guardians are not employed by Transuran or
  any other European organisation.
- No entrance examination is required but the committee may decide to interview candidates.
- The Baden-Württemberg Ministry of Education would communicate the names of the pupils
  chosen to the appropriate school inspection authority, which would give the authorisation to
  attend a non-German school required under the school attendance legislation of the various
  Länder.
- Where these pupils are admitted Article 8 of the General Rules and the decisions on admission
  priorities must be respected.

\textsuperscript{279}‘Vacant places’ means the number of places in a class up to but not including the number at which division would be required.
\textsuperscript{280}ARBG, 27-28 November 1984, page 52
\textsuperscript{281}Decisions of the Board of Governors, 26-27 October 2004, page 3
\textsuperscript{282}RBG, 4-5 May 1970, page 47
5. **Admission of children of United Nations staff to the Brussels European Schools – 2011-09-D-91-en-2**

The Board of Governors did not agree to the request for admission of children of international staff of the UN to the Brussels European Schools for the 2012-2013 school year in the same conditions as those granted to children of NATO officials (international civilian staff).

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**Admission of Children of UN Staff to the Brussels European Schools – 2013-03-D-3-en-2**

The Board of Governors agreed on the enrolment of children of UN staff at the Brussels European Schools under the same conditions as children of NATO civilian staff as from the 2014-2015 school year.

6. **Admission to the Brussels European Schools of children of officials seconded to the permanent missions to the European Union of countries which are in the process of accession to the European Union – 2011-09-D-56-en-4**

The Board of Governors approved the following:

- the granting, on a transitional basis, to children of national officials seconded – thus excluding locally recruited staff – to the permanent missions or delegations of the candidate States that had completed negotiations and had been given an accession date a status equivalent to Category I status for the purposes of their schooling in the European Schools, with their enrolment in one of the existing language sections, but with the following caveats:
  - there would be no tuition in mother tongue as long as the instruments of accession to the Convention defining the Statute of the European Schools had not been deposited with the Luxembourg government.
  - this decision was applicable only to countries which had finalised their negotiations, in the case in point, Croatia, for which an accession date had been set.
  - Croat children would be enrolled as category I children in the Anglophone, Francophone and German-speaking sections at the Brussels IV School as from September 2012, in accordance with the provisions of the enrolment policy in force for the 2012-2013 school year and those of the General Rules of the European Schools as far as the choice of language section was concerned.
  - In the case of Brussels, as classes S4-S7 would not yet exist at Brussels IV in 2012, pupils for whom enrolment might be requested in one of those four secondary year groups would be referred to the Brussels I School (Uccle).
  - In Luxembourg, the Croat pupils would be enrolled at the Luxembourg II School.

E. **CAPACITY OF THE EUROPEAN SCHOOLS**

The Board of Governors endorsed the Steering Group’s proposal on the capacity of the four Brussels Schools, namely:

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283 Decisions of the Board of Governors, 6-8 December 2011, page 12
284 Decisions of the Board of Governors of 16-18 April 2013, page 12
Brussels I (Uccle): 3100
Brussels II (Woluwé): 2850
Brussels III (Ixelles): 2650
Brussels IV (Laeken): 2800,

making a total capacity of 11,400 pupils.

As the Board of Governors had approved the written procedure, a letter would be sent to the European Commission requesting that the audit procurement procedure be terminated.

1. **Situation of enrolments in Brussels for the beginning of the 2010-2011 school year – Additional premises requirements – 2010-D-323-en-1**

For the beginning of the 2010-2011 school year, the Board of Governors endorsed the principle of creation of a secondary year 2 class in the French section (S2 FR) of the Brussels IV School if it proves necessary.

### F. GENERAL RULES OF THE EUROPEAN SCHOOLS


The Board of Governors, which took note of the need to update the General Rules of the European Schools, approved the proposals for amendments appended hereto, with a minor amendment to the proposal for Annex I, pertaining to the Rules for setting the school year calendar. It recommended their entry into force with immediate effect, except for Article 56, the proposed amendments to which would enter into force on 1 September 2014.
CHAPTER XIII

STRUCTURE OF STUDIES

A. RELEVANT PROVISIONS OF THE CONVENTION

Article 3 of the Convention defining the Statute of the European Schools establishes the basic principles of the structure of the European Schools.

B. DECISIONS OF THE BOARD OF GOVERNORS CONCERNING THE STRUCTURE OF THE EUROPEAN SCHOOLS


The Board of Governors approved these documents, which would be published on the website: www.eursc.org

2. 1st, 2nd and 3rd years

Objectives of the observation cycle

Duration

The observation cycle would extend over the first three years of the secondary section.

Objectives

- to consolidate the knowledge already acquired;
- to provide pupils with a basic grounding permitting them to continue their studies;
- to train pupils in the development of independent working methods;
- to educate pupils to become responsible young citizens of Europe;
- to establish this first period of secondary education as an indispensable coherent unit forming a basis for the continuous observation of pupils, their progressive development towards maturity, their strong points, their capacities, potential and limits, with a view to preparing and facilitating subsequent guidance processes;
- to ensure that the pupil is in a position, if necessary, to re-enter his/her national education system under satisfactory conditions;
- to ensure a smooth transition on the one hand between the last year of primary school and the first year of the observation cycle and on the other between the third year of the observation cycle and the first year of the pre-specialisation cycle;
- to alleviate social and cultural difficulties by means of various processes: differentiated teaching as far as possible, extra tuition in the three basic subjects, catching-up classes in foreign languages for new pupils entering the School and a series of options in the third year.

Means

- The syllabuses for the first three years of this cycle are common to all pupils, with the exception of possible options in third year.
- The third year is a crucial year: it serves both for purposes of the continuous observation of the pupil and for his/her preparation for the pre-specialisation cycle.
- Teachers in the observation cycle classes should take the pupil’s personality into consideration as much as possible.
- In those subjects which are suitable individualised and group teaching should be applied.
- In the third year, optional classes (complementary courses) should be established in Language...
2 and, where appropriate, in the language of the host country, particularly for those pupils who are planning to move to a school system offering different courses of study from those offered by the European School - these classes being solely for those pupils who have not chosen Latin.

- Extra tuition should be introduced for those pupils who need it in the following three subjects: basic language, Language 2 and mathematics.
- Catching-up classes should be introduced for those pupils who have recently arrived at the School and who are beginners in one of the working languages.

**Description of the measures adopted for the first three years of the secondary section (observation cycle) on 25 April 1990**

**a. First year secondary only**

**Basic language**
The number of periods increases from five to six.
The sixth hour ensures that tuition in first year comprises some 30 extra periods.
The extra hour is designed to remedy, in the framework of the existing syllabus, the current situation, where a fairly high proportion of pupils show marked weaknesses in their command of the main language.
This means that the aim of the additional tuition is to enhance pupils’ knowledge, ability and rapidity in their main language, as well as to ensure greater homogeneity.
It is emphasised that:
- the sixth hour should not be conceived of as a catching-up class;
- the extra lessons should not lead to an increase in the amount of homework given weekly;
- the number of written tests should not increase either.

**b. First, second and third years secondary**

**Extra tuition**
Reduction from 20 to 15 for the number of pupils required per class/group for the creation of these classes.

**c. Second year secondary only**
In this year emphasis should be placed on the need to consolidate knowledge of Language 2, so that these pupils are better prepared for its use as a working language.
Account should be taken of the following instructions in particular:
As from second year secondary frequent discussions between Language 2 teachers and human science teachers are necessary.
From second year secondary onwards Language 2 teaching should include an introduction to the vocabulary and style which would be useful for history and geography courses.
This involves, in particular, familiarising pupils with the elementary vocabulary specific to these two subjects and emphasising means of expression enabling them to argue, to define concepts and to explain orally representations in graphic form.
Texts connected with historical or geographical topics may be studied in class; there is obviously no question, however, of anticipating the teaching proper of the third year human sciences syllabus.
The primary aim of study of this sort of text should be consolidation of the process of learning to read, and in this context it is particularly important that pupils should learn to use methods and means enabling them to work out the meaning of unknown words.
Reading these texts may also help to familiarise pupils with important components of the terminology specific to human sciences, for instance by means of a notebook of basic vocabulary.
to be produced by the pupil during lessons.

d. **First and second years**  
One hour of Information Technology is compulsory.

e. **Second and third years**  
*Complementary activities (optional):*  
One hour per week.  
Only activities of an artistic or technical nature would be created in future.  
In third year, an introduction to the handling of computers is recommended.

f. **Third year secondary only**

f.1. **Human sciences**  
Instructions concerning this subject.  
As far as possible, the Language 2 and human sciences groups should be the same in third year.  
Provision should also be made for all other means likely to ensure greater continuity between these courses.  
Teachers of human sciences must take care to gear the pace of work and the requirements to the linguistic level of pupils aged 13 to 14. They would encourage them to speak the foreign language, while avoiding too rigorous attention to grammatical and stylistic accuracy.  
Written work must be directed in such a way as to develop simplicity and clarity in pupils’ writing, and homework must be so conceived that it enables all pupils, including those who are the weakest linguistically speaking, to display their knowledge of human sciences.

f.2. **Integrated science**  
Arrangements must be made to ensure adequate teaching of both physics and the chemistry/biology course.  
To ensure that the teachers have the required qualifications in the two subjects and to offer equal opportunities in the study of science in fourth year, the Board of Inspectors is introducing the following provisions:

- In the first and second years, the four periods of integrated science should be taught by the same teacher.
- In third year, the four periods of integrated science may be taught either by one teacher or by two teachers, one handling the ‘biology and chemistry’ part of the syllabus (two periods). In the latter case, the two teachers must work in close cooperation with one another and reach agreement on a single overall mark.
- The syllabus drawn up for the three years would be divided year by year and commented on. This measure is also essential for other reasons.
  - in certain Schools the integrated science teachers are not the same from the first to the third year;
  - new teachers have difficulty in ascertaining which parts of the syllabus have been covered by their predecessor;
  - very often divided classes are regrouped and in the new class the pupils have not all had the same part of the syllabus;
  - pupils who change Schools may well not find the continuity needed in covering the syllabus.
f.3. *Choices other than Latin in third year*\(^{290}\)

The Board of Governors decided that to enable pupils who do not choose Latin to have other choices available to them each School would make the following arrangements:

- A specific time credit is made available to each School. This credit is calculated on the basis of the number of pupils who do not follow the Latin course. The School should have one period a week per group of ten pupils.
  
  (Example: 34 pupils do not follow the Latin course. The School would have 34:10 = 3.4 periods a week).

- For the courses to be organised in pedagogically sound fashion, the minimum allocated to each School would be three periods.

**Result of this decision**

The calculations below correspond to a survey carried out by each of the Heads for the 1990-91 school year (by way of an example):

<table>
<thead>
<tr>
<th>School</th>
<th>Pupils</th>
<th>Credit</th>
<th>Periods</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bergen</td>
<td>22</td>
<td>2.2</td>
<td>3</td>
<td>(X)</td>
</tr>
<tr>
<td>Brussels I</td>
<td>109</td>
<td>10.9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Brussels II</td>
<td>32</td>
<td>3.2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Luxembourg</td>
<td>65</td>
<td>6.5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Culham</td>
<td>9</td>
<td>0.9</td>
<td>3</td>
<td>(X)</td>
</tr>
<tr>
<td>Karlsruhe</td>
<td>28</td>
<td>2.8</td>
<td>3</td>
<td>(X)</td>
</tr>
<tr>
<td>Mol</td>
<td>14</td>
<td>1.4</td>
<td>3</td>
<td>(X)</td>
</tr>
<tr>
<td>Munich</td>
<td>38</td>
<td>3.8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Varese</td>
<td>14</td>
<td>1.4</td>
<td>3</td>
<td>(X)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>41</strong></td>
<td></td>
</tr>
</tbody>
</table>

3. **4th and 5th years**\(^{291}\)

The structure and organisation for the 4th and 5th years of the secondary section were approved by the Board of Governors on 18 and 19 December 1979.


\(^{290}\) ARB, 23-24 April 1991, page 2

\(^{291}\) ARBG I, 18-19 December 1979, pages 41 and 42
4. **6th and 7th years**\(^{292}\)

The structure and organisation for the 6th and 7th years of the secondary section were approved by the Board of Governors on 29 and 30 October 1991.


5. **Shorter leaving course**\(^{293}\)

The Board of Governors decided to introduce a shorter leaving course which would be taught over the 4th and 5th years.

Pupils successfully completing this course would receive a diploma recognised by the Member States.

The 4th class of this shorter leaving course was opened in September 1971 at the European Schools in Mol and Varese and in September 1973 at the European School in Luxembourg.\(^{294}\)

The Board of Governors authorised the opening at Brussels I of the 4th year of the shorter leaving course in the Danish section during the 1984-85 school year and the 5th year of the shorter leaving course in the Danish section in the 1985-86 school year.\(^{295}\)

6. **Distance Learning (2003-D-302-en-3)**\(^{296}\)

The Board of Governors approved the document and implementation of the pilot projects from September 2003.

7. **i-Class (2003-D-58-en-3)**\(^{297}\)

The Board of Governors unanimously approved the European Schools’ involvement in the i-Class project.

8. **External evaluation of the proposal for reorganisation of the structure of studies for secondary years S4-7: financial aspects (2014-02-D-33-en-3)**\(^{298}\)

The Board of Governors decided:

- to approve the increase in the maximum amount earmarked for external evaluation of the proposal for reorganisation of studies for years S4 to S7, thus bringing it to €112 500;
- to approve use of the restricted procedure, without publication in the Official Journal, and the planning set out in point III of the document;
- to mandate a working group which would be charged with acting on the inception and interim reports received from the external evaluators selected and, in particular, with confirming that the reports submitted by the evaluators fulfil the conditions indicated in the specifications.

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\(^{292}\) ARBG, 29-30 October 1991, pages 2 to 7

\(^{293}\) ARBG, 12-13 May 1969, pages 34 to 37

\(^{294}\) ARBG, 13-14 May 1971, page 51 and ARBG, 7-8 December 1972, page 50

\(^{295}\) ARBG, 24-25 May 1984, page 43

\(^{296}\) Decisions of the Board of Governors, 6-8 May 2003, page 7

\(^{297}\) Decisions of the Board of Governors, 26-28 January 2004, page 7

\(^{298}\) Decisions of the Board of Governors, 8-10 April 2014, page 14
The working group’s composition would be as follows:

- The Deputy Secretary-General
- A representative of the European Commission
- Two representatives of the Inspectors appointed by the Board of Inspectors (Secondary)
- A representative of the parents
- A representative of the teaching staff
- A representative of the Directors
CHAPTER XIV

TIMETABLES

A. RELEVANT PROVISIONS OF THE CONVENTION

See Article 11.1 of the Convention defining the Statute of the European School.

B. NURSERY

The Board of Governors approved the document submitted by the Teaching Committee (Primary) setting out the Nursery children’s timetable (96-D-241):

The teaching timetable for nursery school children is 25.30 hours, breaking down into 20 hours for learning activities and 5.30 hours for recreational activities of an educational nature and snack time. Activities should be evenly distributed throughout the day and the five-day school week to produce a balanced timetable. The School as an education system is therefore responsible for the children for these 25.30 hours, plus reception time.

At the Director’s proposal, the Administrative Board decides on the application of the timetable and management of the consequences which may be entailed locally.

C. PRIMARY SCHOOL

Primary school harmonised timetable

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years 1 and 2</th>
<th>Years 3, 4, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue</td>
<td>8 hours</td>
<td>6 hours 45</td>
</tr>
<tr>
<td>(SWALS L1)</td>
<td>(2 hours 30)</td>
<td>(3 hours 45)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 hours</td>
<td>5 hours 15</td>
</tr>
<tr>
<td>Language 2</td>
<td>2 hours 30</td>
<td>3 hours 45</td>
</tr>
<tr>
<td>Music</td>
<td>5 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery of the World</td>
<td>1 hour 30</td>
<td>3 hours</td>
</tr>
<tr>
<td>European Hours</td>
<td></td>
<td>1 hour 30</td>
</tr>
<tr>
<td>Religion/Ethics</td>
<td>1 hour</td>
<td>1 hour 30</td>
</tr>
<tr>
<td>Recreation</td>
<td>3 hours 30</td>
<td>2 hours 30</td>
</tr>
<tr>
<td>Total</td>
<td>25 hours 30</td>
<td>27 hours 15</td>
</tr>
<tr>
<td>ONL - Irish/Maltese*</td>
<td>1 hour 30</td>
<td>1 hour 30</td>
</tr>
<tr>
<td>ONL - Finnish/ Swedish*</td>
<td>1 hour 30</td>
<td></td>
</tr>
</tbody>
</table>

*ONL is taught during the school year day

- The amount of teaching time per week of each subject is shown in hours and no longer in periods.
- A total amount of time is allocated to Music, Art and Physical Education in order to create more flexibility. Schools can decide to focus on certain subjects in consecutive periods. Nevertheless, weekly sports lessons should be scheduled for each class.
- The teaching content of the different subjects is defined by each syllabus, however where possible a more cross-curricular approach should be adopted.

299 Decisions of the Board of Governors, 30 - 31 January 1996, page 5, and 12-14 April 2011
301 Decisions of the Board of Governors, 12-14 April 2011. The decisions entered into force as from 15 April 2011
• Music, Art and Physical Education could be taught in multilingual groups.
• The expertise of specialist class teachers or of subject teachers, especially in the field of Music, Art and Physical Education, should be used within and across the sections.
• The schools have responsibility for organising the timetable in such a way that minimum time loss is guaranteed and balanced teaching of all subjects can be ensured.

Pedagogical guidelines for European Hours
The Policy and Objectives of European Hours are laid down in Document 2001-D-85.302

D. SECONDARY SCHOOL

1. First three years

All lessons in the secondary cycle are of 45 minutes’ duration.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue (L1)</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>L2</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>L3</td>
<td>-</td>
<td>3 (a)</td>
<td>3 (a)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Religion or Ethics</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Human Sciences</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Latin (optional)</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>2</td>
<td>2 (b)</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>2 (b)</td>
</tr>
<tr>
<td>Information and Communication</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Technologies (ICT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complementary activities (photography,</td>
<td></td>
<td>1 (c)</td>
<td>2 (c)</td>
</tr>
<tr>
<td>watercolours, computing, technology,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of periods per week         | 32     | 33 or 34| 31, 33 or 35 |

It should be noted that:

a. Pupils may choose from among the official languages of the European Schools one which they have not yet studied.

b. Human sciences could be taught by two different teachers working in close collaboration.

c. Pupils taking Latin must drop education in plastic and graphic arts or music or
complementary activities so as not to exceed 35 periods a week.

d. First year pupils will choose an artistically-oriented complementary activity which will
supplement either the art or music course, such as singing, playing music, plays (role
playing, drama), dancing (folk dances) and handicrafts.303

e. Complementary activities are optional in the second and third years. Pupils should be able
to choose between artistically and technically-oriented courses. In the third year it is
recommended that pupils be offered adequate preparation for using computers.

302 Decisions of the Board of Governors, 24-25 April 2001, page 3
303 ARBG, 24 -25 April 1989, page 14
REMARKS

a. Each period will be 45 minutes. There will be a five-minute break between periods in order to ensure smooth operation.

b. For complementary activities, pupils in the different language sections and in the second and third years will be grouped. These activities will be given in a working language.

c. Classes in physical education, education in plastic and graphic arts and music should be given in a working language.

d. The Board of Governors decided that the additional teaching resulting from the above timetable will not be covered by the creation of new posts, but by overtime or part-time/locally recruited teachers.

e. The Board of Governors decided that Irish should be made available as Language 2I for those pupils who might so wish and that for those Irish pupils who prefer to choose another Language 2, Irish should continue to be available as an extracurricular subject, supplementary to the normal timetable. Only one course will, however, be established for these two categories of pupils. This course will be the continuation of the Irish taught in the nursery section, the primary section and the first year of the secondary section. 304

f. Information Technologies 305

g. The Board of Governors decided to adopt programme 2000-D-218.

2. 4th and 5th years 306

2.1. Organisation of classes

Each pupil will have to take 31 to 35 periods per week. The scheme shown below is made up of 27 to 29 periods of core subjects, common to all pupils, plus 4 to 8 option periods. For the latter, pupils have to choose from six subjects. The same timetable will apply in both the 4th and the 5th years:

**CORE SUBJECTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion/ethics</td>
<td>1</td>
</tr>
<tr>
<td>Language 1*</td>
<td>4</td>
</tr>
<tr>
<td>Language 2*</td>
<td>3</td>
</tr>
<tr>
<td>Language 3*</td>
<td>3</td>
</tr>
<tr>
<td>Physical education</td>
<td>2</td>
</tr>
<tr>
<td>Human sciences</td>
<td></td>
</tr>
<tr>
<td>(a) History</td>
<td>2</td>
</tr>
<tr>
<td>(b) Geography</td>
<td>2</td>
</tr>
<tr>
<td>Natural science</td>
<td></td>
</tr>
<tr>
<td>(a) Biology</td>
<td>2</td>
</tr>
<tr>
<td>(b) Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>(c) Physics</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 periods or 6 periods</td>
</tr>
</tbody>
</table>

Minimum: 27 periods
Maximum: 29 periods

* Throughout the whole of the school career, except for 6th and 7th years, the following terms will henceforth be used to describe the languages taught:

L1 Basic language
L2 1st foreign language, studied from first year primary onwards

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304 ARBG I, 19-20 May 1983, page 1
305 Decisions of the Board of Governors, 26-27 October 1999
306 ARBG I, 18-19 December 1979, pages 41 to 43
L3 2nd foreign language, begun in second year secondary
L4 3rd foreign language, begun in fourth year secondary

OPTIONS

<table>
<thead>
<tr>
<th>Language</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language 4</td>
<td>4</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
</tr>
<tr>
<td>Economic and social sciences</td>
<td>4</td>
</tr>
<tr>
<td>Plastic arts</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments

a. Language lessons will be given across the whole year, and will not be organised separately for each of the language sections. To give an example, in the 4th year, there will be one Dutch as L3 course, which all pupils wishing to take this subject will attend, irrespective of their language section. Pupils of all nationalities will therefore join up for these lessons.

b. The subject social studies and ethics will be integrated into both history and geography lessons, particularly the former.

2.2 Six-period mathematics course in 4th and 5th years

A pupil who has chosen the 6-period mathematics course at the beginning of 4th year and who realises that he has made the wrong choice and that his chances in this course are practically zero may opt for the 4-period mathematics course with the agreement of the Director and the Class Council. This change must be made before the end of the first semester of the current school year.

A pupil who has chosen the 6-period mathematics course in 4th year and who is promoted to 5th year taking account of the mark obtained in the 6-period mathematics course may opt at the beginning of 5th year to take the 4-period mathematics course with the approval of the Director and the Class Council. The minimum number of courses taken by the pupil must amount to 31 or more periods per week. The two periods given up cannot be replaced by another course.

2.3 Exceeding the maximum 35 periods

While schools should continue to organise their timetables on the basis of a notional maximum of 35 periods per week per pupil, nevertheless, as an exception, pupils are allowed, with the approval of the directorate, to have more than 35 periods per week if they wish to attend other existing courses which can be combined with their personal timetable.

3. 6th and 7th years

Introduction

Following a period of evaluation over the years 1983-90 and aided by an inquiry among schools, parents and students, the Board of Governors has adopted modifications, with the intention of meeting better the interests of students and the demands of today’s world. The main objectives are inspired by a concern to create for the final two years a system of studies

- better geared to the requirements of present-day society
- more flexible as regards the choice possibilities
- more balanced as regards the time allocated to the different subjects
- easier for 5th year pupils and their parents to understand
- financially neutral.

307 Decisions of the Board of Governors, 17-18 April 2007, page 8
308 ARBG I, 29-30 October 1991
3.1. The fundamental features of the reformed structure operative since 1983 are retained and the best of the system kept.

A student’s programme still comprises:

- compulsory courses in first language, first foreign language, maths, a science, history, geography, philosophy, religion/ethics and PE, plus
- two or more option courses from a range which includes advanced first language, first foreign language, maths, and can include
- complementary (additional) courses, in particular the ‘service’ courses in the laboratories and computing.

Total programmes are maintained within the bracket 31-35 lessons. The Class Council can in exceptional cases authorise a pupil to choose 36 periods.

3.2 Important advantages are gained by the new layout:

- Students’ prescribed timetable is reduced from 21-23 lessons to 13-15 (first Language, first foreign language, maths, religion/ethics, PE) and in consequence
- Students have more flexible choice as to levels of work (lower, higher, advanced or additional) in the rest of their programme and
- All major option courses (page 5, col. 3) are given equal representation, at 4 lessons, preparatory to university entrance, in addition to opportunities for advanced courses in the basic disciplines of first language, first foreign language and maths.
- Chemistry and biology escape their anomalous position (3 1/2 lessons average over two years) and become 4 lesson options alongside physics and all other options.
- Bringing Latin, Greek and economics into line with all other options increases the flexibility of combination open to students.
- Advanced history, geography and philosophy courses are no longer awkwardly built on basic courses but become full and independent pre-university options with four lessons.
- Music and art rise from peripheral, complementary status to become full pre-university options.

Quite obviously, a change in the number of weekly periods in a subject automatically leads to adaptation of the programme.

These adjustments allow better balanced and more varied programmes of study because of more effective timetabling.

3.3 Structure of years 6-7

Choice of subjects, general rules:

- overall programme: min. 31 hrs, max. 35 hrs.
- columns 1-4: minimum 29 hrs
- column 3: minimum-maximum 2-4 x 4 hrs options.
<table>
<thead>
<tr>
<th>COMPULSORY SUBJECTS</th>
<th>OPTIONS</th>
<th>COMPLEMENTARY SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>First lang. 4h</td>
<td>Biology 2h</td>
<td>Latin 4h</td>
</tr>
<tr>
<td>First for. lang. 3h</td>
<td>History 2h</td>
<td>Greek 4h</td>
</tr>
<tr>
<td>Maths 3 3h</td>
<td>Geography 2h</td>
<td>Philo 4h</td>
</tr>
<tr>
<td>or</td>
<td>Philosophy 2h</td>
<td>2nd foreign lang. 4h</td>
</tr>
<tr>
<td>Maths 5 5h</td>
<td></td>
<td>3rd foreign lang. 4h</td>
</tr>
<tr>
<td>Rel./Ethics 1h</td>
<td></td>
<td>History 4h</td>
</tr>
<tr>
<td>PE 2h</td>
<td></td>
<td>Geography 4h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics 4h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physics 4h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry 4h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology 4h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art 4h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music 4h</td>
</tr>
</tbody>
</table>

| Column 4             | Column 5               |
| Advanced first       | Labo – Physics 2h      |
| language 3h          | Labo – Chemistry 2h    |
| Advanced first       | Labo – Biology 2h      |
| foreign lang. 3h     | Computing 2h           |
| Advanced maths       | Elementary economics 2h|
| 3h                   | Sociology 2h           |
|                     | Art 2h                 |
|                     | Music 2h               |
|                     | Sport 2h               |
|                     | etc.                   |

Total: 13-15h        Total: 0-8h

These courses must be taken if not chosen in col. 3.
Bio is compulsory unless Ph. or Chem. or Bio is chosen in col. 3.

If an option course cannot be created in a language section’s basic language, offering it either in the working/vehicular language of the pupils concerned or in the language of the School’s host country should be envisaged.

3.4. Organisation of classes

a. Pupils’ timetables must comprise at least 31 periods and not more than 35.
b. If after choosing at least two of the options pupils’ timetables have reached 31 periods, they are not obliged to take any additional courses.
c. If, at the end of the 6th year, pupils wish to drop one of their options or additional courses, they may only do so if the following conditions are met:
   - their timetables comprise at least 31 periods
   - two options are still being studied.
d. At the beginning of the 6th year, pupils cannot normally choose a subject which they have not taken in the 4th and 5th years. However, this rule may be waived by the Director and the teachers concerned if pupils can provide proof that their background in the subject is sufficient for them to follow it successfully in the 6th and 7th years. The Board of Inspectors shall be informed of the derogations granted by the Schools.
e. Pupils cannot continue to study a subject in the 6th year if their results show that they have not been following it satisfactorily in the 4th and 5th years.
When they begin the 6th year, pupils normally choose the languages which they will offer in the Baccalaureate examination. These languages will be known as the 1st, 2nd and 3rd foreign languages.

The list of additional courses is not exhaustive. If a School has ideas for other subjects (for example, health education or computing) it must make a request to the Board of Inspectors, which must reach the latter before 31 January for application in the following September. Requests must be accompanied by a detailed syllabus covering two periods a week over two years.

The former subject, social studies and civics, must be integrated into history and geography teaching.

Additional courses will be taught in the working languages or, if this is not possible, in the language of the host country.

In practice, it will be left to each School, working with the school community, to offer pupils the choice of several rational combinations depending on actual possibilities and in the pupils’ best interests from the point of view of their future studies.

In order to choose the 5-period mathematics course at the start of the 6th year, pupils need not necessarily have followed the 6-period mathematics course in their 4th and 5th years.

The advanced mathematics course of 3 periods is only intended for pupils who are taking the 5-period compulsory mathematics course.

When choosing their options and additional courses, pupils may combine any of the disciplines which attract them, but teachers should give them advice in order to assist them in their choice.

Change in pupils’ choice of subjects

The Board of Governors approved changes in choices of subjects in 6th and 7th year secondary.

Beginning of 6th year

Pupils entering 6th year will have made their choice of courses before the school holidays so as to enable the Schools to organise courses for the following school year.

• The School may allow a change in choice of subjects at the beginning of the school year if this change does not lead to any reorganisation of classes, i.e. if the change relates to a course which has already been provided for.
• Under no circumstances may a pupil give up a course at the beginning of 6th year which has been organised for the minimum number of pupils required.
• A pupil who changes Schools between 5th and 6th years must select his/her subjects from among those offered in the new School. The new School is not required to organise a course which was not originally planned simply because the pupil has opted for this course in the previous School.
• No changes in the courses selected will be accepted after the beginning of 6th year.

All changes of this nature are to be reported to the Board of Inspectors. The current provisions concerning the European Baccalaureate have to be respected.

Where a Director finds that the choice of and the dropout rates for additional courses in 6th year may lead to abuse, he/she is entitled to insist that these courses may not be dropped at the end of 6th year.

3.5 Pupils repeating 6th year

A pupil repeating 6th year is in the same position as a pupil entering the School in 6th year and has to make his/her choice from among the subjects offered to him/her. The School is not required to organise a course which the pupil had chosen for the previous

309 ARBG, 31 January & 1 February 1989, page 1
310 ARBG, 31 January & 1 February 1989, page 7
year if the number of pupils choosing this course is insufficient for it to be set up.

b. A pupil repeating 6th year and changing Schools must make his/her choice from among the courses offered by the new School.

3.6 Pupils repeating 7th year

The School must provide for pupils who have failed the Baccalaureate the option courses which they chose in the previous year.

3.7 Pupils’ choices of courses – special cases

Exemption from attendance

a. Physical education classes are compulsory. A pupil who is exempted from attending them (medical certificate) may not follow an option course or an additional course in their place.

b. The minimum number of periods which a pupil who is exempted from physical education classes must choose is 29, the maximum number of periods which he may choose is 33.

c. Calculation of the mark (Handbook 8.16)

* If a pupil is absent from physical education classes on exemption grounds during the first term the class mark for this subject for the second half-year will be doubled.

** If a pupil is absent from physical education classes on exemption grounds during both half-years, the number of subjects to be used in calculating the preliminary mark will not be ‘u’ but (u - 1) (Decision of the Board of Inspectors).

Exceeding the maximum 35 periods

While schools should continue to organise their timetables on the basis of a notional maximum of 35 periods per week per pupil, nevertheless, as an exception, pupils are allowed, with the approval of the directorate, to have more than 35 periods per week if they wish to attend other existing courses which can be combined with their personal timetable.

4. Shorter leaving course - 4th and 5th years

a. In general

<table>
<thead>
<tr>
<th>Courses common to pupils taking the long course and the shorter course</th>
<th>Courses for pupils taking the shorter course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue</td>
<td>4 hours</td>
</tr>
<tr>
<td>Language 2</td>
<td>3 hours</td>
</tr>
<tr>
<td>Language 2I</td>
<td>3 hours</td>
</tr>
<tr>
<td>History</td>
<td>-</td>
</tr>
<tr>
<td>Geography (in WL)</td>
<td>1½ hours</td>
</tr>
<tr>
<td>Economic geography (in WL)</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
</tr>
<tr>
<td>Physical education</td>
<td>2 hours</td>
</tr>
<tr>
<td>Music</td>
<td>1 hour</td>
</tr>
<tr>
<td>Options*</td>
<td>-</td>
</tr>
<tr>
<td>Religion or Ethics</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15½ hours</td>
</tr>
</tbody>
</table>

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311 Decisions of the Board of Governors, 17-18 April 2007, page 8
312 ARBG, 2 -3 December 1969, pages 29 and 30, ARBG, 13-14 May 1971, pages 50 and 63, and ARBG, 7-8 December 1971, page 38
* Pupils may choose between the following groups:

**Group 1:**
- Geometric drawing: 2 hours
- Notions of technology: 2 hours
- Handicrafts: 2 hours

**Total:** 6 hours

**Group 2:**
- Accounting + commercial arithmetic: 2½ hours
- Typewriting: 2 hours
- Shorthand: 2 hours
- Commercial correspondence: 1 hour

**Total:** 7½ hours

**Group 3:**
- Child care: 2 hours
- Domestic science: 2 hours
- Art: 2 hours

**Total:** 6 hours

Pupils may not pick subjects from different groups. In principle the choice made at the beginning of 4th year commits pupils for the last two years.

If the organisation of courses so permits, pupils may choose a subject from another group as an optional extra.

**b. On an experimental basis**

The Board of Governors decided that in the Danish language section of the European School, Brussels I, the following structure for the shorter leaving course would be applied, on an experimental basis, in the 4th year during the 1984-85 school year and in the 5th year during the 1985-86 school year:

<table>
<thead>
<tr>
<th>Courses common to pupils taking the long course and the shorter course</th>
<th>Courses for pupils taking the shorter course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory subjects</strong></td>
<td></td>
</tr>
<tr>
<td>Mother tongue</td>
<td>4 hours</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>Integrated science</td>
<td>-</td>
</tr>
<tr>
<td>Language 2</td>
<td>3 hours</td>
</tr>
<tr>
<td>History and civics (in MT)</td>
<td>-</td>
</tr>
<tr>
<td>Physical education</td>
<td>2 hours</td>
</tr>
<tr>
<td>Religion/Ethics</td>
<td>1 hour</td>
</tr>
<tr>
<td>Art and/or Music</td>
<td>2 (4) hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12 or 14 hours</strong></td>
</tr>
</tbody>
</table>

| Optional classes*                                            |                                          |
| History/Geography                                            | 4 hours                                  |
| Language 3                                                   | 3 hours                                  |
| Data processing                                              | -                                        |
| Typing                                                       | -                                        |
| Electronics                                                  | -                                        |
| **Total**                                                    | **9 or 11 hours**                        |

**Notes:**
- ARBG, 24-25 May 1984, pages 43 and 44, and ARBG, 18-19 April 1985, page 11
* A pupil must choose a minimum of two options and cannot choose more than three.

** When setting up optional courses, care should be taken that the total of courses intended especially for pupils in the shorter leaving course does not exceed 15 hrs.

The Board of Governors decided that the 4th and 5th years of the shorter leaving course in the Dutch section of the European School, Luxembourg would be organised on the basis of the above structure: for the 4th year during the school year 1985-86 and for the 5th year during the school year 1986-87.

Pending a statement by the Board of Governors on the possible extension of the experiment to other language sections and to other Schools, the structure set out under (a) above should be maintained in those Schools which had already received from the Board of Governors authorisation to set up a shorter leaving course.

The criteria relating to the creation, grouping and division of classes laid down by the Board of Governors in May 1967 must be applied to the shorter leaving course.

c. No School has opened a shorter leaving course class since 1986. The structure has not, however, been abolished.
CHAPTER XV

SYLLABUSES

A. RELEVANT PROVISIONS OF THE CONVENTION

See Article 11.1 of the Convention defining the Statute of the European Schools.

B. STRUCTURING OF SYLLABUSES

The Board of Governors\textsuperscript{314} approved the following procedure for the revision of syllabuses:
The Inter-School Subject Committees would produce proposals for submission to the Boards of Inspectors and then to the Board of Governors.
The Board of Governors\textsuperscript{315} approved the following document (1999-D-109) to enter into force immediately:

1. Introduction

The structure of syllabuses is modelled on the following standard pattern, which may be differentiated and extended depending on the subject:

1.0 Objectives
1.1 General objectives (identical for all subjects)
1.2 Subject-specific objectives
2.0 Content (knowledge, skills, and abilities)
3.0 Methodology (proposals for ways of teaching and use of materials and media)
4.0 Assessment of learning outcomes
4.1 Functions and principles of assessment of learning outcomes (identical for all subjects)
4.2 Participation in class
4.3 Written work/tests
4.4 The Baccalaureate
4.4.1 Baccalaureate written examination
4.4.2 Baccalaureate oral examination

Chapter 1 describes and explains the relevant objectives for each subject:

- In the first section (see 1.1) the general objectives, compulsory for all subjects, are set out. (The text of this section is therefore included in the syllabuses for all subjects.)
- In the second section (see 1.2) the subject-specific objectives are set out, supplementing the ones mentioned in section 1.
- In Chapter 2 the content which should be covered in each subject is set out. This is normally done at three different description levels: broad areas, themes and topics.
- The presentation of teaching content is related to the three curriculum units (Years 1-3, Years 4-5 and Years 6-7).
- Chapter 3 deals with methods of teaching in each subject.
- Chapter 4 deals with assessment of learning outcomes in each subject.
- Section 4.1. contains the general functions and principles of assessment of learning outcomes applicable to all subjects.
- In Section 4.2. rules and advice on assessment of learning outcomes in the ‘participation in class’ area are set out.

\textsuperscript{314} ARBG, 12-13 May 1969, page 33
\textsuperscript{315} Decisions of the Board of Governors, 26-28 January 1999, page 14
Section 4.3. comprises rules and advice on assessment of learning outcomes in the ‘written work/tests’ area.

Section 4.4 comprises provisions for the Baccalaureate examination in each subject. Recommendations and examples for the Baccalaureate written and oral examinations should be appended.

2. **General objectives (points 1.0 and 1.1 of the structuring of syllabuses)**

The secondary section of the European Schools needs to perform the dual task of providing formal, subject-based education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Pupil should learn to describe, interpret, judge and apply their knowledge. Personal development of pupils is done in a range of spiritual, moral, social and cultural contexts. It involves for pupils an awareness of appropriate behaviour, and understanding of the environment in which they work and live and a development of individual identity. In practice these two tasks are inseparable within the school. These two major objectives are developed in the context of a highlighted awareness of European reality, the characteristic feature of which is the richness of European cultures. This awareness and the experience acquired as a result of shared European life should lead to the development in pupils of behaviour showing clear respect for the traditions of each individual country in Europe, while at the same time preserving their own identities.

3. **Assessment of learning outcomes (points 4.0 and 4.1 of the structuring of syllabuses)**

Assessment is both a formative and a summative process. Formative assessment of learning outcomes is an ongoing process. Its purpose is to provide information about pupils' learning. It should also be a basis for pupils' further achievement and plays an important role for pupils, parents or guardians and School in the provision of educational guidance for pupils. Assessment of learning outcomes need not involve the award of a mark reflecting performance in every case and it should not be punitive, but it should evaluate performance. For teachers, the assessment of learning outcomes provides an opportunity to review the objectives, methods and results of their teaching. Summative assessment provides a clear statement of the knowledge and skills possessed by a pupil at a particular point in time.

The following general principles of assessment of learning outcomes should be observed:

- Performance against all the objectives as defined in the syllabus should be assessed. This would be done through the knowledge and skills set out in the syllabus.
- Assessment must relate to work which has been covered in the course.
- All types of work done by the pupil on the course should be a part of the assessment process – e.g. oral and written contributions, class tests, practical work.
- Pupils should be aware of the work to be done and the standards to be achieved in order to attain each level in the assessment scale.
- Pupils should know how their performance compares with other pupils, in the same or other sections. This requires coordination between the teachers of the same and different sections to ensure comparability.
## C. TEXTS OF SYLLABUSES AND DATES OF APPROVAL BY THE BOARD OF GOVERNORS

<table>
<thead>
<tr>
<th>Texts of syllabuses</th>
<th>Dates of approval by the Board of Governors</th>
<th>References</th>
<th>Entry into force</th>
</tr>
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<tbody>
<tr>
<td><strong>NURSERY CYCLE</strong></td>
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<tr>
<td>General introduction to the nursery and primary school curricula</td>
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<td>2004-D-207-en-7</td>
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<tr>
<td>Nursery Education</td>
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<tr>
<td>Bulgarian Language 1 (nursery, primary and secondary)</td>
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<td>2008-D-222-bg-3</td>
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</tr>
<tr>
<td>Czech Language 1 (nursery and primary)</td>
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<td>2009-D-441-cs-3</td>
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</tr>
<tr>
<td>Dutch Language 1 (nursery and primary)</td>
<td>28-29/1/1997</td>
<td>97-D-42</td>
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<tr>
<td>Estonian Language 1 (nursery, primary and secondary)</td>
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<td>2005-D-4410-et-4</td>
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<tr>
<td>Finnish Language 1 (nursery, primary and secondary)</td>
<td>20-21/01/2009</td>
<td>2008-D-5210-fi-4</td>
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</tr>
<tr>
<td>Swedish Language 1 (nursery, primary and secondary)</td>
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<td>2001-D-383</td>
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<td>2004-D-207-en-7</td>
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<tr>
<td>Guidelines for primary education</td>
<td>30-31/01/2007</td>
<td>2006-D-105-en-5</td>
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<td><strong>1. Languages</strong></td>
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<td>97-D-42</td>
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<tr>
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<td>Texts of syllabuses</td>
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<td>2008-D-5210-fi-4</td>
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<tr>
<td>French Language 1 (nursery and primary)</td>
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<td>German Language 1</td>
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<tr>
<td>Italian Language 1</td>
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<td>September 2010</td>
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<tr>
<td>Polish Language 1</td>
<td>21-23/04/2009</td>
<td>2009-D-451-pl-3</td>
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<td>Portuguese Language 1</td>
<td>26-27/1/1993</td>
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<td>Slovene Language 1 (nursery and primary)</td>
<td>30-31/01/2007</td>
<td>2006-D-4810-sl-3</td>
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<td>Spanish Language 1</td>
<td>15-16/04/2008</td>
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<tr>
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2. General education


2014-02-D-14-en-3
<table>
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<th>Texts of syllabuses</th>
<th>Dates of approval by the Board of Governors</th>
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<th>Entry into force</th>
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3. Scientific subjects

<table>
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<th>Subject</th>
<th>Dates of approval by the Board of Governors</th>
<th>References</th>
<th>Entry into force</th>
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<td>ICT</td>
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SECONDARY CYCLE

1. Languages

<table>
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<tr>
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<th>References</th>
<th>Entry into force</th>
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<tr>
<td>Bulgarian Language 1 (nursery, primary and secondary)</td>
<td>20-21/01/2009</td>
<td>2008-D-222-bg-3</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Finnish Language 1 (nursery, primary and secondary)</td>
<td>20-21/01/2009</td>
<td>2008-D-5210-fi-4</td>
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<tr>
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<td>Texts of syllabuses</td>
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<td>Spanish Language 1 (years 1-7)</td>
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<td>Finnish as second national language</td>
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2. Literary subjects

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<tr>
<td>Latin (years 3-7)</td>
<td>22-23/04/1997</td>
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<td>Changes to the Latin syllabus</td>
<td>29-31/1/2002, 1/2/2002</td>
<td>2002-D-522</td>
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<td>Ancient Greek (years 4-7)</td>
<td>28-29/1/2003</td>
<td>2002-D-6710-en-4</td>
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<td>Ancient Greek, 2 periods, for Greek pupils (years 2-5)</td>
<td>1-2/2/2005</td>
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<td>Philosophy 2 and 4 periods (years 6-7)</td>
<td>27-28/01/1998</td>
<td>1998-D-12-en-2</td>
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<td>Human Sciences (years 1, 2 and 3)</td>
<td>28-30/4/2004</td>
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<td>History 2 and 4 period courses (years 6-7)</td>
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<td>Geography (2 periods, years 4-5)</td>
<td>24-25/04/2001</td>
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<td>Geography (2 periods, years 6-7)</td>
<td>JTC 04-05/02/2010</td>
<td>2010-D-411-en-2</td>
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<td>Geography (4 periods, years 6-7)</td>
<td>6-8/5/2003</td>
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<td>Art Education (years 1-7)</td>
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<td>2009-D-579-en-2</td>
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### Texts of syllabuses

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<tr>
<td>Music (years 1-7)</td>
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<td>Physical Education (years 1-7)</td>
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<td>2009-D-96-en-3</td>
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### 3. Scientific subjects

| Mathematics (years 1-3)                 | 22-23/01/2008                              | 2007-D-3310-en-3 |                |
| Mathematics preamble (years 4-7)        | JTC 04-05/02/2010                          | 2010-D-441-en-2 | September 2010  |
| Mathematics – Characteristics of the technological tool (years 4-7) | JTC 04-05/02/2010 | 2010-D-571-en-2 | September 2010  |
| Mathematics 4 periods (year 4)          | JTC 04-05/02/2010                          | 2010-D-581-en-2 | September 2010  |
| Mathematics 6 periods (year 4)          | JTC 04-05/02/2010                          | 2010-D-591-en-2 | September 2010  |
| Mathematics 3 periods (year 6)          | JTC 04-05/02/2010                          | 2010-D-601-en-2 | September 2010  |
| Mathematics 5 periods (year 6)          | JTC 04-05/02/2010                          | 2010-D-611-en-2 | September 2010  |
| Mathematics 5 periods (year 7)          | 17-18/5/2000                               | 2000-D-385     |                |
| Advanced Mathematics 3 periods (year 6) | JTC 04-05/02/2010                          | 2010-D-621-en-2 | September 2010  |
| Advanced Mathematics 3 periods (year 7)  | 93-D-259                                   |              |                |
| Economics (years 6-7)                   | 28-29/1/2003                               | 2002-D-4610-en-4 |                |
| Economics (years 4-5)                   | 21-23/04/2009                              | 2008-D-135-en-3 |                |
## Texts of syllabuses

<table>
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<th>Texts of syllabuses</th>
<th>Dates of approval by the Board of Governors</th>
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<th>Entry into force</th>
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<td>Integrated Science (years 1-3)</td>
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<td>Biology 2 &amp; 4 periods (years 4-7)</td>
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<td>Chemistry (years 4-7)</td>
<td>28-30/4/2004</td>
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<td>Physics (years 4-5)</td>
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<td>ICT</td>
<td>26-27/10/1999</td>
<td>2000-D-218</td>
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</table>

### D. REFORM OF GERMAN SPELLING

The Board of Governors approved the measures to be taken for the introduction of the reform in the primary and secondary sections of the European Schools:

a. The reform of German spelling would be introduced in the European Schools on 1 September 1997. It would apply at all levels from that date. The reform would be phased in, without overtaxing the children.

b. Until 31 July 2005 current spellings would not be labelled as wrong but as outdated and would be replaced by the new spellings when work was corrected. Spellings labelled as outdated would not count for assessment purposes.

c. The Schools would ensure that from the 1997-19998 school year onwards school leavers were suitably informed about the new rules.

d. Teachers in the German-speaking sections of the European Schools would be introduced to the new rules at in-service training courses in spring 1997, for which the Inspectors would take responsibility.

### E. METHODOLOGY TO DETERMINE THE PEDAGOGICAL OBJECTIVES OF THE EUROPEAN SCHOOLS AND TO ENSURE THE SYSTEM’S PEDAGOGICAL DEVELOPMENT – 2011-09-D-54-en-4

The Board of Governors approved the document as a basic framework, the proposals in which sought to rationalise and to guarantee the system’s coherent pedagogical development:

The Boards of Inspectors were expected to

- define the general pedagogical objectives as part of type I schools’ autonomy
- evaluate their implementation;
- ensure the system’s pedagogical development.

It approved the setting up of a joint working group (inspectors) charged with preparing implementation of the methodology for the Boards of Inspectors, with the support and assistance of the Pedagogical Development Unit.
F. LANGUAGES WORKING GROUP: FINAL PROPOSAL (2012-01-D-36-en-5)\textsuperscript{318}

The Board of Governors approved proposal A, concerning the basic proficiency level, with entry into force on 1 September 2013, the proposal being financially neutral.
CHAPTER XVI
EUROPEAN BACCALAUREATE, CERTIFICATES

A. ARRANGEMENTS FOR IMPLEMENTING THE REGULATIONS FOR THE EUROPEAN BACCALAUREATE

Relevant provisions: Article 5 of the Convention defining the Statute of the European Schools and the Regulations for the European Baccalaureate (see website).

1. The Arrangements for implementing the Regulations for the European Baccalaureate appear in Document 2005-D-19-en-1, approved by the Board of Governors.\textsuperscript{319}

2. Regulations for the written and oral examinations in Advanced L2 in the Baccalaureate\textsuperscript{320}
The Board of Governors approved the regulations in January 1999.

3. Proposal concerning the written and oral examination in L2 in the Baccalaureate\textsuperscript{321}
The Board of Governors approved the proposals contained in Document 3812-D-96, which entered into force for the 1999 Baccalaureate sessions.

4. Proposal concerning the written and oral examination in L2, L3 and L4 in the Baccalaureate\textsuperscript{322}
The Board of Governors approved the proposals contained in Document 3912-D-96, which entered into force for the 1999 Baccalaureate sessions.

5. Art as a 4-period option in the Baccalaureate\textsuperscript{323}
The Board of Governors approved the directives for Art as a 4-period option in the Baccalaureate for years 6-7 from the 1997-1998 school year.

6. Report on the 1998 European Baccalaureate\textsuperscript{324}
The Board of Governors agreed that in future summaries of the detailed distribution of marks across the full mark range would be presented. It was also agreed that pass/fail rates should be based on numbers of candidates actually taking the examination and not on those entered. In this way absences, for example, for illness, would not skew the figures unfairly.

7. Marking in the sporting disciplines in 7th year\textsuperscript{325}

7.1 Marking

\textsuperscript{319} Decisions of the Board of Governors, 25-27 April 2005
\textsuperscript{320} Decisions of the Board of Governors, 26-28 January 1999, page 25
\textsuperscript{321} Decisions of the Board of Governors, 28-29 January 1997, page 10
\textsuperscript{322} Decisions of the Board of Governors, 28-29 January 1997, page 3
\textsuperscript{323} Decisions of the Board of Governors, 28-29 January 1997, page 10
\textsuperscript{324} Decisions of the Board of Governors, 26-28 January 1999, page 42
\textsuperscript{325} ARBG, 25-26 November 1986, page 3
After the 1st and 2nd semesters both an A and a B mark must be given.

A MARK
This mark must reflect day-to-day work, taking particular account of:
- attitude
- application
- ability to be a member of a team

B MARK
This mark shows the results of the tests held at the end of each unit of instruction. These tests are purely practical, involving no written work of any kind.

### 7.2 Units of instruction

In the course of the 7th year each pupil (male and female) must go through at least three units of instruction, i.e. take part in at least three different types of sport, depending on the facilities of the School in question. Both individual and team sports must be represented.

Each unit of instruction must consist of at least ten hours of instruction and the tests follow directly upon conclusion of the unit.

### 7.3 Tests

Pupils must be tested in each type of sport in which they have taken part, i.e. there must be at least three tests per pupil in the course of the school year.

**Tests in individual sports (including fitness tests)**

Measurable and assessable performance would be graded and, where this is possible – particularly in games involving the return of a hit ball – so would technique.

For grading in track and field events, swimming and fitness tests the use of tables may be useful. However, the following should be borne in mind:

- There should be no automatic transposition of gradings as given in the table into European school gradings.
- In any given School all teachers must use the same tables.
  - If the sports referred to below are represented, the tests must contain the following minimum requirements:
    - Track and field: Triathlon (throwing, jumping, running)
    - Apparatus work: Three exercises (horizontal or parallel bars, horse, mat)
    - Swimming: Two styles of swimming

**Team sports test**

Marks will be given for technical skill and individual and group tactics in practice and match situations.

8. **Payment of experts and external examiners: 2001-D-563**

9. ** Allowance for the Chairman and Vice-Chairmen of the European Baccalaureate: 1512-D-2001**


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326 [Decisions of the Board of Governors, 24-25 April 2001](https://example.com), page 3
327 [Decisions of the Board of Governors, 29-31 January & 1 February 2002](https://example.com), page 3
328 [Decisions of the Board of Governors, 21-23 April 2009](https://example.com)

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2014-02-D-14-en-3
The Board of Governors approved remote correction, using photocopies, of the written papers, starting this school year (2009 European Baccalaureate session).

10.1 Baccalaureate: Dematerialised correction of the European Baccalaureate written examination paper scripts (2011-01-D-23-en-3)\textsuperscript{329}

The Board of Governors approved the following proposal to implement as from 2012 the dematerialisation of a significant number of Baccalaureate written examination scripts in real conditions. European School teachers would be involved as first markers and external markers as second markers. The external markers who would already be involved in 2012 would be those who marked the scripts of the sections where the number of teachers was small, as the European Schools would probably call upon them in the future for the second correction.

This pilot phase, which would last for two consecutive years, 2012 and 2013, would enable any difficulties which the teachers and/or external markers might experience to be identified and action to be taken before correction by dematerialisation was introduced across the board in 2014.

11. Change to Articles 6 (point 6.3.9) and 11 of the Arrangements for implementing the Regulations for the European Baccalaureate concerning the marking of the written papers – 2009-D-571-en-4\textsuperscript{330}

The Board of Governors approved, as follows, the amendment of Articles 6 (point 6.3.9) and 11 of the Arrangements for implementing the Regulations for the European Baccalaureate so that the duly amended Arrangements can enter into force for the 2009 Baccalaureate session.

Article 6.3.9.4.
The examination scripts will be placed in one envelope and the mark sheet and comments in the other and both will be sent to the Brussels correcting centre.
In the case of remote correction, the original of the examination script should remain at the school. The external examiner will receive direct from the school a copy or copies of the examination script(s) to be marked, together with the question papers, the marking criteria and the marking schemes for these examinations.
The schools will send to the inspectors responsible for the different subjects photocopies of the scripts to be marked remotely, the mark sheet and the comments of the first marker, also sending a copy to the Baccalaureate Unit.

Article 6.3.9.9.
However, if the difference between the marks awarded by the two examiners of the written scripts is still appreciable, the relevant Inspector may call on a third marker. In cases where the difference is greater than two marks, the script must be marked a third time.
If the script is marked three times, account should be taken of the following instructions:

a. When correcting a script, the third marker should be in possession of the marks awarded and comments made by the first two examiners.

\textsuperscript{329} Decisions of the Board of Governors, 12-14 April 2011, page 11
\textsuperscript{330} Decisions of the Board of Governors, 21-23 April 2009
b. The mark given by the third marker should be within the range of the marks awarded by the other two examiners. It may not be lower than the poorer mark or higher than the better mark.

c. The final mark for the paper will be the one awarded by the third marker.

d. The first marker will be informed of the written comments of the second and third markers. After the second marking (or third, where applicable), the relevant inspector will immediately send the marks for and comments on the examinations scripts for which the remote correction procedure has been used to the schools concerned, also sending a copy of both to the Baccalaureate Unit.

**Article 11 - Payment of expenses**

The Chairman and Vice-Chairmen, experts and external examiners from the Member States appointed by the Board of Governors in accordance with Article 6 of the Regulations for the European Baccalaureate will be entitled to:

a. reimbursement of the travelling and subsistence expenses and incidental expenses incurred when travelling on official business by members of the Board of Governors, members of the Preparatory Committees, members of the Complaints Board, representatives of the Parents’ Associations and by other persons whose services as experts are used by the Board of Governors (Baccalaureate examiners, experts for in-service training courses, etc.);

b. in the case of the Chairman and Vice-Chairmen (...);

c. in the case of the experts and external examiners from the Member States, an allowance, fixed by the Board of Governors, for each day spent for the purpose of participating in the choice of questions, correcting written examinations, conducting oral examinations or taking part in the deliberations. This allowance has been fixed at €148.74 since November 2001.

Should an external examiner not travel to the correcting centre to mark the Baccalaureate written examination papers, he/she will not be entitled to reimbursement of travelling and subsistence expenses or to the flat-rate expenses allowance provided for by the Article 5 of the Regulations relating to reimbursement of expenses in the event of travel on official business by members of the Board of Governors, members of the Preparatory Committees, members of the Complaints Board, representatives of the Parents’ Associations and by other persons whose services as experts are used by the Board of Governors (Baccalaureate examiners, experts for in-service training courses, etc.).

The same will apply to inspectors who do not travel to the correcting centre for the marking of the Baccalaureate written examination papers but who supervise remote correction of scripts.

They will, however, receive an allowance, fixed by the Board of Governors, for each day spent marking written examination papers.

**11.1 Amendment of Article 12 of the Arrangements for implementing the Regulations for the European Baccalaureate – 2010-D-261-en-2**

The Board of Governors approved the amendment of Article 12 of the Arrangements for implementing the Regulations for the European Baccalaureate. The Arrangements were published on the website: [www.eursc.org](http://www.eursc.org) and entered into force for the 2010 Baccalaureate.

The Board of Governors scrutinised and took note of the initial conclusions of the ‘European Baccalaureate’ Working Group and endorsed the following proposals for reform already applicable in the short term:

a. Presentation of the examination question papers to the Chairman of the Baccalaureate

Presentation of the examination question papers will be abolished for the 2010 Baccalaureate. The question papers, accompanied by their annexes, and the bons à tirer (OK – Ready for print) will need to be available to the Baccalaureate Unit in early March. The Unit will make them available to the Chairman of the Baccalaureate.

b. Organisation and conduct of the examinations in the schools

Each school will be an examination centre, for which the Director will have full responsibility. The inspectors’ presence while the examinations are in progress is not necessary. A structure for quality control of the organisation of the Baccalaureate will be put in place annually on a proposal from the Secretary-General, prepared by the Baccalaureate Unit, and approved by the Board of Inspectors (Secondary).

Annex to the document:

The Board of Governors extended the mandate given to the ‘European Baccalaureate’ Working Group, which is charged with making proposals for reform of the Baccalaureate with a view to their implementation for the 2013 Baccalaureate session.


The Board of Governors approved this Memorandum.


The Board of Governors approved the amendments made to the Regulations for the European Baccalaureate and to the Arrangements for implementing the Regulations for the European Baccalaureate.

Date of entry into force of the new version of the Regulations for the European Baccalaureate and of the Arrangements for implementing the Regulations for the European Baccalaureate: 9 December 2011

The two sets of regulations can be consulted on the website: www.eursc.eu.


The Board of Governors took the following decisions:

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332 Decisions of the Board of Governors, 2-4 December 2009
333 Decisions of the Board of Governors, taken by written procedure (2011/13), initiated on 22 March 2011 and completed on 1 April 2011
334 Decisions of the Board of Governors, 6-8 December 2011
335 Decisions of the Board of Governors, 6-8 December 2011, page 7
1. The Baccalaureate reform should be monitored and supervised by a new restricted Baccalaureate Reform Working Group.

2. The Secretary-General was invited to develop a specific plan for communication of the outcome of the work on the reform to the public in the European Schools. This step is being taken to ensure that European Baccalaureate-holders enjoy the same opportunities compared with holders of national upper secondary school-leaving certificates when they apply for admission to Universities.

3. Revision of the arrangements for correction of the European Baccalaureate written examinations:
   - The written examination scripts are made anonymous.
   - The first marker and the second marker are teachers working in the European Schools system and external to the examination centre where the student is taking the Baccalaureate examinations. The same applies if a script has to be marked a third time.
   - When the number of teachers in the system is too limited for the purposes of the second marking or, where applicable, the third marking, to meet these requirements, the Office may use the services of external examiners in order to guarantee the objectivity of marking and the anonymity of the scripts.

4. Revision of the nature, number and weight of the written and oral European Baccalaureate examinations (See table in Annex I)

   a) Written examinations

   The number of written examinations (5) has not been changed. Article 13 of the Arrangements for implementing the Regulations for the European Baccalaureate, which allows a student to register for an additional written paper subject to certain conditions, remains applicable. A mark will be awarded for the result achieved in this additional examination and it will count separately from the final mark in the Baccalaureate starting from the 2014 Baccalaureate.

   b) Oral examinations

   The number of oral examinations has been reduced from 4 to 3. The three oral examinations comprise:

   a. L1 or Advanced L1;

   b. L2 or Advanced L2 or Geography or History;

   c. The Advanced Mathematics examination remains compulsory for students who have taken the course. In other cases, students take the third oral examination in a scientific option or, if they have not followed the scientific pathway, in one of the following options: Philosophy, L3 or L4 / ONL.

   a) The weight of assessment of the Baccalaureate will be broken down as follows:
This new breakdown of the weight of marking/grading is consistent with the proposal for a change to the nature and number of written and oral examinations, the respective numbers of which are 5 and 3. This breakdown allows a balance to be achieved between written and oral examinations and gives major significance to the student’s efforts throughout the year, although without devaluing the result achieved in the Baccalaureate. The reduction in the weight of the oral examinations is due to the fact that there are fewer oral examinations.

To enter into force as from the 2014 Baccalaureate session, these arrangements will need to be inserted into the European Baccalaureate Agreement and into the Arrangements for implementing the Regulations for the European Baccalaureate. The revised versions of these documents will be submitted, for agreement, to the different decision-making organs, including the Board of Inspectors (Secondary) and the Board of Governors, at their spring 2012 meetings.

5. The Board of Governors also agreed that:

a) The definition of the marking/grading criteria inspired by the ECTS (European Credit Transfer System) should be further developed by the Assessment Working Group. When approved by the Joint Teaching Committee, the new marking/grading scale can be implemented, starting from secondary year 1 onwards. It is not yet possible to introduce the new marking scale for the 2014 Baccalaureate. In the long term, this new marking/grading system, which would be applicable to both the written examinations and the oral examinations, would be characterised by:

- Five pass marks (6, 7, 8, 9 and 10) and two fail marks (5 and 4). These marks would be whole, with the exception of the final mark, which could be expressed with one decimal place. The new marking/grading system would not, therefore, use letters but still figures to express the standard of attainment reached by the student.

- A new definition of clear and comprehensive marking/grading criteria, describing precisely the competences expected of the student, something which is an essential prerequisite for any new marking/grading scale. The definition of these criteria will guide markers towards more harmonised marking/grading, meaning that there will no longer be any room for hesitation or for sometimes still diametrically opposed assessment.

b) The introduction of a cross-curriculum project focusing on the development and assessment of certain key competences for lifelong learning amongst the pupils of the European Schools system. The pilot project was launched in September 2011. Its objective is integration of the cross-curriculum project into assessment of the European Baccalaureate for secondary year 6 students during the 2013-2014 school year as part of the 2015 European Baccalaureate session.

The Baccalaureate Reform Working Group should monitor the development of these projects.
ANNEX I

NUMBER AND NATURE OF THE BACCALAUREATE EXAMINATIONS: 5 WRITTEN + 3 ORAL

<table>
<thead>
<tr>
<th>WRITTEN</th>
<th>ORAL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language 1 - Basic course</td>
<td>1. Language 1 or Advanced Language 1</td>
<td>In the oral, candidates who have taken the Advanced Language 1 course will be compulsorily examined on the subject matter of this course and not of the basic course.</td>
</tr>
<tr>
<td>2. Language 2 - Basic course</td>
<td>Language 2 or Advanced Language 2</td>
<td></td>
</tr>
<tr>
<td>3. Mathematics 3P or Mathematics 5P</td>
<td>Or one of these examinations</td>
<td>Geography 2P or History 2P or Geography 4P or History 4P. If the 4-period option has not been chosen as a written examination.</td>
</tr>
<tr>
<td>4. One 4-period option from amongst these:</td>
<td>Advanced Mathematics</td>
<td>Compulsory for students who have taken this course.</td>
</tr>
<tr>
<td>Chemistry 4P</td>
<td>Biology 2P</td>
<td></td>
</tr>
<tr>
<td>Biology 4P</td>
<td>Philosophy 2P</td>
<td></td>
</tr>
<tr>
<td>Physics 4P</td>
<td>Chemistry 4P</td>
<td></td>
</tr>
<tr>
<td>Economics 4P</td>
<td>Biology 4P</td>
<td></td>
</tr>
<tr>
<td>Philosophy 4P</td>
<td>Physics 4P</td>
<td></td>
</tr>
<tr>
<td>Geography 4P</td>
<td>Philosophy 4P</td>
<td></td>
</tr>
<tr>
<td>History 4P</td>
<td>Language 3</td>
<td></td>
</tr>
<tr>
<td>Art 4P</td>
<td>Language 4</td>
<td></td>
</tr>
<tr>
<td>Music 4P</td>
<td>Language 4 / OML</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient Greek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. One 4-period option from amongst these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 4P</td>
<td>Biology 4P</td>
<td></td>
</tr>
<tr>
<td>Biology 4P</td>
<td>Physics 4P</td>
<td></td>
</tr>
<tr>
<td>Physics 4P</td>
<td>Economics 4P</td>
<td></td>
</tr>
<tr>
<td>Economics 4P</td>
<td>Philosophy 4P</td>
<td></td>
</tr>
<tr>
<td>Philosophy 4P</td>
<td>Geography 4P</td>
<td></td>
</tr>
<tr>
<td>Geography 4P</td>
<td>History 4P</td>
<td></td>
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<tr>
<td>History 4P</td>
<td>Art 4P</td>
<td></td>
</tr>
<tr>
<td>Art 4P</td>
<td>Music 4P</td>
<td></td>
</tr>
<tr>
<td>Music 4P</td>
<td>Latin 4P</td>
<td></td>
</tr>
<tr>
<td>Latin 4P</td>
<td>Language 3</td>
<td></td>
</tr>
<tr>
<td>Language 3</td>
<td>Language 4 / OML</td>
<td></td>
</tr>
<tr>
<td>Ancient Greek</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Board of Governors approved the Memorandum.

17. **Proposal for amendment of the Regulations for the European Baccalaureate (applicable for the 2014 Baccalaureate session) – 2012-01-D-50-fr-3**

The Board of Governors approved the amendments to the Regulations for the European Baccalaureate (applicable for the 2014 Baccalaureate session).

18. **Proposal for amendment of the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2014 Baccalaureate session) – 2012-01-D-33-fr-3**

The Board of Governors approved the amendments to the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2014 Baccalaureate session).

19. **Structure of the question papers for the Baccalaureate examination: Number of questions to choose from – 2011-01-D-24-en-6 – 2011-01-D-24-fr-6**

The Board of Governors approved the new structure of the question papers, which would enter into force as from the 2013-2014 school year for secondary year 6 and from the 2015 European Baccalaureate session. It could be applied earlier by those inspectors who so wished.


The Board of Governors approved the Memorandum.


The Board of Governors approved the amendments to the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2013 Baccalaureate session).

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336 Decisions of the Board of Governors, 18-20 April 2012, page 3, by the written procedure initiated on 9 January 2012 and completed on 23 January 2012

337 Decisions of the Board of Governors, 18-20 April 2012, page 10

338 Decisions of the Board of Governors, 18-20 April 2012, page 10

339 Decisions of the Board of Governors, 18-20 April 2012, page 10


341 Decisions of the Board of Governors, 16-18 April 2013, page 8
22. **Proposal for amendment of the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2014 Baccalaureate session) – 2013-01-D-46-fr-3**

The Board of Governors approved the amendments to the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2014 Baccalaureate session).

23. **Proposed amendment of the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2014 European Baccalaureate session) (2013-10-D-4-fr-3)**

The Board of Governors approved the amendments proposed in document 2013-10-D-4-fr-3 ‘Proposed amendment of the Arrangements for implementing the Regulations for the European Baccalaureate (applicable for the 2014 European Baccalaureate session)’, for entry into force for the 2014 Baccalaureate session.

24. **Amendment of Article 15 of the Arrangements for implementing the Regulations for the European Baccalaureate (Applicable for the 2014 Baccalaureate session) Ref: 2012-10-D-18-en-3**

The Board of Governors approved the proposed amendment of Article 15 ‘Transitional and final provisions’, page 30/32, of the Arrangements for implementing the Regulations for the European Baccalaureate (Applicable for the 2014 Baccalaureate session) (Ref.: 2012-10-D-18-en-3).

Approved text (Article 15): “The Board of Inspectors will adopt the measures necessary to implement the provisions laid down in these Arrangements and in special cases may make exceptions to them.”


26. **Updating of the Arrangements for implementing the Regulations for the European Baccalaureate, Article 1 (point 1.3) – Special arrangements (2014-02-D-5-en-3)**

The Board of Governors approved the text of Article 1 (Entry procedure for the examination - 1.3 Special arrangements): “Candidates with special needs may qualify for particular adjustments for the taking of the examinations, subject to the conditions laid down by the decision of the Board of Governors on the Policy on the Provision of Educational Support in the European Schools and by the decision of the Board of Governors on Provision of Educational Support in the European Schools” (Document 2012-05-D-15-en-8).
B. ALTERNATIVE CERTIFICATION


The Board of Governors endorsed the following proposals:

a. It is not possible to create any form of alternative certification to the Baccalaureate at the end of year 7. However, the Directors will be required to issue a school report showing the marks awarded, plus a description of the school career and the competences acquired (record of achievement), to all pupils who have failed the Baccalaureate but wish to continue their studies in certain national systems by moving into alternative forms of education or training, vocational, for example.

b. A centralised examination, in three compulsory subjects – Language 1, Language 2 and Mathematics – to start with, will be organised at the end of year 5. Its main objectives are as follows:
   • to guarantee that pupils in all the European Schools are assessed on the same basis in three main subjects,
   • to serve as a criterion for standard of attainment (competences and knowledge) at the end of the fifth year of secondary education.

A Board of Inspectors (Secondary) Working Group will be expected to work out the changes to be made to document 3512-D-97 ‘Harmonised Evaluation at the end of 5th year and the written examinations leading to the B marks in 5th year’, with the introduction of a centralised examination in mind. To that end, the proposals produced by the ‘Alternative Certification’ Working Group in the context of its work will be passed on to the Working Group.

It is recommended that with the Schools’ autonomy in mind and depending on their budget, courses in the language of the School’s host country should be offered as required, to facilitate the integration of pupils who are leaving the European Schools for the host country’s system. This tuition could be put in place in the context of Learning Support or under a SEN Agreement.


The Board of Governors approved the introduction in the European Schools of

- a LATINUM EUROPAEUM certificate, which pupils of all the sections will receive and which will be awarded by their School, provided that they have successfully taken the Latin course for at least three years (years 3-5 in a European School);

- a LATINUM EUROPAEUM SUPERIUS certificate, which will be awarded to pupils who have studied Latin for five years, i.e. provided that they have successfully taken the Latin course as an option in years 6-7 of the European Schools, up to the Baccalaureate.

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347 Decisions of the Board of Governors, 22-23 January 2008, page 2
348 Decisions of the Board of Governors, 20-21 January 2009, page 8
C. REFORM OF THE EUROPEAN BACCALAUREATE

1. 2012 SESSION – 2010-D-289-EN-4

The Board of Governors approved the following provisions, with entry into force for the 2012 European Baccalaureate:

1. signature of a central authority on the Baccalaureate certificate;
2. abolition of deliberation as it exists at present (Article 7 of the Arrangements for implementing the Regulations for the European Baccalaureate);
3. an increase in the European Baccalaureate registration fee (€80.32).

As a result of the above decisions, the Regulations for the European Baccalaureate and the Arrangements for implementing the Regulations for the European Baccalaureate will be amended. The duly amended Regulations and Arrangements will be available for consultation on the website: www.eursc.eu.

The Board of Governors approved a one-year extension to the mandate of the ‘European Baccalaureate’ Working Group so that it can finalise its work.


The Board of Governors approved the report presented by the Working Group.


(Follow-up on document 2010-D-329-en-3 concerning the review of the opening up of the European Schools System: Accredited Schools)

The Board of Governors decided to invoice to Accredited Schools providing a European education the average cost of organisation of the European Baccalaureate by candidate, multiplied by the number of students of the school registered for the examination session.

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349 Decisions of the Board of Governors, 1-3 December 2010, page 7
350 Decisions of the Board of Governors, taken by written procedure (2011/8), initiated on 7 February 2011 and completed on 17 February 2011
351 Corrigendum to the decisions taken at the meeting of the Board of Governors of 12-14 April 2011
CHAPTER XVII

EVALUATION AND REPORTS

A. EXTENSION OF THE NEW SCHOOL REPORTS PROCEDURE TO ALL THE EUROPEAN SCHOOLS

The Board of Governors agreed to general introduction of the new school report in all the European Schools from the 2002-2003 school year and to the granting to the teachers of a communication day with parents, to be organised with complete flexibility. The Board of Governors gave the Primary Board of Inspectors a mandate to provide logistic follow-up, pedagogical support and the in-service training required in the Schools.

B. HARMONISED EVALUATION AT THE END OF SECONDARY YEAR 5

The Board of Governors decided to implement the paper (Document 3512-D-97) for the cohort going into year 4 in September 1998.


The Board of Governors approved the proposed amendments, the purpose of which is to clarify the terms used to refer to these examinations ('B test', 'harmonised examination', 'part examination'), which count towards the B mark in secondary years 4-7, and the frequency of the examinations.


The Board of Governors approved the amended version of the document (points C and D of Article 61).


The Board of Governors approved the document presented.

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352 Decisions of the Board of Governors, 22-23 May 2002, page 5
354 Decisions of the Board of Governors, 12-14 April 2011, page 8
355 Decisions of the Board of Governors, 16-18 April 2013, page 8
356 Decisions of the Board of Governors, 8-10 April 2014, page 9
CHAPTER XVIII

ORGANISATION OF TEACHING

A. GENERAL REGULATIONS FOR LANGUAGE TEACHING IN THE EUROPEAN SCHOOLS

Choice of language section in the nursery, primary and secondary

See General Rules, Article 47.e

1. Regulations for language teaching

a. In the European Schools all pupils have to study at least three compulsory languages. It is possible also to choose a fourth language as an option in secondary year 4 and a fifth language as a complementary course in secondary year 6.

No language may be studied at more than one level simultaneously and different languages may not be studied at the same level simultaneously. Level means L1, L2, L3, L4 and L5.

b. In the nursery school the regulations are as follows:

L1 is taught from the age of four years and is the language of the section in which the pupil is enrolled. For categories I and II pupils in a school with no section corresponding to their mother tongue, special SWALS rules are applicable. Special arrangements are in place for the teaching of the Other National Language (Irish and Maltese).

c. For the primary school and in secondary years 1-5 the regulations are as follows:

L1 is taught from primary year 1 and is the language of the section in which the pupil is enrolled. For categories I and II pupils in a school with no section corresponding to their mother tongue, special regulations are applicable.

L2 is taught from primary year 1: it may only be DE or EN or FR and must be different from L1.

From secondary year 3, History and Geography courses must be organised in the L2 (DE, EN or FR) and must not be taught in L1.

From year 4, economics, where this is chosen as an option, should normally also be taught in the working language. However, if an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school.

L3 is taught from secondary year 2; it may be any official language of the EU countries not being studied as L1 or L2. L3 in year 2 is a beginners’ course.

L4 is taught as an option from secondary year 4; it may be any official language of the EU countries not being studied as L1, L2 or L3. L4 in year 4 is a beginners’ course.

357 Decisions of the Board of Governors, 12-14 April 2011. The decisions entered into force as from 15 April 2011
Special arrangements are in place for the teaching of Irish, Maltese, Finnish and Swedish as the Other National Language.

d. In secondary years 6-7 the regulations are as follows:

L1 is compulsory up to the Baccalaureate.

L2 is compulsory up to the Baccalaureate. The L2 is normally one of the working languages (DE, EN or FR) but pupils may request a different L2 for secondary years 6 and 7. This may be accepted subject to the rules relating to a change of L2 and to the rules governing the creation of groups.

The new L2 may be any official language of the EU countries not yet being studied as L2. The starting point of this new L2 will be a standard consistent with ten years of continuous and progressive teaching of the language, equivalent to the standards for the rest of the working languages.

L3 is a 4-period option course and the teaching takes as its starting point a standard consistent with four years of continuous and progressive teaching of the language.

L4 is a 4-period option course and the teaching takes as its starting point a standard consistent with two years of continuous and progressive teaching of the language.

Special arrangements are in place for the teaching of the Other National Language (Irish, Maltese, Finnish and Swedish). There is a specific ONL syllabus for each of these languages.

L5 is a 2-period complementary course for beginners: pupils who have never embarked upon formal study of the language in question. It is not possible to take a Baccalaureate examination in L5.

It is possible for a pupil to choose as L3 in secondary years 3, 4 or 6 or L4 in secondary year 6 an EU language which has not been studied previously in a European School, provided that the pupil has passed an attainment test (written and oral) at the required level, administered under the responsibility of the teacher concerned.

2. Changes of language

a. Normally no changes are envisaged in language choices, except on entry to year 6, when the following changes are possible:

• change of L2
• for a given language, change from a lower to a higher level (e.g. change from L4 to L3)
• for a given language, change from a higher to a lower level (e.g. from L2 to L3) in justified cases.

b. Should a change of language at any age or level be requested, the decision lies with the Director, subject to the following conditions:

• The existence of a reasoned written request from the parents, guardians or from the pupil himself/herself if over the age of 18.
• Deliberation and judgement by the Class Council on the request.
Clear evidence established by the School of the pupil's ability to follow the course requested. In the case of a change of L2, careful consideration must be given to the role of L2 as a medium for teaching other subjects. When a change of L2 is approved before year 6, the new L2 becomes the medium for the teaching of history, geography and economics. When a change of L2 is approved on entry to year 6, the old L2 remains the medium of teaching for history, geography and economics.

- The absence of significant administrative obstacles to the change requested.
- The applicant will be notified of the decision and the reasons for it.

3. Teaching of Ancient Greek for Greek pupils in the secondary school

Greek pupils in the Greek language section may, from secondary years 2 to 5, receive complementary tuition in Ancient Greek consisting of two periods per week. These groups may be created with fewer than seven pupils. Greek pupils who choose the Ancient Greek option cannot take advantage of this complementary tuition.

4. Other National Language

The Other National Language (ONL) – Irish, Maltese, Finnish/Swedish – must be taught to category I and II pupils from the nursery (Finnish/Swedish from primary year 3) up to secondary year 7. For those pupils who request these courses, Finnish is taught to category I and II Finnish pupils in the Swedish section and Swedish is taught to Finnish-speakers in the Finnish section in those schools which have Finnish/Swedish sections.

The Other National Language Irish/Maltese is available for Irish/Maltese nationals only. There should be a specific syllabus for the ONL.

Other National Language groups shall be created with fewer than seven pupils.

In the nursery, the ONL is taught 3 x 30 minutes per week.
In primary years 1-2, the ONL is taught 3 x 30 minutes per week.
In primary years 3-5, the ONL is taught 2 x 45 minutes per week.
In secondary years 1-3, the ONL is taught 2 x 45 minutes per week.
Starting from secondary year 4 and up to secondary year 5, the ONL is a 4-period option. Pupils choosing the ONL cannot choose L4.
For secondary years 6 and 7, the ONL is a 4-period option. Pupils choosing the ONL cannot choose L4.

This decision will change the primary school harmonised timetable as follows:

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358 Decisions of the Board of Governors, 12-14 April 2011. The decisions entered into force as from 15 April 2011
359 Decisions of the Board of Governors, 12-14 April 2011. The decisions entered into force as from 15 April 2011 with a transitional period.
Primary school harmonised timetable

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years 1 and 2</th>
<th>Years 3, 4, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue (SWALS L1)</td>
<td>8 hours (2 hours 30)</td>
<td>6 hours 45 (3 hours 45)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 hours</td>
<td>5 hours 15</td>
</tr>
<tr>
<td>Language 2</td>
<td>2 hours 30</td>
<td>3 hours 45</td>
</tr>
<tr>
<td>Music</td>
<td>5 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery of the World</td>
<td>1 hour 30</td>
<td>3 hours</td>
</tr>
<tr>
<td>European Hours</td>
<td></td>
<td>1 hour 30</td>
</tr>
<tr>
<td>Religion/Ethics</td>
<td>1 hour</td>
<td>1 hour 30</td>
</tr>
<tr>
<td>Recreation</td>
<td>3 hours 30</td>
<td>2 hours 30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25 hours 30</strong></td>
<td><strong>27 hours 15</strong></td>
</tr>
<tr>
<td>ONL - Irish/Maltese*</td>
<td>1hour 30</td>
<td>1 hour 30</td>
</tr>
<tr>
<td>ONL - Finnish/ Swedish*</td>
<td></td>
<td>1 hour 30</td>
</tr>
</tbody>
</table>

*ONL is taught during the school year day

5. Use of languages

- a. In primary years 3-5, the subject ‘European Hours’ is taught to mixed language groups, generally in the pupil’s L2 or in the language of the host country.
- b. Complementary activities (secondary years 2-3) are taught in one of the three working languages or in the language of the host country.
- c. In secondary years 1-5, art, music, ICT and physical education are taught to mixed language groups in one of the three working languages (DE, EN, FR) or in the language of the host country.
   In secondary years 6-7, art, music (basic and option courses) and physical education are taught to mixed language groups in one of the three working languages (DE, EN, FR) or in the language of the host country.

- d. In secondary year 3, human sciences courses and from secondary year 4, history, geography and economics courses are organised in DE, EN and FR. Human sciences courses in secondary year 3 and history and geography must be followed in the pupil’s working (DE, EN, FR) language.

- e. In secondary years 6-7, if the 4-period option course in history and geography cannot be organised in the pupil’s working language (DE, EN, FR), the pupil may follow it in another working language provided that this is not the pupil’s L1, with the Director’s permission.

- f. With the approval of the Administrative Board, the school may organise the teaching of certain subjects (e.g. ICT, Ethics, Religion etc.) in the L2 or the language of the host country.

The Board of Governors\(^\text{360}\) gave a mandate to the ‘Languages’ Working Group to re-examine the general rules for the teaching of languages in the European Schools.

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\(^{360}\) Decisions of the Board of Governors, 12-14 April 2011
B. ORGANISATION OF CATCHING-UP CLASSES

The Board of Governors decided to introduce the following rules for catching-up classes from the 1987-1988 school year:

1. General

Catching-up classes may be organised for pupils who are new arrivals in a school and who do not have an adequate knowledge of Language 2 to make it possible or easier for them to take part in lessons.

Pupils opting for catching-up classes must attend lessons regularly.

Catching-up classes are normally taught by seconded teachers.

2. Organisation

The normal condition for setting up a catching-up class is a minimum of five pupils; in exceptional cases the number may be lower. Catching-up courses are organised for one or several years. Normally, two hours of teaching are given per week; if the catching-up course replaces the basic course four hours per week are given. A pupil normally attends catching-up classes for one year; this period may if necessary be shortened and in the secondary section extended to a maximum of two years.

3. Report

At the beginning of the school year, the schools mention catching-up courses, detailing the subject, number of pupils and classes affected. Where no catching-up courses are given, this fact should be indicated.

Soutien/Support/Rattrapage are replaced by Learning Support

The terms Soutien/Support/Rattrapage are replaced by the term Learning Support (LS) and should be understood as including the normal range of differentiated teaching approaches used by all teachers, as well as more specialised support given by teachers who undertake LS. (2004-D-4110-en-3 – Learning support in the Secondary general policy)

C. SCHOOLING AT THE EUROPEAN SCHOOL, MUNICH OF CHILDREN WHOSE MOTHER TONGUE IS NOT ONE OF THE OFFICIAL LANGUAGES OF THE EUROPEAN SCHOOLS

For the European School, Munich, the Board of Governors decided that:

a. children whose mother tongue was not one of the nine official languages of the European Schools could enrol in one of the existing language sections;

b. such children would, in addition to courses provided for the language section in question, follow five hours of classes per week in their mother tongue;

c. they would, where necessary, follow classes to help them catch up in the language of the section they had chosen;

d. they would be compensated for the extra work they had to do by being excused the study of the modern language followed by other pupils in their language section,

361 ARBG, 25-26 November 1986, page 1
362 Decisions of the Board of Governors, 1-2 February 2005
363 RNE, 9-10 December 1976, pages 13 and 14
since the language of that section was already a working/vehicular language as far as they were concerned.

Example:

A Swedish pupil enrols in the German language section. In addition to standard classes in this section, he/she will have five hours of Swedish, but, in exchange, s/he will not have to do French or English in the primary school, since German is already his/her second or working/vehicular language. S/he will therefore take: Swedish, his/her mother tongue, a second (foreign) language and German, with pupils of the German language section. When s/he goes into the secondary school, s/he will also take history and geography in German. Swedish will be taught by a teacher seconded from Sweden and paid, like the other staff, by the Munich School.

1. **Organisation of religion courses in the primary and secondary cycles of the European Schools – 2008-D-356-en-3**

The Board of Governors approved the proposals in document 2008-D-356-en-3 concerning:

- the composition and organisation of groups
- the recruitment and evaluation of teachers of religion
- the syllabus and planning

The Board of Governors mandated the working group to explore the possibility of setting up working groups, on which representatives of the religious authorities would sit, charged with developing syllabuses common to all the European Schools for the different religions.

**D. SPANISH SECTION AT THE EUROPEAN SCHOOL, MUNICH**

The Board of Governors decided to create a Spanish section at the European School, Munich. The section when opened would comprise two primary classes grouped together under the responsibility of one teacher. Consequently, this decision implied the creation of a post of primary school teacher.

**E. MOTHER TONGUE TUITION FOR PUPILS FOR WHOM THERE IS NO LANGUAGE SECTION IN THEIR SCHOOLS**

If one of the language sections of the European Schools corresponding to a category I or II pupil's mother tongue is not open in the School, this pupil has a right to tuition in the language which is his/her mother tongue (L1). The application of this provision is based on the assumption that the School has at its disposal a duly qualified teacher, or can recruit one.

1. **Provisions**

a. Normally the pupil concerned is enrolled in the English, French or German section. The language of the section chosen is his L2 (the pupil would take L2 lessons together with other pupils for whom that language is not the mother tongue).

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365 ARBG, Decision s of the Board of Governors, 24-25 April 1990 (90-D-45)
366 Decisions of the Board of Governors, 28-29 April 1998, page 16
b. If the pupil is enrolled in a section other than the English, French or German section, he/she must choose English, French or German as his L2. This requires the study of an additional language.

c. In the nursery and primary schools, mother tongue classes will take up to a minimum of five periods a week.

d. In the secondary school, even if there is a small number of pupils, there will be a minimum of 3 periods (45 minutes each) taught (4 periods in years 6-7).

e. At all levels, different year groups may be combined in order to avoid reductions in teaching time.

f. The school will organise these language classes, as far as possible, within the pupil's normal timetable.

g. The pupils concerned will take the harmonised evaluation at the end of 5th year L1 examination and the Baccalaureate L1 examinations in the language which is their mother tongue and in which they have received tuition.

The above provisions only apply to category III pupils if the course in question has already been created. These provisions would apply as from the beginning of the 1998-1999 school year and would cancel all previous provisions on this matter.


The Board of Governors approved the proposals in document 2008-D-356-en-3 concerning:

- the composition and organisation of groups
- the recruitment and evaluation of teachers of religion
- the syllabus and planning

The Board of Governors mandated the working group to explore the possibility of setting up working groups, on which representatives of the religious authorities would sit, charged with developing syllabuses common to all the European Schools for the different religions.


G. TEACHING OF LATIN


The Board of Governors decided to endorse proposal 1.1 of document 2013-09-D-17-fr-4, Annex I. In practice, this new organisation would be introduced as from September 2014 for years S1 to S3. In S3, the Latin option would still exceptionally be allocated four periods for the 2014-2015 school year.

368 Decisions of the Board of Governors, 16-18 April 2013, page 9
369 Decisions of the Board of Governors, 3-5 December 2013, page 9

The Board of Governors decided to approve:

• point II of the document, stating that Ancient Greek courses for students whose Language 1 is Greek do not need to be organised in S1;
• point III a. of the document, specifying the context in which an option may be dropped and whose scope is restricted to years S1 to S3;
• point IV of the document, stating that the teaching periods allocated to the ONL and Ancient Greek courses must be added to the total maximum number of periods authorised per week.

\(^{370}\) Decisions of the Board of Governors, 8-10 April 2014, page 15
CHAPTER XIX

CLASS SIZES - GROUPING - DIVISION OF CLASSES - REGROUPING DIVIDED CLASSES

The Annual School Plan determines the amount of teaching time allocated to the school, as well as the number of classes and groups to be created\textsuperscript{371}.

The Annual School Plan is approved annually by the Administrative Board.

The Administrative Board provides authority for cases where extra provision is proposed but will also legitimise any measures for a departure from the normal rules in order to enable schools to find local solutions and initiatives to reduce costs. The exceptions and derogations to group/class/options creation/division or grouping rules have to be approved by the Administrative Board of the school. The Budgetary Committee will be informed annually about the derogations from these rules.

The Annual School Plan is drawn up in the context of the overall pedagogical framework set by the Board of Governors and shall:

- show the total teaching time required to meet the needs of the school, i.e. a numerical estimate based on the forecast of the number of classes and teaching groups;
- show the cases where a departure from the normal rules was proposed;
- show the reduction in teaching periods;
- show groupings of classes/groups/options;
- show the courses which are organised in Language 2 or in the language of the host country;
- enable each school to put forward specific local projects and initiatives.

A. PEDAGOGICAL FRAMEWORK RULES

1. Class/group sizes

Classes/groups shall have a maximum of 30\textsuperscript{372} pupils

2. Class/group creation rules

2.1 Nursery

Nursery classes with more than 30 pupils shall be divided.

- If there are more than 15 children in a class, a half-time nursery assistant shall be appointed.
- If there are more than 25 children in a class, a full-time nursery assistant shall be appointed.

2.2 Primary

Primary classes/groups with more than 30 pupils shall be divided.

Exceptions:

\textsuperscript{371} Decisions of the Board of Governors, 12-14 April 2011

\textsuperscript{372} The Board of Governors decided to postpone the reduction in the number of pupils per class from 30 to 28 until 2012, the date of availability of Laeken (Brussels IV) and of Bertrange-Mamer (Luxembourg II).
• For ‘European Hours’, classes/groups with more than 25 pupils shall be divided.
• In Language 2, classes/groups with more than 25 pupils shall be divided

2.3 **Secondary**

Classes/groups with more than 30 pupils shall be divided.
Language 2, 3 and 4 groups with more than 28 pupils shall be divided. Subjects taught in working languages with more than 28 pupils shall be divided.
Exceptions:

• Science classes/groups, including laboratory work, with more than 25 pupils may be divided.
• ICT classes/groups should be organised according to the places available in the ICT classrooms.

B. **MINIMUM GROUP/CLASS/OPTION SIZES**

The minimum group/class/option size is seven pupils. In years 6 and 7 the minimum option size is five pupils.

Exceptions:

It is possible to create groups/classes and options with fewer than seven pupils in some exceptional cases (a, b, c, d, e, f, g):

a) **Compulsory courses for existing classes should be created, subject to 1.5**

b) **Other National Language groups;**

Other National Language groups shall be created with fewer than seven pupils in accordance with the ONL rules.

c) **Teaching of Ancient Greek for Greek pupils in the secondary school**

Greek pupils in secondary years 2 to 5 of the Greek language section are entitled to receive complementary tuition in Ancient Greek consisting of two periods per week.

d) **Religion (Ref.: 2008-D-356-en-4)**

In principle, Religion courses are offered in L1. If the threshold (seven pupils) for creating a group cannot be met, even after combining different groups vertically and horizontally, and the consequence would be that courses in certain Religions cannot be offered, it is within the autonomy of the school to find alternative solutions to facilitate the organisation of these Religion courses.

Examples are (this list is not exhaustive):

- to organise Religion courses in L2, or the language of the host country,
- to reduce the number of Religion lessons in the secondary cycle,
- to create mixed Religion groups (such as Protestant/Catholic), by way of exception.
e) Ethics

In principle, Ethics courses are offered in L1. If the threshold (seven pupils) for creating a group cannot be met, even after combining different groups vertically and horizontally, and the consequence would be that courses cannot be offered, it is within the autonomy of the school to find alternative solutions to facilitate the organisation of these Ethics courses. Examples are (this list is not exhaustive):

- to organise Ethics courses in L2, or the language of the host country,
- to reduce the number of Ethics lessons in the secondary cycle subject to 1.5.

f) Learning Support, SWALS support and SEN support courses

g) Groups/classes/options decided by the Administrative Board of the school for a number of duly justified reasons (e.g.: infrastructure constraints, special school projects, other relevant pedagogical reasons, etc.)

C. REDUCTION IN TEACHING TIME FOR SMALL GROUPS/CLASSES/OPTIONS

If a compulsory course (e.g.: L1, L2, Mathematics, etc.) or an option (e.g.: Economics, Art, etc.) in the secondary cycle is created for fewer than seven pupils (five pupils in years 6 and 7) and no grouping is envisaged, the periods allocated to the course shall be reduced in accordance with the table below:

<table>
<thead>
<tr>
<th>Number of periods/week</th>
<th>Number of periods to be organised</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2*</td>
</tr>
</tbody>
</table>

*From secondary years 1 to 3, Religion and non-confessional Ethics periods should be reduced from two to one.

The reduction is not applicable to L1 courses in years 6 and 7 of the secondary cycle.

D. GROUPING OF GROUPS/CLASSES

1. Nursery

Year 1 and Year 2 shall be grouped up to 30 pupils.

2. Primary

Two consecutive classes, with a total of 25 pupils or fewer, shall be grouped. Three consecutive classes, with a total of 20 pupils or fewer, shall be grouped. If the minimum number of seven pupils is not reached, pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit.
3. **Secondary**

If the minimum number of seven pupils is not reached, pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit. The school should use all five weekly working days efficiently.

E. **REGROUPING DIVIDED CLASSES/GROUPS**

A divided group/class shall be regrouped from the beginning of the next school year if the combined number of pupils is below the number which would justify dividing the group/class.
CHAPTER XX

CAREERS GUIDANCE

The Board of Governors\textsuperscript{373} gave a mandate to the Secretary-General to prepare a document concerning Careers Guidance (i.e. in general, in year 5, and in years 6 and 7) for the October meeting of the Joint Teaching Committee. The objective is to:

- clarify the current set of rules and decisions;
- allocate the Careers Guidance resources amongst the schools in a duly justified way;
- give instructions to the schools concerning the remuneration of the careers guidance teachers;
- present guidelines concerning the processing of higher education applications.

The Board of Governors\textsuperscript{374} voted that the extra costs related to processing of higher education applications would be funded in future by a fee, paid by each European Baccalaureate candidate.

In the 2010-2011 school year, the careers guidance teachers had timetable reductions amounting to 78 periods. The Board of Governors\textsuperscript{375} decided to reduce this to 50 periods for the 2011-2012 school year, pending the final outcome of the reform of the Careers Guidance organisational arrangements, which will be discussed at the October 2011 meeting of the Joint Teaching Committee.

A. STRENGTHENING OF THE INTERNAL STRUCTURES OF THE SECONDARY SECTION: PHASE 2\textsuperscript{376}

The Board of Governors granted the nine European Schools the following timetable reductions to be entered in the various sections of the budget as from January 1991. These timetable reductions, which constitute phase 2 of the reform of the internal structures of the secondary section, are designed to enable the Schools to arrange for information to be provided about syllabuses and choices of options and to organise an educational and vocational guidance structure for pupils.

The timetable reductions approved by the Board of Governors are listed below:

<table>
<thead>
<tr>
<th>School</th>
<th>Reductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bergen</td>
<td>1.5 periods a week</td>
</tr>
<tr>
<td>Brussels I</td>
<td>8 periods a week</td>
</tr>
<tr>
<td>Brussels II</td>
<td>5.5 periods a week</td>
</tr>
<tr>
<td>Culham</td>
<td>1.5 periods a week</td>
</tr>
<tr>
<td>Karlsruhe</td>
<td>2 periods a week</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>6 periods a week</td>
</tr>
<tr>
<td>Mol</td>
<td>1.5 periods a week</td>
</tr>
<tr>
<td>Munich</td>
<td>2 periods a week</td>
</tr>
</tbody>
</table>

\textsuperscript{373} Decisions of the Board of Governors, 12-14 April, 2011, Annex I to document 2011-01-D-33-en-7
\textsuperscript{374} Decisions of the Board of Governors, 12-14 April, 2011, page 18
\textsuperscript{375} Decisions of the Board of Governors, 12-14 April, 2011, Annex to document 2011-01-D-33-en-7
\textsuperscript{376} ARBG, 24 -25 April 1990, page 24
Varese 3 periods a week
Total 31 periods a week


The Board of Governors decided:

- that the year 5 syllabus could be considered approved provided that the lack of financial implications was confirmed by the AFC.
- that report 3312-D-97 and the question of possible duplication of work by the external careers experts should be considered by the AFC
- that the ‘Careers’ working group should prepare draft guidance for schools on deployment of careers teachers, which was a problematic issue.

C. FINANCING OF CAREERS GUIDANCE AND COUNSELLING

The Board of Governors approved the following text:

a. The general allowance which the schools receive for careers guidance should be based on the actual numbers of careers teachers in each section and the budget amount should be divided equally among them. Each national section (not language section) should have a décharge (timetable reduction) allowance for careers guidance.

b. Payment for the 5th Year Careers Guidance programme should be based on the number of classes** involved in each school instead of the number of sections.

(**: This method of payment has been proposed for the new 6th and 7th Year Careers Guidance programme)

c. The method of payment for this programme should be harmonised across all European Schools. We recommend that an extra ‘lump-sum’ payment equivalent to 16 hours teaching time at the appropriate rate for the grade be paid to each participating careers teacher.*

(*: Directors need to ensure that the time paid for has in fact been spent teaching the programme)

d. Regarding the compensation of the British careers teachers with responsibility for UK university applications, the Board awaits a specific proposal.

D. PAYMENTS FOR GENERAL CAREERS GUIDANCE

a. Financing of general careers guidance

The following proposals were approved ad hoc for the school year 1999-2000 pending further discussion of the whole issue of general careers guidance in the appropriate Committees:

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378 Decisions of the Board of Governors, 28-29 April 1998, page 17
379 Decisions of the Board of Governors 27-28 April 1999, page 13
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SECTION</th>
<th>Number of teachers x periods</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BERGEN</td>
<td></td>
<td>5 X 0.5 = no supplement</td>
<td>2.5 PER</td>
</tr>
<tr>
<td>B I</td>
<td></td>
<td>8 X 0.5 = + 0.25 + 0.25 + 1.00 + 1.00 + 2.00 + 0.15</td>
<td>4 PER</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
<td></td>
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<td></td>
<td>EL</td>
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<td>EN</td>
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<td>ES</td>
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<td>FR</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>IT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B II</td>
<td></td>
<td>12 X 0.5 = + 0.40 + 1.15 + 1.75 + 0.25 + 0.25 + 0.15</td>
<td>6 PER</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
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<td></td>
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<tr>
<td></td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CULHAM</td>
<td>E</td>
<td>5 X 0.5 = + 0.15</td>
<td>2.5 PER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ 0.15 = 2.65 PER.</td>
</tr>
<tr>
<td>KARLSRUHE</td>
<td>D</td>
<td>5 X 0.5 = + 0.5 + 0.15</td>
<td>2.5 PER</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td></td>
<td>+ 0.65 = 3.15 PER.</td>
</tr>
<tr>
<td>LUX.</td>
<td>D</td>
<td>14 X 0.5 = + 0.65 + 0.75 + 0.5 + 0.40 + 0.15</td>
<td>7 PER</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td></td>
<td>+ 2.45 = 9.45 PER.</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOL</td>
<td>F</td>
<td>8 X 0.5 = + 0.15 + 0.25</td>
<td>4 PER</td>
</tr>
<tr>
<td></td>
<td>NL</td>
<td></td>
<td>+ 0.4 = 4.4 PER.</td>
</tr>
<tr>
<td>MUNICH</td>
<td>D</td>
<td>5 X 0.5 = + 0.15 + 0.25 + 0.25</td>
<td>2.5 PER</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td></td>
<td>+ 0.65 = 3.15 PER.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VARESE</td>
<td>D</td>
<td>5 X 0.5 = + 0.15 + 0.25 + 0.25</td>
<td>2.5 PER</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td></td>
<td>+ 0.65 = 3.15 PER.</td>
</tr>
<tr>
<td></td>
<td>I</td>
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<td></td>
</tr>
</tbody>
</table>

b. The request for a one-year extension of the formula for calculating the timetable reductions for those teachers involved in general careers guidance work was approved pending the outcome of the current review of payments for all the various aspects of careers guidance.  

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380 **Decisions of the Board of Governors, 17-18 May 2000**, page 15
E. PILOT PROJECT FOR CAREERS GUIDANCE IN YEARS 6-7 (DOCUMENT 1998-D-155) 381

The Board approved the pilot project, for schools which could meet the costs from their present budget to start in year 6 in September 1998 and in year 7 in September 1999. The creation of a new budget line for the year 2000 would be considered later.

September 1998: 6th year programme with 8 hours per class/section
7th year modified programme to be piloted in this transition phase.

September 1999: 6th year programme with 8 hours per class/section
7th year programme with 8 hours per class/section.

Background

The Board of Governors of the European Schools has foreseen the development of a careers guidance programme for years 6-7 as a logical continuation of the 5th year careers guidance programme which is followed in all European Schools (Doc. 95-D-263). The need for this continuation programme has been confirmed by the Working Party for Careers Guidance and Counselling and by the results of the recent questionnaire which surveyed the views of parents, pupils, careers teachers and school administrations on the implementation of the 5th year careers programme (Doc. 97-D-2910).

It is envisaged that this new programme would build on the strengths and skills which were developed in the 5th year careers programme and thus complete the careers education and guidance process for senior students in the European Schools. This programme would focus on equipping students with the skills and Information necessary to maximise their potential during years 6-7 and to make considered choices for their post-Baccalaureate careers.

The programme

1. GENERAL AIM

   This programme has been designed so as to give all senior European School students a formalised careers education and guidance base which would complement and enhance the voluntary work which already takes place in national sections throughout the European School system.

2. SPECIFIC AIMS

   a. To make students familiar with the assessment structures which lead to the Baccalaureate Examination and Certification.
   b. To develop study skills which involve planning and developing routines based on students’ work methods in years 6-7
   c. To promote students’ awareness of career possibilities and the routes to those careers, in a local, national and international context.
   d. To assist students in identifying the various factors involved in choosing careers.
   e. To develop students’ awareness of current employment structures and career paths.
   f. To assist students to develop skills of decision making to enable them to make considered choices in relation to anticipated careers.
   g. To develop further the interaction between student/parent/school in matters related to school/career path.
   h. To present the Careers Advice/Education services available in the European Schools to students and parents, and to promote awareness of the external sources of information and advice on careers and Higher Education available to students and parents.

381 Decisions of the Board of Governors, 28-29 April 1998, page 21
3. CONTENT

A number of themes, topics and skill areas will be developed which include:

a. The European Baccalaureate - structure and assessment
b. Study skills- planning for study/time management
c. The world of work – trends, career paths
d. Higher Education in Europe – options and trends
e. Information retrieval – staff/ resource library/IT
f. Completing application forms - University applications
g. Personal record - Curriculum Vitae presentation
h. Interviews
i. Living as a student - life skills

4. ORGANISATION, METHODS AND MATERIALS

Organisation

A time allocation of 16 lessons per class/per language section during years 6-7, to be organised according to the requirements of each school. In some schools this programme might be organised at a time when 6th and 7th year students are free of lessons i.e. after exams at the end of the 6th Year. The programme would be taught by the 6th and 7th year careers teachers and delivered in the language of the student’s section.

SUGGESTED FORMAT

YEAR 6

may include

• structures of years 6-7 (timeline, assessment details)
• choosing a course at Third Level in national systems
• study skills
• Information (staff/library/IT/external sources)
• Making an application to a University
• The world of work
• Higher Education options and mobility in the UK and the EU
• 7th year Baccalaureate structure – choices for written/oral examination/assessment structures
• Individual careers guidance meetings

YEAR 7

may include:

• 7th year Baccalaureate: choices and assessment
• study skills and planning
• making applications/CV and personal file
• individual careers guidance meetings
• life skills – living as a Third Level student

Methods

Programme activities are student-centred, involving for example:

• Group work
• Discussion/interview
• Problem solving
• Case study / role play
• Information retrieval
• Practical work

Material

Materials should be adapted to the ‘Content’ areas outlined in the programme. They could include questionnaires, audio-visual material, electronic media, case studies, simulations and careers information.

F. CAREERS GUIDANCE IN YEARS 6-7 OF THE SECONDARY SCHOOL – 2005-D-211-en-4

The careers guidance programme for years 6-7, the pilot phase of which would finish at the end of the 2004-2005 school year, was approved, as set out in 1998-D-155, and would be applicable to all the European Schools from the start of the 2005-2006 school year.

382 Decisions of the Board of Governors, 25-27 April 2005, page 2
CHAPTER XXI

ICT

A. CENTRALISATION OF MANAGEMENT AND COMPUTERISATION\textsuperscript{383}

The Board of Governors decided on implementation of system I of the European Schools computerisation project. This system is described in Document 88-D-88. The appropriations for implementation of this system were entered in the Budget of the Office of the Representative of the Board of Governors for the financial year 1989. The Board of Governors approved the Master Plan for Computer Use,\textsuperscript{384} which sets a framework for the operation of computing in the European Schools. This Plan is the subject of Document 4011/1-D-89.

The computerisation policy was established in a first 4-year strategic plan (2001-D-35) which was subsequently updated by a second 4-year strategic plan (2005-D-176).\textsuperscript{385}

1. ICT Plans

In 2001, the Board of Governors approved the first ICT Plan of the European Schools; this plan devised an overall concept for ICT in the Schools, the main objective of which was to standardise use of computer-based tools across the schools in order to give pupils equal opportunities when studying ICT.

In 2007, the Board of Governors approved the second ICT Plan of the European Schools. This plan included a very detailed financial annex quantifying the desirable equipment (personal computers, projectors and interactive whiteboards) for each school. This Plan was valid up to the year 2010.

At its meeting of 2-4 December 2009, the Board of Governors approved the last ICT Plan produced by the Steering Group, presented in document 2009-D-305-en-2.\textsuperscript{386} This last plan expires on 31 December 2014.

\textsuperscript{383} ARBG, 18-19 October 1988, page 1
\textsuperscript{384} ARBG, 30-31 January 1990, pages 2 to 23
\textsuperscript{386} Decisions of the Board of Governors, 14-16 April 2010; written procedure 2009/39, initiated on 9 December 2009 and completed on 6 January 2010
CHAPTER XXII

LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS (SEN)

A. LEARNING SUPPORT

1. Learning support in the Nursery and Primary cycles


Learning Support is covered by specific budget items. These are separate from the SEN budget because learning support meets a different range of pupil needs.

The budget for learning support covers teaching hours, equipment and materials. The ratio of learning support teaching hours to the number of pupils in schools is determined by the Board of Governors.\(^{388}\)

The Board of Governors approved an increase in the annual flat-rate allocation per nursery and primary pupil, rising to €133.66 in the 2005 budget.\(^{389}\)

As regards in-service training learning support (see also document 2005-D-371\(^{390}\)), in order to maintain a high standard of professionalism, schools should plan in-service training (INSET) annually. INSET should be at school level for learning support teachers and should be open to other teachers.\(^{391}\)


The Board of Governors approved the document defining the ‘General policy on learning support in the secondary’, with immediate entry into force.

The Board of Governors approved implementation of learning support in the secondary in all the schools, as from the beginning of the 2004-2005 school year, using the appropriations earmarked for extra tuition.

Coordination time was granted as follows:

- 2 weekly periods in the Brussels and Luxembourg schools
- 1 weekly period in the other schools.


The Board of Governors decided that the ‘Learning Support Secondary’ Working Group should continue to discharge its current mandate, concerning the pedagogical aspects of implementation of learning support in the secondary in all the European Schools.

\(^{387}\) Decisions of the Board of Governors, 30-31 January 2007, page 4
\(^{388}\) Decisions of the Board of Governors, 30-31 January 2007, page 4
\(^{389}\) Decisions of the Board of Governors, 28-30 April 2004, page 3
\(^{390}\) Decisions of the Board of Governors, 31 January & 1 February 2006, page 7
\(^{391}\) Decisions of the Board of Governors, 30-31 January 2007, page 4
\(^{392}\) Decisions of the Board of Governors, 1-2 February 2005, page 4
\(^{393}\) Decisions of the Board of Governors, 1-2 February 2005, page 6
The Board of Governors decided to establish a new working group, with the following mandate:

- to present an alternative route to year 7, with recognised and accredited upper secondary school leaving certificates awarded by the European Schools
- to prepare an alternative leaving certificate awarded at the end of secondary year 5
- to investigate the possibilities for widening of the curriculum to include vocational courses.

The members of the existing ‘Learning Support Secondary’ Working Group might sit on this new group.

4. **Policy on and implementation of educational support in the European Schools (2012-05-D-14-en-5)**

The Board of Governors approved the document on the policy on the provision of educational support in the European Schools.

5. **Learning Support resources**

The Board of Governors approved the following distribution of resources for the organisation of Learning Support, and *Rattrapage* (Catching-up support) for the 2011-2012 school year.

a) **Nursery/Primary Learning Support and SWALS support 2011-2012**

   The Nursery and Primary school support is calculated on following basis for the 2011-2012 school year:
   Nursery and Primary Learning Support and *Rattrapage* (Catching-up support) = according to the table below (normally 150 euro/pupil)

b) **Secondary Learning Support, Rattrapage (Catching-up support) and SWALS support 2012**

   The secondary school support is calculated on the following basis for the 2011-2012 school year:
   Secondary Learning Support and *Rattrapage* (Catching-up support) = 175 euro/pupil

c) **Mandate**

   The Board of Governors gave a mandate to the Secretary-General to prepare a proposal for the Joint Teaching Committee’s October meeting to address the question of the support standards in nursery/primary and in the secondary cycle for the financial year 2013 onwards.

B. **SPECIAL EDUCATIONAL NEEDS (SEN)**

a. **Special arrangements for assessment of the performance of pupils with special needs (2412-D-2001)**

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394 Decisions of the Board of Governors, 3-5 December 2012, page 6
395 Decisions of the Board of Governors, 12-14 April 2011
396 Decisions of the Board of Governors, 29-31 January & 1 February 2002, page 3
b. Integration of SEN children into the European Schools

The Board of Governors approved document 2003-D-4710-en-5, with the exception of paragraph 4.4 concerning the appeal procedure, which would be revised in order to bring it into line with the new provisions on appeals which would appear in the General Rules.

Integration of special needs pupils into the European Schools

- The Board of Governors mandated the SEN Policy Group, in its future work, to redefine the SEN inspector’s role and to analyse in greater detail the recommendations made in the Swedish experts’ report, in order to deepen the discussion on the policy on integration of pupils with special needs.

c. SEN coordination

Calculation of coordination hours: Document 2004-D-43-en-3

The Board of Governors decided to allocate 1 hour of Internal Structures for the nursery and primary schools per 65 pupils. This amount includes cycle coordination, subject coordination, LS, SEN and SWALS coordination.

The Board of Governors decided to allocate 1 period of Internal Structures for 40 students in the secondary cycle. This amount includes cycle coordination, subject coordination, timetabling, LS, SEN and SWALS coordination reductions.

d. Special arrangements for the Baccalaureate for candidates with special needs – 2009-D-559-en-2

The Board of Governors approved the special arrangements specified in document 2009-D-559-en-2 and their implementation for the 2011 European Baccalaureate session.

e. See also Chapter X-B-7 – Amendments to Annex 1 and Annex 2 of the Service Regulations for the Administrative and Ancillary Staff (AAS) of the European Schools – New occupational category: ‘SEN Assistant’ – 2011-2011-02-D-27-en-2

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397 Decisions of the Board of Governors, 26-27 October 2004, page 5
398 Decisions of the Board of Governors, 2-4 December 2009, page 4
399 Decisions of the Board of Governors, 28-30 April 2004, page 3
400 Decisions of the Board of Governors, 12-14 April 2011, Annex I to document 2011-01-D-33-en-7
401 Decisions of the Board of Governors, 12-14 April 2011, Annex I to document 2011-01-D-33-en-7
402 Decisions of the Board of Governors, 28-30 April 2004, page 3
403 Decisions of the Board of Governors, 12-14 April 2011, page 13
CHAPTER XXIII
STUDENTS WITHOUT A LANGUAGE SECTION (SWALS)

SWALS – MOTHER TONGUE PROVISION FOR PUPILS FOR WHOM THERE IS NO LANGUAGE SECTION OF THEIR OWN IN THEIR SCHOOL

SWALS are those categories I and II pupils whose mother tongue/dominant language is an official language of an EU Member State (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language (L1) exists in their school.

If one of the language sections of the European Schools corresponding to a category I or II pupil's mother tongue/dominant language is not open in the school, this pupil is entitled to tuition in his/her L1, working on the assumption that the School has at its disposal a duly qualified teacher, or can recruit one.

SWALS are normally enrolled in one of the working language (DE, EN, FR) sections. The language of the section is the pupil’s L2. SWALS can also be enrolled in the language section of the host country on condition that no additional costs are created. Their L2 should be English, French or German.

At the European School, Munich, there are children whose mother tongue/dominant language is not an official language of an EU Member State but who are considered to have the same rights as SWALS.

In the nursery and primary cycles, L1 courses for SWALS shall be allocated a minimum of five periods per week.

In the secondary cycle, L1 courses for SWALS are organised according to the same rules as any other L1.

At all levels, consecutive year groups may be combined in order to avoid reductions in teaching time.

SWALS are entitled to receive SWALS support when lack of knowledge of the language of the section in which they are enrolled is a barrier to communication, integration and learning. This support focuses on the acquisition of this language and thus facilitates SWALS’ access to the curriculum.

From 1st September 2011, Category III pupils shall learn as L1 the language of the section in which they are enrolled. Category III pupils who were enrolled before 1 September 2011 and who learnt as L1 a language different from that of the section can continue with the same L1 up to the end of their schooling in order to ensure pedagogical continuity.

SUPPORT
The Board of Governors approved the following distribution of resources for the organisation of Learning Support, SWALS support and Rattrapage (Catching-up support) for the 2011-2012 school year.

404 Decisions of the Board of Governors, 12-14 April 2011. The decisions entered into force as from 15 April 2011.
405 Decisions of the Board of Governors, 12-14 April 2011
a) Nursery/Primary Learning Support and SWALS support 2011-2012

The Nursery and Primary school support is calculated on following basis for the 2011-2012 school year:

Nursery and Primary Learning Support and *Rattrapage* (Catching-up support) = according to the table below (normally 150 euro/pupil)
Primary SWALS support = 550 euro/SWALS pupil

b) Secondary Learning Support, *Rattrapage* (Catching-up support) and SWALS support 2012

The secondary school support is calculated on the following basis for the 2011-2012 school year:
Secondary Learning Support and *Rattrapage* (Catching-up support) = 175 euro/pupil
Secondary SWALS support = 550 euro/SWALS pupil.

c) Mandate

The Board of Governors gave a mandate to the Secretary-General to prepare a proposal for the Joint Teaching Committee’s October meeting to address the question of the support standards in nursery/primary and in the secondary cycle for the financial year 2013 onwards.
CHAPTER XXIV

SCHOOL YEAR

A. THE SCHOOL YEAR

The school year may not begin before the second working day in September. Locally recruited teachers will start working on the first working day in September, that day being used for the General meeting, extraordinary Class Councils (appeals), testing of pupils etc.

The school year must consist of 180 working days for pupils (181 in leap years). The last day of the school year must be the same day in all the European Schools and will be 7 July or thereabouts.

The schools should allocate:

a. one week for the All Saints half-term holiday, to include 1 November.
b. two weeks for Christmas/New Year, beginning around 22 December.
c. one week for the Spring mid-term break, preferably the week in which Shrove Tuesday falls.
d. two weeks for Easter, preferably one before and one after Easter Sunday.

Schools with a Greek section should ensure that Greek pupils may observe the Orthodox Church’s Easter Monday.

e. Community holiday, to be marked either by a holiday or by organised activities to raise awareness of the Community (in that case, the day may not be counted as a school day).
f. Whit Monday

g. Summer holidays: approx. 8 weeks

Additional holidays: Days may be allocated by Administrative Boards according to local requirements, including, for example, Labour Day and Ascension Day where these are national holidays.

The holidays listed in points a, b, c and d will be harmonised across the Schools located in the same city (Brussels, Luxembourg).

Only the European School of Mol which needs to respect the organisation of boarding institutions attended by some pupils may organise the Easter holidays differently, if necessary, in order to conform its school calendar to the Belgian Flemish educational system.

Length of the school year in the European Schools – 2010-D-173-en-4

The Board of Governors confirmed its decision of 30 and 31 January 2007:

1. From a formal viewpoint, to grant the schools the possibility of suspending lessons in the secondary cycle during the days required for the Baccalaureate oral examinations at the end of the school year, as they appear each year in the Memorandum on the Baccalaureate drawn up by the General Secretariat and approved by the Board of Governors,

2. From the viewpoint of practical organisation during the Baccalaureate orals period, to recommend to the schools:

a) that the number of work experience placements in companies in years 5 and 6 at the end of the school year be increased,
b) that the organisation of replacement activities be planned a sufficiently long time in advance, so as to improve the quality of what is offered and to make them compulsory, if necessary, for pupils who register to participate in them, in order to avoid absenteeism and security problems.

B. ADDITIONAL HOLIDAYS:

Up to 14 half-days, allocated by Administrative Boards according to local requirements, including, for example, Labour day and Ascension where these are national holidays.

Summer holidays: approximately 8 weeks.

Note: The European School, Mol is constrained by the organisation of boarding institutions attended by some pupils. The school should adhere to the schedule prepared above as far as is consistent with local boarding arrangements.

C. NATIONAL DAYS

a. Only the national day of the country where the School is situated will be a holiday.

b. The national days of other countries must not lead to the organisation of celebrations, festivities or games during school hours.

c. To associate children of all nationalities with the commemoration of national days all flags will fly at the school on the national days of each Community country and the flag of the country celebrating its national day will be hoisted before the assembled school.

During the first period on this day, or on the following day if the national day falls on a Sunday or a holiday, each teacher will give a talk to his own class and any pupils he will normally be teaching at the time on the country whose national day it is, concentrating, for example, on a historical event or geographical characteristics, or on a poet, philosopher or other famous person from that country who has made a contribution to the subject in which the teacher concerned specialises.

408 RBG, 24-25 May 1957, page 29

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>DATE</th>
<th>NAME OF THE DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRIA</td>
<td>26 October</td>
<td>Nationalfeiertag</td>
</tr>
<tr>
<td>BELGIUM</td>
<td>21 July</td>
<td>National day</td>
</tr>
<tr>
<td>BULGARIA</td>
<td>3 March</td>
<td>Трети март</td>
</tr>
<tr>
<td>CYPRUS</td>
<td>1 October</td>
<td>Independence day</td>
</tr>
<tr>
<td>CZECH REPUBLIC</td>
<td>28 October</td>
<td>Independence day</td>
</tr>
<tr>
<td>DENMARK</td>
<td>5 June</td>
<td>Grundlovsdag</td>
</tr>
<tr>
<td>ESTONIA</td>
<td>24 February</td>
<td>Independence day</td>
</tr>
<tr>
<td>EUROPE</td>
<td>9 May</td>
<td>European Union Day</td>
</tr>
<tr>
<td>FINLAND</td>
<td>6 December</td>
<td>Independence day</td>
</tr>
<tr>
<td>FRANCE</td>
<td>14 July</td>
<td>National day</td>
</tr>
<tr>
<td>GERMANY</td>
<td>3 October</td>
<td>Tag der deutschen Einheit</td>
</tr>
<tr>
<td>GREECE</td>
<td>25 March</td>
<td>National day</td>
</tr>
<tr>
<td>HUNGARY</td>
<td>15 March</td>
<td>National day</td>
</tr>
<tr>
<td>IRELAND</td>
<td>17 March</td>
<td>St Patrick's Day</td>
</tr>
<tr>
<td>ITALY</td>
<td>2 June</td>
<td>Proclamazione della Repubblica</td>
</tr>
<tr>
<td>LATVIA</td>
<td>18 November</td>
<td>National day</td>
</tr>
<tr>
<td>LITHUANIA</td>
<td>16 February</td>
<td>Independence day</td>
</tr>
<tr>
<td>LUXEMBOURG</td>
<td>23 June</td>
<td>National day</td>
</tr>
<tr>
<td>MALTA</td>
<td>21 September</td>
<td>Independence day</td>
</tr>
<tr>
<td>NETHERLANDS</td>
<td>30 April</td>
<td>Verjaardag van HM. de Koningin</td>
</tr>
<tr>
<td>POLAND</td>
<td>3 May/11 November</td>
<td>Święto Konstytucji Trzeciego Maja 1791 / Święto Niepodległości</td>
</tr>
<tr>
<td>PORTUGAL</td>
<td>10 June</td>
<td>Dia de Portugal, de Camoes e das Comunidades</td>
</tr>
<tr>
<td>ROMANIA</td>
<td>1 December</td>
<td>Ziua națională a României</td>
</tr>
<tr>
<td>SLOVAKIA</td>
<td>1 September</td>
<td>Constitution Day</td>
</tr>
<tr>
<td>SLOVENIA</td>
<td>25 June</td>
<td>National day</td>
</tr>
<tr>
<td>SPAIN</td>
<td>12 October</td>
<td>La fiesta de la Hispanidad</td>
</tr>
<tr>
<td>SWEDEN</td>
<td>6 June</td>
<td>Sveriges nationaldag</td>
</tr>
<tr>
<td>UNITED KINGDOM</td>
<td>21 April</td>
<td>The Queen’s birthday</td>
</tr>
</tbody>
</table>
CHAPTER XXV

SCHOOL FEES


   a. The Board of Governors decided on the following rates for school fees (category III) for the 2005-2006 school year only, with no distinction between pupils already attending the Schools and newly enrolled pupils.


   By decision of the Board of Governors of April 2005 an increase of 2% for the school year 2006-2007 was decided, so that they would be fixed at the following levels:

   €2,448 for the nursery
   €3,366 for the primary
   €4,590 for the secondary.

   School fees for children of civilian staff of NATO are double the rate of the above school fees.

   b. The Board of Governors decided that the sums laid down as school fees and registration fees for the European Baccalaureate should be converted into currencies other than the Belgian franc on the basis of the actual parity of the European Unit of Account used for calculating the salaries of the staff of the European Communities.

   c. The Board of Governors decided that remission of school fees would be limited to hardship cases.

       In genuine hardship cases the Administrative Board might agree to a reduction in or remission of school fees, in accordance with a single implementing regulation drawn up by the Representative of the Board of Governors.

2. Exemption from/reduction in school fees

   The Board of Governors decided that transport costs would not be deducted from family income for calculation of exemption from or a reduction in school fees.

Exemption from/Reductions in school fees

   The Board of Governors endorsed the proposed maintenance of a slightly modified version of the present system of reductions in school fees based on income levels and the number of children attending the school, although it insisted that 100% reductions should never be granted.

   The Board of Governors requested the Administrative and Financial Committee to propose a maximum percentage for fee reductions.

410 Decisions of the Board of Governors, 15 March 2004, page 2
411 Decisions of the Board of Governors, 25-27 April 2005, page 5
412 Decisions of the Board of Governors, 24-25 October 1995, page 4
413 Decisions of the Board of Governors, 25-27 April 2005, page 6
The Board of Governors decided that for implementation of the decisions of general principle taken at the meeting of the Board of Governors of 25, 26 and 27 April 2005 in connection with school fees and pertaining to

- the advance payment of a proportion of the annual school fees in the case of enrolments of new pupils whose parents or guardians are liable for school fees,
- the minimum contribution to be charged in cases of reductions in school fees, and
- the payment of school fees in instalments,

the arrangements should be as follows:

a. With respect to the advance payment of school fees, the passages shown below in **bold** should be added to Articles 30 and 45 of the General Rules of the European Schools:

   **Article 30**
   When a pupil is first enrolled in a European School, parents who are required to pay school fees shall undertake to pay the sums owed within the time period set by the School.
   An advance payment amounting to 25% of the school fees set by the Board of Governors for the relevant teaching level for the coming school year shall be paid by 30 June of the current year.
   Where the school fees fixed are still outstanding or have not been paid in full at the end of a school year, the pupil in question shall be deemed by the School to have been struck off the roll and would no longer be admitted to the European Schools as from the beginning of the following school year.
   The Administrative Board may waive this provision if a duly substantiated request is submitted and grant an extension for payment of up to three months.
   The request should be submitted before 1 June of the school year in question.

   **Article 45**
   Administrative formalities
   A pupil’s parents or the pupil himself/herself if he/she is over the age of 18, shall make written application for enrolment to the Director.
   The applicant shall complete enrolment forms and produce documents authenticating the child’s civil status, together with such medical certificates as are required in the country in which the School is situated.
   He/She shall also produce a certificate from the pupil’s former school indicating his/her results for the previous school year and, if relevant, whether he/she has qualified for promotion to the year above.
   Enrolment shall not be considered definitive until all the requisite documents are in the child’s personal file and the required amount of the advance payment provided for in Article 30(2) has been paid by the date set.

b. The rules for reduction in school fees shall be as follows:

   **Family component**
   Families who have enrolled two or more children for whom school fees are payable in one or more European Schools at the same time shall be entitled to a family-related reduction in the school fees set by the Board of Governors.

   In such cases,

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414 Decisions of the Board of Governors, 25-26 October 2005, pages 8-11
the full amount of the fees corresponding to the teaching level shall be payable for the first child (= the one who has progressed furthest in his/her school career),

50% of the fees corresponding to the teaching level shall be payable for the second child,

25% of the fees corresponding to the teaching level shall be payable for the third and each subsequent child.

Irrespective of the fees applicable to the teaching level, the minimum amount may not be less than 50% of the fees charged for the nursery.

**Income-dependent reduction**

The Board of Governors decided that in duly substantiated hardship cases, on application from the persons concerned, a reduction in school fees may be granted, taking account of the income and the composition of the family concerned. The method shall be based on comparison of the income available, minus a basic amount, with the school fees normally payable. The basic amount shall be determined annually across the board for all the Schools and shall then be adjusted for the different Schools, using the weightings (correction coefficients) laid down in Article 47(3) of the Regulations for Members of the Seconded Staff, corresponding to the development of the cost of living in the host country of the School.

In so far as no special circumstances are recognised, the minimum contribution to be paid as school fees shall amount to 25% of the school fees normally due, irrespective of the results of the calculations defined below.

**Calculation elements and definitions**

**R:** Annual net income of the family
**M:** Minimum amount; this amount is determined on the basis of local living conditions and the composition of the family and is subject to annual adjustments
**m:** Minimum basic amount (family with dependent child)
**m':** Allowance for each additional dependent child
**n:** Number of additional dependent children
\[ M = m + (n \times m') \]
**D:** Income available for payment of school fees
\[ D = R - M \]
**k:** Coefficient: The proportion of the income available which the family has to find for the payment of school fees is determined by applying a coefficient, which is identical for all Schools.

The rate of the reduction in school fees for the 2005-2006 school year is 0.36. The rate rises by 0.05 points in the coming school years to

- 0.41 in the 2006-2007 school year
- 0.46 in the 2007-2008 school year,
- 0.51 in the 2008-2009 school year and finally
- 0.56 in the 2009-2010 school year

**C:** Normal school fees payable
**S':** Amount to be paid by parents:

\[ S' = k \times D \]

in words

**Coefficient x (annual net income – minimum amount)**
The following cases may arise:

a) $S' = 0.25C$ if $S < 0.25C$ (= minimum contribution)

b) $S' = S$ if $C > S > 0.25C$ (= contribution between 25% and 100%)

c) $S' = C$ if $S > C$ (= normal contribution)

Transitional measures applicable to pupils enrolled prior to the 2005-2006 school year:

For families with one or more children already enrolled in a European School during the 2004-2005 school year who, in 2004-2005 or previous years, were granted a reduction in school fees of more than 75% and who, if the Board of Governors had not introduced a minimum contribution of 25% of the school fees normally payable, would have qualified in 2005-2006 and subsequent years for a reduction of more than 75%, the minimum contribution (A) payable corresponds to the actual increase in the school fees fixed for the school year in question in relation to the school fees for the 2004-2005 school year.

If, after several increases, the amount (A), calculated as indicated above, reaches or exceeds the threshold of 25% of the normal school fees for the nursery, the amount payable would be limited to 25% of the school fees for the nursery.

$$
S' = \begin{cases}
A & \text{if } S < 25\% \text{ nursery fees (= minimum contribution)} \\
25\% \text{ nursery fees} & \text{if } A > 25\% \text{ nursery fees > } S \\
S & \text{if } 0.25C > S > 25\% \text{ of nursery fees} \\
S' = S & \text{if } C > S > 0.25C \text{ (= contribution between 25% and 100%)} \\
S' = C & \text{if } S > C \text{ (= normal contribution)}
\end{cases}
$$

The payment of school fees shall be regulated as follows:

School fees due must be paid by 30 November of the current school year. An advance payment of 25% of the annual school fees must be made by 30 June of the current school year.

On request, the payment of school fees in instalments is allowed.

Each of the instalments amounts to 25% of the annual school fees payable. The dates on which payment is due are laid down as follows:

- first instalment: 30 June before the beginning of the following school year,
- second instalment: 31 October of the current school year,
- third instalment: 31 January of the current school year,
- fourth instalment: 31 March of the current school year.

The payment of the first instalment of 25% by 30 June is an essential prerequisite for a new enrolment to take effect or for a previous enrolment to continue.

Alignment of school fees

School Fees for Children of Civilian Staff of NATO – 2013-03-D-2-en-2

The Board of Governors agreed that no further alignment of the school fees for pupils of NATO civilian staff was needed.
3. **Widening of the jurisdiction of the Complaints Board to include disputes in connection with increases in school fees - 2711-D-2008-en-3**

The Board of Governors endorsed the principle whereby guidelines on the setting of school fees for category III pupils would be established taking account of the latest decisions of the Board of Governors on the subject and of the definitive judgments of the national courts in the cases pending. This would enable the necessary framework to be created to define the jurisdiction of the Complaints Board in this area.


The Board of Governors decided to increase, in the 2013-2014 school year, for category III pupils newly enrolled in that category in the 2013-2014 school year, once (‘one shot’) by 25% the annual school fees applicable in the 2012-2013 school year. At the same time, the Board of Governors granted the Administrative Boards of the Schools the possibility of reducing this 25% increase down to a minimum of 20% or of raising it to a maximum of 30%. In addition, the Board of Governors decided to reduce the school fee reductions for siblings as from the 2013-2014 school year.

The new reductions for the first sibling would be 20% (instead of 50%) and 40% (instead of 75%) for all subsequent siblings.

The new reductions would also only apply to pupils newly enrolled as category III pupils in the 2013-2014 school year.

### B. SCHOOL FEES: PRO RATA CALCULATION

The following proposal was adopted with immediate effect:

**Calculation of school fees on a pro rata monthly basis**

**Category III pupils**

a. Where pupils in category III are admitted or leave during the course of the school year, the school fees should be fixed as follows.**

<table>
<thead>
<tr>
<th>New pupil admitted</th>
<th>Pupil leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees payable</td>
<td>Fees payable</td>
</tr>
<tr>
<td>Sept./Oct.</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Nov.</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Dec.</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Jan.</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>Feb.</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>March</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

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416 [Decisions of the Board of Governors, 2-4 December 2009](#), taken by written procedure 2009/09, initiated on 30 April 2009 and completed on 15 May 2009

417 [Decisions of the Board of Governors, 3-5 December 2012](#), page s 6-7

418 [Decisions of the Board of Governors, 26-27 October 1999](#), page 2

419 [Update by the Decisions of the Board of Governors, 21-23 January 2008](#)
b. In exceptional cases, for example where a pupil is admitted part-way through the school year and then leaves in the same year or where a pupil attends the school for only a very short time, special arrangements may be made according to the circumstances. The financial controller should be consulted in such cases.

c. **Fees for other items**  
Fees for other items (for example, diaries, photocopies, insurance, swimming) should not normally be reduced. However, the Director may allow reductions in exceptional cases and according to local circumstances.

d. **Reduction for second and subsequent children of the same family**  
If a pupil arrives or leaves during the year and other children of the same family remain in the school, the reduced rate for the second and subsequent child should be recalculated on a pro rata basis from the start of the following month (one month to be regarded as one tenth of the school year). An example of this calculation is attached (see below).

e. **Exoneration for financial hardship**  
When calculating an exoneration from fees on grounds of financial hardship, the reduction at paragraph 1 should be calculated first. The reduced amount should then be taken as the school fees due (line 5 on the calculation proforma) for the calculation of the exoneration for financial hardship.

f. **Exchange pupils, guest pupils**  
For pupils on short-term exchange (up to one year) from other European Schools, the fees are payable in the school of origin. For ‘guest’ pupils (pupils accompanying a friend in class for a short period) and others admitted on a temporary or special basis, the fees should normally be fixed as in paragraphs 2 and 3 above. However, the Director may waive the fees, after agreement with the Representative of the Board of Governors.

g. **Category II pupils**  
The above arrangements do not apply to category II pupils, for whom the full fees are payable except as specified in the relevant Financing Agreement. (For this purpose, civil agents of NATO paying the ‘specific’ school fees should be considered as category III).

h. **Change of category**  
Where a pupil changes category as a result of a change in the employment status of the parent (for example, a change from category I to III at the end of a temporary contract with the Commission), the fees should be calculated on a monthly pro rata basis (one month to be regarded as one tenth of the school year):

- if school fees start to be payable, counting from the start of the following month up to and including July;
- if school fees cease to be payable, counting from September up to the end of the previous month.

<table>
<thead>
<tr>
<th>Month</th>
<th>Rate (%)</th>
<th>Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr.</td>
<td>40%</td>
<td>80%</td>
</tr>
<tr>
<td>May</td>
<td>30%</td>
<td>90%</td>
</tr>
<tr>
<td>June/July</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
For entitlement to category I status, the parent must be employed directly and continuously by a community institution or other organisation specified by the Board of Governors for a minimum period of one year. Entitlement to category I status takes effect only from the date when it can be established with certainty that there is a contract of at least one year. The entitlement cannot be back-dated beyond this date. For example, if a temporary official has a contract of 6 months which is subsequently extended for a further six months, school fees must be paid up to the date when the extension of contract was agreed.

Category I parents who take unpaid sabbatical leave become category III and are subject to school fees during the period of leave. (This does not apply to staff of the European Patent Office who take unpaid leave under Article 45 of the service regulations of the EPO.)

Minimum fee per child
Where the school fees take account of the minimum annual fee for second and subsequent children, this should also be charged on a pro rata basis in accordance with the arrangements set out above.

ELEE/FEE
Until the ELEE/FEE programmes can be adapted, the above calculations should be made manually.

Date of implementation
These arrangements take effect immediately.

Example of the recalculation where the first child of the family leaves but the second and third children remain (see paragraph 7).

Departure of Child A in April.

<table>
<thead>
<tr>
<th>Child</th>
<th>Initial fees</th>
<th>Revised fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child A</td>
<td>1000</td>
<td>800 (80% of full fees; see paragraph 2)</td>
</tr>
<tr>
<td>Child B</td>
<td>500</td>
<td>600 (6 months at 50%; 2 remaining months at 100%)</td>
</tr>
<tr>
<td>Child C</td>
<td>250</td>
<td>300 (8 months at 25%; 2 remaining months at 50%)</td>
</tr>
<tr>
<td>Total</td>
<td>1750</td>
<td>1700</td>
</tr>
</tbody>
</table>

C. CATEGORY I PRIVILEGES IN THE EVENT OF UNPAID LEAVE ON PERSONAL GROUNDS (3211-D-2003-en-2)

The Board of Governors decided that children whose parents come under the Staff Regulations of Officials and other Employees of the European Communities should also enjoy category I privileges during unpaid parental or family leave taken by parents in accordance with Article 42a of these Regulations (given that the officials continue to benefit from the family and education allowance this period).

With respect to the financial implications, any potential loss of earnings from fees foregone can be deemed to have been covered by the annual EU subsidy to the European Schools.

Decisions of the Board of Governors, 26-27 October 2004, page 5
D. EUROPEAN SCHOOL, MUNICH – SCHOOL FEES

The Board of Governors decided\textsuperscript{421} that the European School, Munich should not depart from the principles which are in force in the other European Schools for the payment of school fees.

E. AMOUNT OF SCHOOL FEES AT THE EUROPEAN SCHOOL, CULHAM FOR THE 2009-2010 SCHOOL YEAR – 3911-D-2008-en-2\textsuperscript{422}

The Board of Governors approved an increase in the school fees payable at the European School, Culham for the 2009-2010 school year on the basis of the amount of the school fees in sterling for the 2008-2009 school year, to which the inflation rate for the United Kingdom would be applied.

F. CATEGORY II SCHOOL FEES – POINTS FOR DECISION – 2013-02-D-16-en-2\textsuperscript{423}

The Board of Governors could not agree on any proposal to change the method of calculation of category II school fees.

The Board of Governors agreed on the revised category II model financing agreements for the Brussels European Schools.

\textsuperscript{421} RNE, 9-10 December 1976, page 13
\textsuperscript{422} Decisions of the Board of Governors, 20-21 January 2009, page 6
\textsuperscript{423} Decisions of the Board of Governors, 16-18 April 2013, page 12
CHAPTER XXVI

SCHOOL ACTIVITIES

A. SCHOOL JOURNEYS

1. **Cost of accompanying school journeys** 424

The Board of Governors decided that the costs of accompanying school journeys could no longer be financed out of the budgets of the European Schools, but that they must be borne by the parents of the pupils going on the trips. The guidelines for the secondary school were approved by the Board of Governors 425 for implementation from September 1999.

2. **Primary School outings and trips (2002-D-54)** 426

3. **Eurosport in the future (2001-D-553)** 427


The Board of Governors approved the document: Eurosport Handbook.

B. PARTICIPATION OF THE EUROPEAN SCHOOLS IN THE SOCRATES/COMENIUS PROGRAMMES (2001-D-174) 429

The Board of Governors accepted the proposals in section 2.0 of the document.

C. ORGANISATION AND FUNDING OF EUROSPORT (2006-D-202) 430

The Board of Governors accepted the proposed changes to be made to the organisation and funding of Eurosport in section 3 of the document.

D. ORGANISATION AND FUNDING OF THE EUROPEAN SCHOOL SCIENCE SYMPOSIUM (E.S.S.S.) (2006-D-3310) 431

The Board of Governors endorsed the proposals in the document.

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424 ARBG, 9-10 December 1982, page 40
425 Decisions of the Board of Governors, 27-28 April 1999, page 7
426 Decisions of the Board of Governors, 22-23 May 2002, page 2
427 Decisions of the Board of Governors, 24-25 April 2001, page 3
428 Decisions of the Board of Governors, 22-23 January 2008
429 Decisions of the Board of Governors, 24-25 April 2001, page 4
430 Decisions of the Board of Governors, 23-24 October 2007, page 3
431 Decisions of the Board of Governors, 23-24 October 2007, page 3
CHAPTER XXVII

MANAGEMENT

A. MANAGEMENT

1. Canteen

The Board of Governors decided, in order to guarantee legal and financial separation between European Schools and canteens, that

a. the following expenditure in particular would be incorporated into the cost prices of meals and hence borne by parents:
   - the cost of the food
   - the remuneration of the manager and cooks and other staff recruited for the canteen.

b. no staff working for the canteen would be under contract with the school.

It nevertheless authorised the European Schools to meet the following expenditure:

- the cost of the electricity, gas and water used
- the maintenance and repair of equipment and, unless otherwise specified in the host country agreement, its replacement.

A consultation instrument (regulations, convention, agreement) would be submitted by the Director to the Administrative Board of each European School for approval, with a view to definition of the general organisation and routine operation of the canteen service in accordance with the above new conditions.

A maximum period of five years might be allowed in those European Schools with a different organisation on the date of this decision.

The Board of Governors confirmed that the cost of employing supervisory staff remained chargeable to the school’s budget but that the European Schools were no longer authorised to recruit new ancillary staff to perform cleaning duties, which should be contracted out to a service company.


The Board of Governors approved the document’s proposals appearing under point V on page 5.

2. School transport

The Board of Governors decided that organisation and supervision of school transport was a matter for parents; it must not involve any financial burden for the School. The School might,
however, grant administrative assistance to the parents. Expenditure resulting from the
organisation and supervision of transport might not be charged to the School.

The Board of Governors invited the Administrative Boards to find answers to the transport
problems in each of the Schools.

The Board of Governors authorised the Varese School to retain its existing system provided
that it did not involve any additional charge on the budget. Should it lead to additional
expenditure the cost would be borne by the parents.

2.1 Request from the Parents’ Association of the European School,
Brussels IV for the granting of a subsidy for school transport –
document 4011-D-2008-en-2

The Board of Governors approved the request from the Parents’
Association of the European School, Brussels IV for the granting of a
subsidy of €107,000 for school transport – document 4011-D-2008-
en-2.

2.2 Request from the Parents’ Association of the European School,
Brussels IV for the granting of a subsidy for school transport –
document 2010-D-312-en-2

The Board of Governors decided to grant a subsidy to the Parents’
Association/Transport Committee of the European School, Brussels
IV for school transport, to balance the proven deficit, up to a
maximum amount of €65,000, for the 2009-2010 school year.

2.3 Request from the Parents’ Association of the European School,
Brussels IV for the granting of a subsidy for school transport

The Board of Governors approved the granting to the Parents’
Association of the European School, Brussels IV in charge of school
transport a subsidy amounting to a maximum of €55,000 for the
2010-2011 school year and this amount’s entry in the budget of the
European School, Brussels IV. This subsidy would no longer be
granted in the future.

3. Quality Assurance and Development in the European Schools –
Transparency and Code of Good Administrative Behaviour in the
European Schools system (2006-D-102-en-4)

The Board of Governors approved incorporation of the Code of Good Administrative
Behaviour (2006-D-102-en-4) into Chapter IV of the ‘Quality Assurance and Development in
the European Schools’ document – 2006-D-264 – approved by the Board of Governors at its
meeting in Rethymnon in May 2000.

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435 Decisions of the Board of Governors, 21-23 April 2009, page 7, taken by written procedure initiated on 22 January 2009 and
completed on 6 February 2009
436 Decisions of the Board of Governors, 14-16 April 2010, page 17
437 Decisions of the Board of Governors, 12-14 April 2011, page 12
438 Decisions of the Board of Governors, 25-26 April 2006, page 7
The latter document, thus supplemented, would be published on the European Schools’ website.

4. **Child protection** 439

The Board of Governors accepted the amendments made by the Joint Teaching Committee to the Child Protection document – 2007-D-441-en-4.

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439 Decisions of the Board of Governors, 16-17 April 2008, taken by written procedure (2008/09) initiated on 21 April 2008 and completed on 13 May 2008
CHAPTER XXVIII

SAFETY AND SECURITY

A. 2013-11-D-15-en-1

The Board of Governors endorsed the recommendations in section 3.1. of the document and authorised the schools to commission external safety and security audits.

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440 Decisions of the Board of Governors, 3-5 December 2013, page 8.
## ANNEX I: WRITTEN PROCEDURES

<table>
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<tr>
<th>No</th>
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<th>REF. OF THE DOCUMENT</th>
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<td>2014/3</td>
<td>Adaptation of the Correction Coefficients and the related exchange rates to be applied from 1 July 2013 onwards to calculate the salaries of the Seconded Staff and the Chargés de Cours of the European Schools (Articles 47 and 48 of the Regulations for Seconded Staff of the European Schools)</td>
<td>2014-01-LD-37-en</td>
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<td><strong>YEAR 2013</strong></td>
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<td>2013/40</td>
<td>Cost Sharing principles forwarded by the Budgetary Committee</td>
<td>2013-07-D-18-en-5</td>
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<td>2013/36</td>
<td>Supplementary and amending budget No 2/2013 for the General Secretariat and amending budgets for the budgets of the Brussels 1, Brussels 3, Culham, Luxembourg 1 and Varese European Schools to release the funds required</td>
<td>2013-09-D-49-fr-2</td>
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<td>2013/34</td>
<td>Amending budget No 1/2013 for the General Secretariat and the European Schools, Brussels IV and Brussels III (for balancing purposes)</td>
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<td>Admission of category III pupils to the European School, Culham</td>
<td>2013-06-D-24-fr-1</td>
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<td>New financing agreements for the admission of category II pupils to the Brussels European Schools</td>
<td>2013-03-D-4-fr-2</td>
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<td>Amendment to the Rules of Procedure for the Complaints Board of the European Schools</td>
<td>2013-03-D-9-fr-2</td>
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<td><strong>YEAR 2012</strong></td>
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<td>2012/22</td>
<td>Revision of Article 96 of the Financial Regulation</td>
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<td>2012/14</td>
<td>Parental leave for Members of the Seconded Staff of the European Schools</td>
<td>2012-02-D-67-en-4</td>
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<td>YEAR 2011</td>
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<td></td>
<td>2009-D-661-en-1</td>
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| 2011/12 | - Budget of the European Schools: New proposal  
- Change to the decision on the annual adjustment of the remuneration of the seconded staff and of the Secretary-General with effect from 1 July 2009 (+ 3.7% instead of + 1.85%)  
- Proposal for the annual adjustment of the remuneration of the seconded staff and of the Secretary-General with effect from 1 July 2010  |
|          | 2011-02-D-16-en-2  
2011-02-D-18-en-2  
2011-02-D-19-en-2 |
| 2011/13 | Memorandum on the organisation of the 2011 European Baccalaureate session  |
|          | 2011-01-D-53-en-2 |
| 2011/15 | Situation in the Brussels European Schools  |
|          | 2011-03-D-21-en-1 |
| 2011/16 | Review of the opening up of the European Schools System – Accredited Schools  |
|          | 2011-02-D-38-en-4 |
| 2011/22 | Revision of the salaries of locally recruited teaching staff – amendment of the Conditions of Employment applicable to part-time/locally recruited teachers in post prior to 1 September 1994.  |
|          | 2011-06-D-29-en-1 |
| 2011/26 | Adjustment of the salaries of part-time/locally recruited teachers and the pay of temporary staff employed by the hour with effect from 1 July 2009 and 1 July 2010, allowing for the effects of the weightings  |
|          | 2011-06-D-30-en-1 |

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<td>2010/03</td>
<td>Definitive minutes of the non-enlarged meeting of the Board of Governors of the European Schools concerning renewal of the terms of office of the Secretary-General and of the Deputy Secretary-General</td>
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<td>1012-D-2009-en-2</td>
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<td>2010/04</td>
<td>Annual adjustment of the remuneration of the seconded staff, of the Secretary-General and of part-time (locally recruited) teachers with effect from 1 July 2009</td>
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<td>Discontinuance of a post of Danish nursery teacher, at the Luxembourg II School, with effect from 1 September 2010</td>
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<td>2010/17</td>
<td>Setting-up of a fifth European School in Brussels</td>
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<td>2010-D-232-en-2</td>
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<td>2010/18</td>
<td>Definitive calendar of meetings for the 2010-2011 school year</td>
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<td>2010/19</td>
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<td>2010/20</td>
<td>Amendment of Article 12 of the Arrangements for implementing the Regulations for the European Baccalaureate</td>
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<td>2010/27</td>
<td>Capacity of the European Schools</td>
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<td>2010/37</td>
<td>Amending Budget No 1/2010 for the European Schools and the Office of the Secretary-General of the European Schools</td>
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<td>2010/39</td>
<td>Voting rights of the members representing the Parents’ Association on the Administrative Boards – Decision of the</td>
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<td>Year 2009</td>
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<td><strong>2009/01</strong></td>
<td>Request from the Parents' Association of the European School, Brussels IV for a subsidy for school transport</td>
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<td><strong>2009/02</strong></td>
<td>Change of status of parliamentary assistants</td>
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<tr>
<td><strong>2009/04</strong></td>
<td>Decisions taken by the Board of Governors at its meeting of 20 and 21 January 2009</td>
</tr>
<tr>
<td><strong>2009/05</strong></td>
<td>Memorandum on the organisation of the 2009 European Baccalaureate</td>
</tr>
<tr>
<td><strong>2009/06</strong></td>
<td>Vacancy of the post of Deputy Director for the Secondary at Frankfurt am Main</td>
</tr>
<tr>
<td><strong>2009/08</strong></td>
<td>Conclusions of the meeting of the ‘Reform’ Working Group of 5 March</td>
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<tr>
<td><strong>2009/09</strong></td>
<td>Widening of the jurisdiction of the Complaints Board to include disputes in connection with increases in school fees</td>
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<tr>
<td><strong>2009/10</strong></td>
<td>Calendar of meetings for the 2009/2010 school year</td>
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<tr>
<td><strong>2009/15</strong></td>
<td>Decisions taken at the meeting of the Board of Governors of 21-23 April 2009, Stockholm</td>
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<td><strong>2009/23</strong></td>
<td>Revision of Article 65 of the Regulations for Members of the Seconded Staff of the European Schools in the light of the ‘Guide to Missions for Officials and Other Servants of the European Communities’</td>
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<td><strong>2009/24</strong></td>
<td>Draft Implementing Regulations for the Appointment and Evaluation of Directors and Deputy Directors of the European Schools</td>
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<td><strong>2009/27</strong></td>
<td>Type III school pilot project: Dossier of Conformity of the International School of The Hague</td>
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<td>Supplementary and amending budget No 2/2009 of the European Schools</td>
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<td><strong>2009/36</strong></td>
<td>Seconded posts in the nursery, primary and secondary cycle – by school – 2010-2011 school year</td>
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<td><strong>2009/37</strong></td>
<td>Analysis of repeat rates and of unsatisfactory marks in 2009</td>
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<td><strong>2009/38</strong></td>
<td>Category II contracts</td>
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<td><strong>2009/39</strong></td>
<td>ICT Plan</td>
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<td><strong>2009/40</strong></td>
<td>Italian section at Frankfurt</td>
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<td><strong>2009/41</strong></td>
<td>Inspection of seconded staff in the European Schools – UK request</td>
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<td><strong>2008/02</strong></td>
<td>a) Report of the ‘General Rules of the European Schools’ Working Group</td>
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<td>b) General Rules of the European Schools</td>
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<td><strong>2008/03</strong></td>
<td>c) Change to the table on calculation of school fees on a pro rata monthly basis</td>
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<td>Memorandum on the organisation of the European Baccalaureate, June/July 2008 session</td>
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<td>2008/05</td>
<td>Management of the European Schools’ canteens</td>
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<td>Creation of a Slovene language section at Brussels I</td>
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<td>Report on the visit of the Troika inspectors to Scuola per l'Europa in Parma from 1 to 3 April 2008</td>
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<td>2008/22</td>
<td>Contribution from the European Parliament to the financing of a pilot project for full promotion of the concept of inclusive education in the European Schools: Evaluation of SEN policy and practice by Swedish experts</td>
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<td>Correction of the salaries of seconded staff, of the Secretary-General and of part-time/locally recruited teachers with effect from 1 July 2007</td>
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<td>Extension of the scope of the annex to Article 65(2) of the Regulations for Members of the Seconded Staff to include the reimbursement rates applicable for Bulgaria and Romania in accordance with the Staff Regulations of Officials of the European Communities</td>
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<td>Request for a supplementary and amending budget for the OSGES – Follow-up on written procedure 2008/22 SEN</td>
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**ALPHABETICAL INDEX**

**NB:**
Please note that the words indexed are often to be found in different contexts, which are indicated in the second column. The third column refers the reader to the chapter in which this keyword can be found. To understand a subject from an overall perspective, it is often more useful to refer to the contents at the beginning of the Digest and to follow the link to the chapter developing a topic as a whole.

### A

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<td>- Arrangements</td>
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