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

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**Presented to the Board of Governors of the European Schools at its meeting of 21 and 22  
January 2009, in Brussels**

## I. INTRODUCTION

The purpose of this report is:

- firstly, to provide the members of the Board of Governors with consolidated information about the European Schools system as a whole with respect to:
  - pupil population
  - human resources
  - costs and financial resources
  - pedagogical developments
  - infrastructure
  - administrative and legal matters,

drawn from, amongst other things, the data provided by the Schools in their beginning-of-year reports and/or gathered at the meetings of the Administrative Boards. Data coming from the Office of the Secretary-General are also taken into account.

- secondly, to report, at the express request of the Board of Governors, on specific points, such as the Central Enrolment Authority in Brussels and transparency and internal audit.
- thirdly, to outline the current status of the process of reform of the European Schools system, which is, moreover, the subject of a specific document further to the work of the Reform Working Group and of the Steering Committee.

This report does not, therefore, claim to give an exhaustive view of the system. Several reports published on the activities of other organs of the system (Boards of Inspectors, Administrative and Financial Committee, Complaints Board) or on a specific area, such as evaluation of the Baccalaureate, are also being presented to the Board of Governors in January 2009.

Comments concerning the statistical data:

The data in the statistical tables concerning the pupil population were established as at 15 October 2008 in the computer system.

Readers' attention should, however, be drawn to tables EL 2a – EL 2b and EL 2c (Pupil population by category). Adding together the three categories of pupils, it is found that for some Schools there is a difference of a few units in terms of pupil numbers in relation to the EL 1 total population table. This is due to the fact that some pupils spend only a limited period in a School (non-enrolled pupils or pupil exchanges between Schools) and are not listed in any of the three categories.

In addition, the tables showing repeat rates (Repeat 1 to 5) and those concerning the staff were drawn up on the basis of the Schools' beginning-of-year reports, some of which were produced on a date other than 15 October 2008.

## II. PUPIL POPULATION

### 1. Total pupil population

Table EL1 shows pupil numbers for each School and the total numbers for the system as a whole, year on year for the period 2005 to 2008, and the percentage variation year on year during that period. The final column shows the percentage variation in pupil numbers over the period as a whole.

**Table EL 1: Pupil population from 2005 to 2008**

Schools	2005		2006		2007		2008		Difference between 2005 and 2008	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	987	3,89%	990	0,30%	1017	2,73%	1029	1,17%	42	4,25%
Bergen	626	-5,72%	563	-10,06%	554	-1,60%	565	1,98%	-61	-9,74%
Brussels I	2617	9,31%	2954	12,88%	3045	3,08%	3057	0,39%	440	16,81%
Brussels II	3014	3,33%	2919	-3,15%	2893	-0,89%	2904	1,43%	-110	-3,64%
Brussels III	2781	0,29%	2646	-4,85%	2621	-0,94%	2649	1,06%	-132	-4,74%
Brussels IV					172		438			
Culham	856	-3,71%	832	-2,80%	827	-0,60%	835	0,96%	-21	-2,45%
Frankfurt	876	8,28%	937	6,96%	978	4,38%	1053	7,66%	177	20,20%
Karlsruhe	1044	-2,79%	964	-7,66%	1001	3,84%	979	-2,19%	-65	-6,22%
Luxembourg I	3190	2,87%	3285	2,98%	3376	2,77%	3437	1,80%	247	7,74%
Luxembourg II	891	7,74%	922	3,48%	897	-2,71%	888	-1,00%	-3	-0,33%
Mol	622	-3,27%	654	5,14%	657	0,46%	718	9,28%	96	15,43%
Munich	1557	3,52%	1599	2,70%	1666	4,19%	1756	5,40%	199	12,78%
Varese	1318	0,08%	1317	-0,08%	1317	0,00%	1341	1,82%	23	1,74%
<b>Total</b>	<b>20379</b>	<b>2,60%</b>	<b>20582</b>	<b>1,00%</b>	<b>21021</b>	<b>2,13%</b>	<b>21649</b>	<b>2,98%</b>	<b>1270</b>	<b>6,23%</b>

The total population of the European Schools on 15 October 2008 was 21,649 pupils, representing an average growth rate of 2.98% on 2007, although this covers markedly different situations according to the Schools.

For instance, the Frankfurt and Munich Schools have high growth rates, as a result of the increase in the number of staff of the European Central Bank and the European Patent Office. Incidentally, these two Schools are facing accommodation problems, details of which will be given in section 8 below.

62% of the total pupil population is to be found in the Brussels and Luxembourg Schools, a ratio of 2/3-1/3, corresponding to that of the staff of the institutions.

In Luxembourg, the Luxembourg I School is continuing to cater for all secondary pupils, pending the availability of the Mamer/Bertrange School, scheduled for 2011.

In Brussels, the three old Schools continue to be overcrowded, despite a very small decline in pupil numbers at Brussels II and III in relation to 2005. Brussels I has seen growth of almost 17% in four years.

Provisions on enrolment policy were adopted in 2007 and 2008, designed to channel to Brussels IV the nursery and primary (years 1-4) pupils of the five language sections opened there. In 2008, the Berkendael transition site has 438 pupils on roll (172 pupils in total in 2007, i.e. a 154% increase). This policy has allowed the pressure on the Brussels II and Brussels III Schools to be relieved to some extent.

The decline in pupil numbers in those Schools which were the subject of the Van Dijk report has slowed considerably or even been halted, the decision taken by the Board of Governors at its Lisbon meeting, confirming the Bergen, Karlsruhe and Mol Schools as Type I European Schools, having brought several years of uncertainty to an end. The Mol School in particular has seen an increase in pupil numbers of more than 9% in relation to 2007, as a result in particular of the creation of an Anglophone section from September 2008.

The April 2007 decision of the Board of Governors to phase out the Culham School from 2010 has not led to a fall in pupil numbers. The option chosen for the phasing-out of classes, the guarantee given by the Board of Governors until 2017 and the efforts made by the UK authorities and CESP (Culham European School Parents' Association) to seek a solution allowing the School to be transformed into an Academy have maintained within the School a quite remarkable climate of confidence in the future.

## 2. Pupil population by category

Tables EL 2a, EL 2b and EL 2c show, for each year from 2005 to 2008, the number of pupils in the three categories and the percentage for which each category accounts in relation to the total number of pupils in each School. The last two columns in each of these tables give the variation in absolute and percentage terms in pupil numbers in the various categories in each School and in the system as a whole over the same period.

### a) Category I pupil population

**Table EL 2a: Pupil population from 2005 to 2008, Category I population**

Schools	2005		2006		2007		2008		Difference between 2005 and 2008	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	355	35,97%	364	36,77%	402	39,53%	423	41,11%	68	19,15%
Bergen	99	15,81%	103	18,29%	101	18,23%	95	16,93%	-4	-4,04%
Bru. I	2085	79,67%	2497	84,53%	2684	86,36%	2683	87,82%	598	28,68%
Bru. II	2673	88,69%	2628	90,03%	2631	90,94%	2665	91,83%	-8	-0,29%
Bru. III	2410	86,66%	2330	88,06%	2346	89,54%	2409	90,97%	-1	-0,04%
Bru. IV					166	96,51%	416	95,85%		
Culham	99	11,57%	107	12,86%	113	13,66%	114	13,65 %	15	15,15%
Frankfurt	410	46,80%	497	53,04%	553	56,54%	611	58,02 %	201	49,02%
Karlsruhe	161	15,42%	147	15,25%	159	15,88%	158	16,12 %	-3	-1,86%
Lux. I	2479	77,71%	2574	78,36%	2634	78,02%	2722	79,17 %	243	9,80%
Lux. II	631	70,82%	663	71,91%	655	73,02%	661	74,86 %	30	4,75%
Mol	142	22,83%	148	22,63%	148	22,53%	146	20,33 %	4	2,81%
Munich	1076	69,11%	1121	70,11%	1178	70,71%	1272	72,48 %	196	18,21%
Varese	670	50,83%	722	54,82%	715	54,29%	714	53,20 %	44	6,56%
<b>Total</b>	<b>13290</b>	<b>65,21%</b>	<b>13901</b>	<b>67,54%</b>	<b>14485</b>	<b>68,90%</b>	<b>15089</b>	<b>69,75 %</b>	<b>1799</b>	<b>13,53%</b>

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

The percentage of European School pupils belonging to Category I has been steadily increasing in recent years and this category now accounts for almost 70% of the pupil population of the system as a whole.

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

Since 2005, the estimated number of Category I pupils attending schools other than the Brussels European Schools is several hundred, the reason being that they are unable to attend the School of their choice as a result of the measures which had to be taken under the enrolment policy because there is insufficient infrastructure and the availability of Laeken has been deferred.

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

In the two newer Schools outside the Brussels/Luxembourg area – Alicante and Frankfurt – the growth in the percentage of this category of pupil has continued, with Frankfurt now having reached 58.02%. This upward trend is, moreover, continuing at Frankfurt, where the number of applications for enrolment of children of staff of the European Central Bank is increasing steadily.

It should also be pointed out that in Brussels, only 42% of Category I pupils attend the European Schools. This gives an idea of the infrastructure which would be required if entitled pupils not currently attending the European Schools were to apply for enrolment.

**b) Category II pupil population**

**Table EL 2b: Pupil population from 2005 to 2008, Category II population**

Ecoles	2005		2006		2007		2008		Ecart entre 2005 et 2008	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	4	0,41%	5	0,51%	4	0,39%	3	0,29%	-1	-25,00%
Bergen	10	1,60%	11	1,95%	8	1,44%	3	0,53%	-7	-70,00%
Bru. I	52	1,99%	69	2,34%	55	1,77%	56	1,83%	4	7,69%
Bru. II	151	5,01%	104	3,56%	106	3,66%	101	3,48%	-50	-33,11%
Bru. III	48	1,73%	44	1,66%	45	1,72%	44	1,66%	-4	-8,33%
Bru. IV					4	2,33%	15	3,46 %		
Culham	38	4,44%	64	7,69%	36	4,35%	41	4,91 %	3	7,89%
Francfort	55	6,28%	63	6,72%	79	8,08%	91	8,64 %	36	65,45%
Karlsruhe	165	15,80%	207	21,47%	248	24,77%	284	28,98 %	119	72,12%
Luxemb. I	173	5,42%	209	6,36%	208	6,16%	211	6,14 %	38	21,96%
Luxemb. II	105		121	13,12%	116	12,93%	106	12,00 %	1	0,95%
Mol	18	2,89%	30	4,59%	24	3,65%	23	3,20 %	5	27,77%
Munich	119	7,64%	124	7,75%	124	7,44%	128	7,29 %	9	7,56%
Varèse	218	16,54%	203	15,41%	231	17,54%	235	17,51 %	17	7,79%
<b>Total</b>	<b>1156</b>	<b>5,67%</b>	<b>1254</b>	<b>6,09%</b>	<b>1288</b>	<b>5,13%</b>	<b>1.341</b>	<b>6,20 %</b>	<b>185</b>	<b>16,00%</b>

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

The relative importance of this category of pupil, in statistical terms, is quite small. It currently stands at just over 6% of the total pupil population. Nevertheless, the percentage of the population represented by these pupils has been steadily growing in recent years (16% increase since 2005). They are a much more important factor and their fees make a much more important contribution to the budget in some Schools than in others.

Although there is great demand for enrolment of Category II pupils at Luxembourg I, a decision has been taken by the Administrative Board of that School not to enter into any new 'Category II' contracts because of accommodation constraints. For the same reason, the Board of Governors has decided no longer to sign any contracts for the Brussels Schools.

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

The largest number of Category II pupils is to be found at Karlsruhe and it is in this School too that with 28.98%, they represent almost five times more than the average for Category II pupils in the system as a whole.

Varese also has a large number of Category II pupils, with 235, or 17.51% of its total population.

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

The proposal that the Category II fee level be set on the basis of the average cost of a pupil in the system and no longer by School, which was presented to the Board of Governors several years ago and not accepted, might perhaps be looked at again, in the context of autonomy for the Schools advocated by the reform of the system, in order to help certain Type I Schools to attract such pupils.

**c) Category III pupil population**

**Table EL 2c Pupil population from 2005 to 2008. Category III population**

Schools	2005		2006		2007		2008		Difference between 2005 and 2008	
	Population	%	Population	%	Population	%	Population	%	Population	%
Alicante	628	63,63%	621	62,73%	611	60,08%	603	58,60%	-25	-3,98%
Bergen	517	82,59%	449	79,75%	445	80,32%	463	82,53%	-54	-10,44%
Brussels I	480	18,34%	388	13,13%	368	11,84%	316	10,34%	-164	-34,16%
Brussels II	190	6,30%	187	6,41%	156	5,39%	136	4,69%	-54	-28,42%
Brussels III	323	11,61%	272	10,28%	229	8,74%	195	7,36%	-128	-39,62%
Brussels IV					2	1,16%	3	0,69 %		
Culham	719	84,00%	661	79,45%	677	81,86%	680	81,44 %	-39	-5,42%
Frankfurt	411	46,92%	377	40,23%	346	35,38%	351	33,33 %	-60	-14,59%
Karlsruhe	718	68,77%	610	63,28%	594	59,34%	538	54,90 %	-180	-25,06%
Luxembourg I	538	16,87%	502	15,28%	534	15,82%	505	14,69 %	-33	-6,13%
Luxembourg II	155	17,40%	138	14,97%	126	14,05%	116	13,14 %	-39	-25,16%
Mol	462	74,28%	476	72,78%	485	73,82%	549	76,46 %	87	18,83%
Munich	362	23,25%	354	22,14%	364	21,85%	355	20,23 %	-7	-1,93%
Varese	430	32,63%	392	29,76%	371	28,17%	393	29,28 %	-37	-8,60%
<b>Total</b>	<b>5933</b>	<b>29,11%</b>	<b>5427</b>	<b>26,37%</b>	<b>5308</b>	<b>21,13%</b>	<b>5.203</b>	<b>24,05 %</b>	<b>-730</b>	<b>-12,30%</b>

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

The rise in the relative significance of Category I and Category II pupils in the pupil population is mirrored by the decline in the relative significance of Category III pupils. They currently account for 24.05% of the pupils of our Schools. The comparative figure was almost 30% of the pupil population in 2005. Indeed, numbers of Category III pupils have been falling in both absolute and relative terms. The fall is particularly marked in Brussels, where a highly restrictive policy is applied on account of the overall overcrowding.

### 3. Pupil population by nationality and by category

Table EL 2d gives the number of pupils from each of the Member States and the percentage of the total number of pupils from the Member States which the pupils from each Member State represent. These figures are given by category and for the overall situation. It should be noted that for the purposes of this table, pupils who are nationals of countries other than the Member States are disregarded. Consequently, the total population figures do not correspond exactly to earlier tables where pupils' nationality was not taken into account.

In addition, there are 898 pupils, i.e. 4.15% of the total number, coming from non-EU countries.

The figures in this report were compiled at the end of 2008 and concern the 27 EU Member States, after the most recent enlargement which saw Bulgaria and Romania accede to the EU.

**Table EL 2d: Pupil population by nationality and by category according to the Member States**

	Category I		Category II		Category III		Total	
German	1882	58,72%	245	7,64%	1078	33,63%	<b>3205</b>	<b>15,45%</b>
Austrian	240	87,27%	9	3,27%	26	9,45%	<b>275</b>	<b>1,33%</b>
Belgian	1543	78,97%	63	3,22%	348	17,81%	<b>1954</b>	<b>9,42%</b>
British	1202	62,28%	139	7,20%	589	30,52%	<b>1930</b>	<b>9,30%</b>
Bulgarian	150	91,46%	11	6,71%	3	1,83%	<b>164</b>	<b>0,79%</b>
Cypriot	25	100,00%					<b>25</b>	<b>0,12%</b>
Danish	506	67,92%	113	15,17%	126	16,91%	<b>745</b>	<b>3,59%</b>
Spanish	1322	72,40%	47	2,57%	457	25,03%	<b>1826</b>	<b>8,80%</b>
Estonian	133	97,79%	1	0,74%	2	1,47%	<b>136</b>	<b>0,66%</b>
Finnish	595	95,20%	16	2,56%	14	2,24%	<b>625</b>	<b>3,01%</b>
French	1992	76,03%	153	5,84%	475	18,13%	<b>2620</b>	<b>12,63%</b>
Greek	633	82,96%	16	2,10%	114	14,94%	<b>763</b>	<b>3,68%</b>
Hungarian	221	99,10%			2	0,90%	<b>223</b>	<b>1,07%</b>
Irish	402	88,55%	6	1,32%	46	10,13%	<b>454</b>	<b>2,19%</b>
Italian	1302	62,78%	164	7,91%	608	29,32%	<b>2074</b>	<b>9,99%</b>
Latvian	120	97,56%	3	2,44%			<b>123</b>	<b>0,59%</b>
Lithuanian	155	97,48%	1	0,63%	3	1,89%	<b>159</b>	<b>0,77%</b>
Luxembourg	185	79,74%	5	2,16%	42	18,10%	<b>232</b>	<b>1,12%</b>
Maltese	53	96,36%	2	3,64%			<b>55</b>	<b>0,27%</b>
Dutch	488	40,43%	78	6,46%	641	53,11%	<b>1207</b>	<b>5,82%</b>
Polish	253	91,34%	9	3,25%	15	5,42%	<b>277</b>	<b>1,33%</b>
Portuguese	549	89,12%	10	1,62%	57	9,25%	<b>616</b>	<b>2,97%</b>
Romanian	124	91,18%	3	2,21%	9	6,62%	<b>136</b>	<b>0,66%</b>
Slovak	130	96,30%			5	3,70%	<b>135</b>	<b>0,65%</b>
Slovenian	67	97,10%	1	1,45%	1	1,45%	<b>69</b>	<b>0,33%</b>
Swedish	459	79,14%	50	8,62%	71	12,24%	<b>580</b>	<b>2,80%</b>
Czech	131	91,61%			12	8,39%	<b>143</b>	<b>0,69%</b>
<b>Total</b>	<b>14862</b>	<b>100,00%</b>	<b>1145</b>	<b>100,00%</b>	<b>4744</b>	<b>100,00%</b>	<b>20751</b>	<b>100,00%</b>

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

#### 4. Pupil population by teaching level

Table EL 3 shows, for each year under review, the number of pupils at each teaching level (Nursery, Primary and Secondary) in each School and in the system as a whole, as well as the percentage variation year on year since 2005. The last two columns show the differences in absolute and percentage terms for each level in each School and in the system as a whole for the period since 2005.

**Table EL 3: Population by teaching levels from 2005 to 2008**

Schools	Level	2005	2006		2007		2008		Difference between 2005 and 2008	
		Population	Population	%	Population	%	Population	%	Population	%
Alicante	Nursery	118	121	2,54%	120	-0,83%	121	0,83%	3	2,54%
	Primary	390	377	-3,33%	377	0,00%	363	-3,71%	-27	-6,92%
	Secondary	479	492	2,71%	520	5,69%	545	4,80%	66	13,77%
<b>Total Alicante</b>		<b>987</b>	<b>990</b>	<b>0,30%</b>	<b>1017</b>	<b>2,73%</b>	<b>1029</b>	<b>1,17%</b>	<b>42</b>	<b>4,26%</b>
Bergen	Nursery	70	48	-31,43%	54	12,50%	53	-1,85%	-17	-24,29%
	Primary	214	189	-11,68%	189	0,00%	201	6,34%	-13	-6,07%
	Secondary	342	326	-4,68%	311	-4,60%	311	0,00%	-31	-9,06%
<b>Total Bergen</b>		<b>626</b>	<b>563</b>	<b>-10,06%</b>	<b>554</b>	<b>-1,60%</b>	<b>565</b>	<b>1,98%</b>	<b>-61</b>	<b>-9,74%</b>
Brussels I	Nursery	248	283	14,11%	251	-11,31%	186	-25,89%	-62	-25,00%
	Primary	974	1145	17,56%	1181	3,14%	1190	0,76%	216	22,18%
	Secondary	1395	1526	9,39%	1613	5,70%	1681	4,21%	286	20,50%
<b>Total Brussels I</b>		<b>2617</b>	<b>2954</b>	<b>12,88%</b>	<b>3045</b>	<b>3,08%</b>	<b>3057</b>	<b>0,39%</b>	<b>440</b>	<b>16,81%</b>
Brussels II	Nursery	264	228	-13,64%	192	-15,79%	215	11,97%	-49	-18,56%
	Primary	1101	1044	-5,18%	1034	-0,96%	1006	-2,70%	-95	-8,63%
	Secondary	1649	1647	-0,12%	1667	1,21%	1683	0,95%	34	2,06%
<b>Total Brussels II</b>		<b>3014</b>	<b>2919</b>	<b>-3,15%</b>	<b>2893</b>	<b>-0,89%</b>	<b>2904</b>	<b>0,38%</b>	<b>-110</b>	<b>-3,64%</b>
Brussels III	Nursery	205	160	-21,95%	157	-1,88%	166	5,73%	-39	-19,02%
	Primary	1047	975	-6,88%	897	-8,00%	875	-2,45%	-172	-16,43%
	Secondary	1529	1511	-1,18%	1567	3,71%	1608	2,61%	79	5,17%
<b>Total Brussels III</b>		<b>2781</b>	<b>2646</b>	<b>-4,85%</b>	<b>2621</b>	<b>-0,94%</b>	<b>2649</b>	<b>1,06%</b>	<b>-132</b>	<b>-4,75%</b>
Brussels IV	Nursery				77		174			
	Primary				95		264			
	Secondary				0					
<b>Total Brussels IV</b>				<b>172</b>		<b>438</b>				
Culham	Nursery	79	68	-13,92%	72	5,88%	67	-6,94%	-12	-15,19%
	Primary	341	335	-1,76%	315	-5,97%	309	-1,90%	-32	-9,38%
	Secondary	436	429	-1,61%	440	2,56%	459	4,31%	23	5,28%
<b>Total Culham</b>		<b>856</b>	<b>832</b>	<b>-2,80%</b>	<b>827</b>	<b>-0,60%</b>	<b>835</b>	<b>0,96%</b>	<b>-21</b>	<b>-2,45%</b>
Frankfurt	Nursery	100	129	29,00%	120	-6,98%	131	9,16%	31	31,00%
	Primary	386	403	4,40%	413	2,48%	428	3,63%	42	10,88%
	Secondary	390	405	3,85%	445	9,88%	494	11,01%	104	26,67%
<b>Total Frankfurt</b>		<b>876</b>	<b>937</b>	<b>6,96%</b>	<b>978</b>	<b>4,38%</b>	<b>1053</b>	<b>7,66%</b>	<b>177</b>	<b>20,21%</b>
Karlsruhe	Nursery	66	52	-21,21%	77	48,08%	75	-2,59%	9	13,63%
	Primary	390	360	-7,69%	351	-2,50%	327	-6,83%	-63	-16,15%
	Secondary	588	552	-6,12%	573	3,80%	577	0,69%	-11	-1,87%
<b>Total Karlsruhe</b>		<b>1044</b>	<b>964</b>	<b>-7,66%</b>	<b>1001</b>	<b>3,84%</b>	<b>979</b>	<b>-2,19%</b>	<b>-65</b>	<b>-6,23%</b>
Luxemb. I	Nursery	288	283	-1,74%	305	7,77%	298	-2,29%	10	3,47%
	Primary	819	868	5,98%	923	6,34%	930	0,75%	111	13,55%
	Secondary	2083	2134	2,45%	2148	0,66%	2209	2,83%	126	6,05%
<b>Total Luxembourg I</b>		<b>3190</b>	<b>3285</b>	<b>2,98%</b>	<b>3376</b>	<b>2,77%</b>	<b>3437</b>	<b>1,80%</b>	<b>247</b>	<b>7,74%</b>
Luxemb. II	Nursery	219	202	-7,76%	217	7,43%	212	-2,30%	-7	-3,20%
	Primary	672	720	7,14%	680	-5,56%	676	-0,58%	4	0,60%
	Secondary									
<b>Total Luxembourg II</b>		<b>891</b>	<b>922</b>	<b>3,37%</b>	<b>897</b>	<b>-2,71%</b>	<b>888</b>	<b>-1,00%</b>	<b>-3</b>	<b>-0,33%</b>
Mol	Nursery	53	49	-7,55%	58	18,37%	55	-5,17%	2	3,77%
	Primary	179	197	10,06%	186	-5,58%	230	23,65%	51	28,49%
	Secondary	390	408	4,62%	413	1,23%	433	4,84%	43	11,02%
<b>Total Mol</b>		<b>622</b>	<b>654</b>	<b>5,14%</b>	<b>657</b>	<b>0,46%</b>	<b>718</b>	<b>9,28%</b>	<b>96</b>	<b>15,43%</b>
Munich	Nursery	88	107	21,59%	116	8,41%	124	6,89%	36	40,90%
	Primary	675	702	4,00%	727	3,56%	747	2,75%	72	10,67%
	Secondary	794	790	-0,50%	823	4,18%	885	7,53%	91	11,46%
<b>Total Munich</b>		<b>1557</b>	<b>1599</b>	<b>2,70%</b>	<b>1666</b>	<b>4,19%</b>	<b>1756</b>	<b>5,40%</b>	<b>199</b>	<b>12,78%</b>
Varese	Nursery	96	112	16,67%	128	14,29%	117	-8,59%	21	21,87%
	Primary	495	490	-1,01%	469	-4,29%	511	8,95%	16	3,23%
	Secondary	727	715	-1,65%	720	0,70%	713	-0,97%	-14	-1,93%
<b>Total Varese</b>		<b>1318</b>	<b>1317</b>	<b>-0,08%</b>	<b>1317</b>	<b>0,00%</b>	<b>1341</b>	<b>1,82%</b>	<b>23</b>	<b>1,75%</b>
<b>Total</b>	Nursery	1894	1842	-2,75%	1944	5,54%	1993	2,52%	99	5,23%
	Primary	7683	7805	1,59%	7837	0,41%	8057	2,80%	374	4,87%
	Secondary	10802	10935	1,23%	11240	2,79%	11599	3,19%	797	7,38%
<b>Grand total</b>		<b>20379</b>	<b>20582</b>	<b>1,00%</b>	<b>21021</b>	<b>2,13%</b>	<b>21649</b>	<b>2,98%</b>	<b>1270</b>	<b>6,23%</b>



The decline in pupil numbers in the nursery and, to a lesser extent, in the primary at Brussels I, Brussels II and Brussels III reflects the enrolment policy adopted for the Brussels Schools, whereby applications for new enrolments were channelled to Brussels I in 2005 and 2006, then to Brussels IV in 2007 and 2008 for the sections and classes opened at Berkendael.

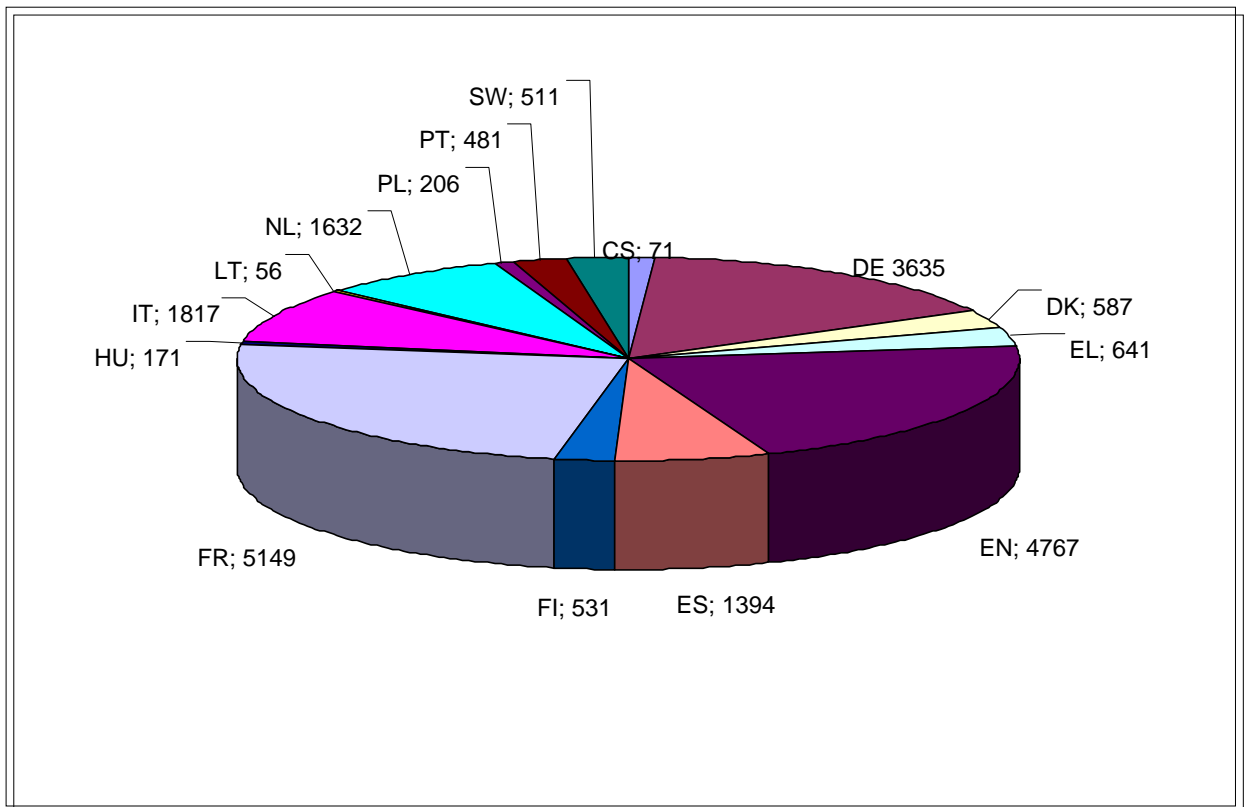
A more detailed analysis of the situation in Brussels appears in section IX (Central Enrolment Authority).

## 5. Pupil population by language section

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

**Table LANG SECT 1: Language sections – 2008-2009 school year**

Schools	CS	DE	DK	EL	EN	ES	FI	FR	HU	IT	LT	NL	PL	PT	SW	Total
Alicante		172			281	378		198								<b>1029</b>
Bergen		25			199			86		7		248				<b>565</b>
Bru I		297	275		545	319		986	145	352			138			<b>3057</b>
Bru II		303			463		356	645		273	56	210		302	296	<b>2904</b>
Bru III	46	280		419	519	382		713				290				<b>2649</b>
Bru IV		63			114			191		53		17				<b>438</b>
Culham		220			293			249		38		35				<b>835</b>
Frankf.		334			327			215		177						<b>1053</b>
Karlsr.		345			356			200		49		29				<b>979</b>
Lux. I		369	155	106	666	257	175	823		144		280	68	179	215	<b>3437</b>
Lux. II	25	111	157	73	126			204	26	166						<b>888</b>
Mol		79			214			142		4		279				<b>718</b>
Munich		787		43	316	58		265		188		99				<b>1756</b>
Varese		250			348			232		366		145				<b>1341</b>
<b>Total</b>	<b>71</b>	<b>3635</b>	<b>587</b>	<b>641</b>	<b>4767</b>	<b>1394</b>	<b>531</b>	<b>5149</b>	<b>171</b>	<b>1817</b>	<b>56</b>	<b>1632</b>	<b>206</b>	<b>481</b>	<b>511</b>	<b>21649</b>
	0,32%	16,79%	2,71%	2,96%	22,02%	6,44%	2,45%	23,78%	0,79%	8,39%	0,26%	7,54%	0,95%	2,22%	2,36%	100%



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

The concentration of the Schools in cities (Brussels and Luxembourg) which are largely Francophone is reflected in the size of the Francophone sections. The Francophone section of Brussels I accounts for almost a third of the School's total pupil numbers. There is a Francophone section in every School. While this is also true of the German sections, the German section at Bergen is being phased out. There is now an Anglophone section in every School since the setting up of such a section at Mol from September 2008.

The Lithuanian section set up at Brussels II for the nursery and primary in 2006 now has 56 pupils on roll.

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

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

Table LANG SECT 2: School population by language section, category and teaching level for the 2008-2009 school year

Tableau LANG SECT 2: Population scolaire par section linguistique, catégorie et cycle pour l'année scolaire 2008-2009

Cat.	CS			DE			DK			EN			ES			FI			FR			GR			HU			IT			LT			NE			PL			PT			SW			Total			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3							
<b>Alicante</b>																																																	
Mat.				13		11				13		13	35		14				19		3																									121			
Pri.				27		38				34		67	83		56				28		30																									363			
Sec.				25		58				40	1	113	53	2	135				53		65																									545			
Total				65		107				87	1	193	171	2	205				100		98																									1029			
<b>Bergen</b>																																																	
Mat.										3		15							4	1	4										3		23													53			
Pri.										16		55							7	1	23										8		91													201			
Sec.				5		20				23		87							5	1	40						1		6		20		103													311			
Total				5		20				42		157							16	3	67						1		6		31		217													565			
<b>Bruxelles I</b>																																																	
Mat.				10		3	27		1	32		1	21						35						24		17		1								14									186			
Pri.				107	1	23	100		8	202	4	16	106	1	2				339	8	18				62		121	7	13								52									1190			
Sec.				122	2	29	129	2	8	229	8	53	164	6	19				508	9	69				59		135	8	50								69	3								1681			
Total				239	3	55	256	2	17	463	12	70	291	7	21				882	17	87				145		273	15	64								135	3								3057			
<b>Bruxelles II</b>																																																	
Mat.				17		1				25									46		23						9			12		10		1				22			48	1					215		
Pri.				98	1	1				109	12	3				152	1		196	11	2						86	3	4	44		61		5				88	3	5	115	1	5				1006		
Sec.				168	9	8				277	19	18				154	3		364	26	23						155	3	13			98	7	28				172	3	9	116	4	6				1683		
Total				283	10	10				411	31	21				352	1	3	583	37	25						250	6	17	56		169	7	34				282	6	14	279	5	12				2904		
<b>Bruxelles III</b>																																																	
Mat.	12			20						20		1	51						21		2	25		1							12		1													166			
Pri.	33		1	107		3				128	4	11	128	1	1				226	3	7	130	3	6							74	1	8													875			
Sec.				138	1	11				299	11	45	193	2	6				419	11	24	233	2	19							141	5	48													1608			
Total	45		1	265	1	14				447	15	57	372	3	7				666	14	33	388	5	26							227	6	57													2649			
<b>Bruxelles IV</b>																																																	
Mat.				19	1					40	1								80	1							18	2			11		1													174			
Pri.				40	2	1				70	2	1							109	1							28	5			5															264			
Total				59	3	1				110	3	1							189	2							46	7			16		1													438			
<b>Culham</b>																																																	
Mat.				2	3	14				5	1	18							5	1	18																												67
Pri.				6	5	79				15	3	78							14	5	67						2	16			1	1	17																309
Sec.				17	10	84				24	3	146							22	7	110										1	2	13																459
Total				25	18	177				44	7	242							41	13	195						2	36			2	3	30																835
<b>Francfort</b>																																																	
Mat.				40						45	1								17	1	4						6	3	14																			131	
Pri.				110	6	13				113	3	14							39	18	26						22	12	52																			428	
Sec.				70	21	74				90	11	50							40	11	59						19	4	45																			494	
Total				220	27	87				248	15	64							96	30	89						47	19	111																			1053	



### III. CHOICES OF LANGUAGES

#### Choices of foreign languages

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

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

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

In that connection, further to the repeated requests of the delegations concerned, at its October 2008 meeting, the Board of Governors mandated the Secretary-General to coordinate a study, involving the Schools and the Joint Board of Inspectors in particular, highlighting the technical, pedagogical and financial aspects of the possible introduction of the language of the host country as L2 and analysing the overall impact which such a change might have on the European Schools system as a whole. This study should also highlight the different other means of promoting the language of the host country within the School.

**Table LANG 2: Choice of Language 2, 2008- 2009 school year**

<b>Schools</b>	<b>German</b>	<b>English</b>	<b>French</b>	<b>Other</b>
Alicante	11,09%	66,52%	18,26%	4,13%
Bergen	11,81%	65,75%	21,06%	1,38%
Brussels I	6,25%	59,34%	33,68%	0,73%
Brussels II	4,69%	55,26%	39,90%	0,15%
Brussels III	6,40%	51,59%	41,69%	0,32%
Brussels IV	5,73%	56,87%	36,64%	0,76%
Culham	7,56%	71,54%	20,90%	
Frankfurt	50,76%	39,00%	3,16%	7,08%
Karlsruhe	50,94%	37,84%	11,00%	0,22%
Luxembourg I	13,02%	52,66%	34,17%	0,15%
Luxembourg II	14,13%	56,84%	29,03%	
Mol	7,07%	56,99%	35,94%	
Munich	50,12%	42,12%	7,76%	
Varese	10,40%	70,73%	18,47%	0,40%
<b>Total</b>	<b>17,85%</b>	<b>55,93%</b>	<b>25,11%</b>	

English clearly continues to be by far the most popular choice for Language 2, except in German schools, where German is chosen by more than half of pupils (50.12% to 50.94%) enrolled in a language section other than the German one.

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

**Table LANG 3 a: The three most frequently chosen languages in each School as Language 3 on entry into secondary year 2, 2008-2009 school year**

<b>Schools</b>	<b>Choice 1</b>		<b>Choice 2</b>		<b>Choice 3</b>	
	<b>Language</b>	<b>%</b>	<b>Language</b>	<b>%</b>	<b>Language</b>	<b>%</b>
Alicante	Spanish	40,22%	French	35,87%	German	17,39%
Bergen	French	32,35%	Spanish	26,47%	Dutch	23,53%
Brussels I	Spanish	29,56%	French	22,99%	English	20,44%
Brussels II	English	29,69%	French	28,52%	Spanish	22,27%
Brussels III	English	26,32%	Spanish	22,56%	French	22,56%
Brussels IV						
Culham	Spanish	49,25%	French	28,36%	German	13,43%
Frankfurt	English	40,24%	Spanish	35,37%	French	17,07%
Karlsruhe	English	40,63%	Spanish	35,42%	French	13,54%
Luxembourg I	English	30,06%	French	29,46%	German	18,75%
Luxembourg II						
Mol	French	41,18%	Dutch	25,00%	Spanish	19,12%
Munich	English	39,42%	Spanish	21,17%	French	18,98%

**Table LANG 4a: The three most frequently chosen languages in each School as Language 4 on entry into secondary year 4, 2008-2009 school year**

Ecoles	Choice 1		Choice 2		Choice 3	
	Language	%	Language	%	Language	%
Alicante	Italian	51,52%	German	24,24%	French	24,24%
Bergen	Dutch	57,14%	Spanish	42,86%		
Brussels I	Spanish	34,17%	Italian	20,83%	Dutch	20,00%
Brussels II	Spanish	42,31%	Italian	17,31%	German	13,46%
Brussels III	Spanish	43,97%	Dutch	21,55%	Italian	17,24%
Brussels IV						
Culham	Spanish	100,00%				
Frankfurt	Spanish	100,00%				
Karlsruhe	Spanish	65,00%	Italian	25,00%	French	10,00%
Luxembourg I	Spanish	43,95%	German	22,29%	Italian	12,10%
Luxembourg II						
Mol	Spanish	100,00%				
Munich	Spanish	44,00%	French	38,00%	Italian	18,00%
Varese	Spanish	51,28%	Italian	28,21%	French	12,82%

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

## IV. REPEAT RATES

### 1. All Schools, secondary, by year group

**Table REPEAT 1: Number and percentage of pupils in each secondary year who repeated the year, for the system as a whole over the last three school years**

	2005/2006			2006/2007			2007/2008			Average repeat rate 05/06 – 07/08
	Total	Repeating	%	Total	Repeating	%	Total	Repeating	%	%
S1	1608	23	1,40%	1572	24	1,53%	1761	30	1,70%	1,55%
S2	1735	31	1,80%	1611	47	2,92%	1647	42	2,55%	2,40%
S3	1691	52	3,10%	1573	63	4,01%	1602	52	3,24%	3,43%
S4	1634	89	5,40%	1695	128	7,55%	1596	104	6,51%	6,52%
S5	1537	82	5,30%	1583	121	7,64%	1629	127	7,79%	6,95%
S6	1417	46	3,20%	1440	64	4,44%	1532	39	2,54%	3,39%
S7	1180	30	2,50%	1358	25	1,84%	1367	34	2,48%	2,28%
<b>TOTAL</b>	<b>10802</b>	<b>353</b>	<b>3,30%</b>	<b>10832</b>	<b>472</b>	<b>4,36%</b>	<b>11134</b>	<b>428</b>	<b>3,84%</b>	<b>3,82%</b>

### 2. All Schools, secondary, by language section

**Table REPEAT 2: Number and percentage of pupils in each language section in the secondary who repeated the year over the last three school years**

	2005/2006			2006/2007			2007/2008			Average repeat rate 05/06 – 07/08
	Total	Repeating	%	Total	Repeating	%	Total	Repeating	%	%
DE	1759	54	3,10%	1800	59	3,28%	1865	47	2,52%	2,94%
DK	305	3	1,00%	277	7	2,53%	283	5	1,77%	1,73%
EL	345	7	2,00%	336	1	0,30%	343	8	2,50%	1,56%
EN	2266	69	3,00%	2342	66	2,82%	2493	71	2,84%	2,90%
ES	705	21	3,00%	692	34	4,91%	686	34	4,95%	4,27%
FI	202	5	2,50%	207	9	4,35%	213	3	1,40%	2,73%
FR	2683	119	4,40%	2673	191	7,15%	2793	165	5,90%	5,82%
HU	18	0	0,00%	50	0	0,00%	44	2	4,54%	1,78%
IT	963	18	1,90%	901	38	4,22%	864	28	3,26%	3,08%
NL	1003	35	3,50%	954	36	3,77%	937	33	3,52%	3,59%
PL	18	0	0,00%	61	6	9,84%	72	8	11,11%	9,27%
PT	339	14	4,10%	332	16	4,82%	320	20	6,25%	5,05%
SV	196	8	4,10%	207	9	4,35%	221	4	1,80%	3,37%
<b>TOTAL</b>	<b>10802</b>	<b>353</b>	<b>3,30%</b>	<b>10832</b>	<b>472</b>	<b>4,36%</b>	<b>11134</b>	<b>428</b>	<b>3,84%</b>	<b>3,82%</b>



### 3. Repeat rate by School and by language section – secondary

**Table REPEAT 3** shows, by School, the number and percentage of pupils in each language section who, at the end of the 2007-2008 school year, had to repeat the year

**Table REPEAT 3**

Number of pupils in secondary years S1 to S6															Bac candidates	Total	
	DE	DK	EL	EN	ES	FI	FR	HU	IT	NL	PL	PT	SV	TOTAL	S7		
<b>Alicante</b>	Total	63			141	152	114							470	46	516	
	Repeating	0			2	6	4							12	0	12	
	%	0,00%			1,42%	3,95%	3,51%							2,55%	0,00%	2,33%	
<b>Bergen</b>	Total	25			99		35			6	98			263	45	308	
	Repeating	1			2		1			0	6			10	2	12	
	%	4,00%			2,02%		2,86%			0,00%	6,12%			3,80%	4,44%	3,90%	
<b>Brussels I</b>	Total	127	124		256	155	507	40		151		64		1424	188	1612	
	Repeating	1	2		11	6	44	2		5		8		79	6	85	
	%	0,79%	1,61%		4,30%	3,87%	8,68%	5,00%		3,31%		12,50%		5,55%	3,19%	5,26%	
<b>Brussels II</b>	Total	167			259		130			139	103		176	118	1449	222	1671
	Repeating	0			10		1			4	3		8	2	50	3	53
	%	0,00%			3,86%		0,77%			2,88%	2,91%		4,55%	1,69%	3,45%	1,35%	3,20%
<b>Brussels III</b>	Total	130		206	293	169					166			1347	208	1555	
	Repeating	9		2	10	8					7			80	10	90	
	%	6,92%		0,97%	3,41%	4,73%					4,22%			5,94%	4,81%	5,79%	
<b>Brussels IV</b>	Total																
	Repeating																
	%																
<b>Culham</b>	Total	91			155		110			21	15			392	43	435	
	Repeating	0			3		0			0	0			3	0	3	
	%	0,00%			1,94%		0,00%			0,00%	0,00%			0,77%	0,00%	0,69%	
<b>Frankfurt</b>	Total	136			127		90			51				404	36	440	
	Repeating	1			3		1			1				6	0	6	
	%	0,74%			2,36%		1,11%			1,96%				1,49%	0,00%	1,38%	
<b>Karlsruhe</b>	Total	150			185		94			37	17			483	77	560	
	Repeating	7			6		3			6	1			23	3	26	
	%	4,67%			3,24%		3,19%			16,22%	5,88%			4,76%	3,90%	4,64%	
<b>Luxembourg I</b>	Total	231	134	94	390	125	66	405		122	136		101	80	1884	264	2148
	Repeating	8	2	3	16	9	2	26		3	5		9	2	85	9	94
	%	3,46%	1,49%	3,19%	4,10%	7,20%	3,03%	6,42%		2,46%	3,68%		8,91%	2,50%	4,51%	3,40%	4,37%
<b>Mol</b>	Total	56					139			4	153			352	58	410	
	Repeating	1					8			1	9			19	0	19	
	%	1,79%					5,76%			25,00%	5,88%			5,40%	0,00%	4,63%	
<b>Munich</b>	Total	359			138		102			65	61			725	89	814	
	Repeating	11			2		2			2	1			18	1	19	
	%	3,06%			1,45%		1,96%			3,08%	1,64%			2,48%	1,12%	2,33%	
<b>Varese</b>	Total	108			152		109			146	59			574	91	665	
	Repeating	1			1		2			4	1			9	0	9	
	%	0,93%			0,66%		1,83%			2,74%	1,69%			1,57%	0,00%	1,35%	
<b>Total</b>	Total	1643	258	300	2195	601	196	2445	40	742	808	64	277	198	9767	1367	11134
	Repeating	40	4	5	66	29	3	157	2	26	33	8	17	4	394	34	428
	%	2,43%	1,55%	1,66%	3,00%	4,82%	1,53%	6,42%	5,00%	3,50%	4,08%	12,50%	6,13%	2,02%	4,03%	2,48%	3,84%

#### 4. Repeat rate by School and by year group – secondary

Table REPEAT 4 gives the same information for the secondary but by year group (2007-2008 school year)

**Table REPEAT 4**

School		s1	s2	s3	s4	s5	s6	s7	Total
<b>Alicante</b>	Total	90	79	82	89	75	55	46	<b>516</b>
	Repeating	0	2	2	6	2	0	0	<b>12</b>
	%	0,00%	2,53%	2,43%	6,74%	2,66%	0,00%	0,00%	<b>2,32%</b>
<b>Bergen</b>	Total	33	42	49	47	44	48	45	<b>308</b>
	Repeating	1	0	4	3	2	0	2	<b>12</b>
	%	3,03%	0,00%	8,16%	6,38%	4,54%	0,00%	4,44%	<b>3,90%</b>
<b>Brussels I</b>	Total	261	248	214	232	247	222	188	<b>1612</b>
	Repeating	8	7	5	20	33	6	6	<b>85</b>
	%	3,06%	2,82%	2,33%	8,62%	13,36%	2,70%	3,19%	<b>5,27%</b>
<b>Brussels II</b>	Total	255	247	241	231	241	234	222	<b>1671</b>
	Repeating	3	6	4	10	21	6	3	<b>53</b>
	%	1,17%	2,42%	1,65%	4,32%	8,71%	2,56%	1,35%	<b>3,17%</b>
<b>Brussels III</b>	Total	244	233	229	202	209	230	208	<b>1555</b>
	Repeating	7	13	13	16	20	11	10	<b>90</b>
	%	2,86%	5,57%	5,67%	7,92%	9,56%	4,78%	4,80%	<b>5,78%</b>
<b>Brussels IV</b>	Total								
	Repeating								
	%								
<b>Culham</b>	Total	71	64	69	63	64	61	43	<b>435</b>
	Repeating	0	0	0	2	0	1	0	<b>3</b>
	%	0,00%	0,00%	0,00%	3,17%	0,00%	1,63%	0,00%	<b>0,68%</b>
<b>Frankfurt</b>	Total	81	68	64	68	69	54	36	<b>440</b>
	Repeating	1	0	0	2	2	1	0	<b>6</b>
	%	1,23%	0,00%	0,00%	2,94%	2,89%	1,85%	0,00%	<b>1,36%</b>
<b>Karlsruhe</b>	Total	94	63	71	85	84	86	77	<b>560</b>
	Repeating	1	1	1	7	11	2	3	<b>26</b>
	%	1,06%	1,58%	1,40%	8,23%	13,09%	2,32%	3,89%	<b>4,64%</b>
<b>Luxembourg I</b>	Total	333	329	322	307	317	276	264	<b>2148</b>
	Repeating	3	7	14	31	22	8	9	<b>94</b>
	%	0,90%	2,12%	4,34%	10,09%	6,94%	2,89%	3,40%	<b>4,37%</b>
<b>Luxembourg II</b>	Total								
	Repeating								
	%								
<b>Mol</b>	Total	64	48	55	65	59	61	58	<b>410</b>
	Repeating	3	1	4	3	7	1	0	<b>19</b>
	%	4,68%	2,08%	7,27%	4,61%	11,86%	1,63%	0,00%	<b>4,63%</b>
<b>Munich</b>	Total	131	138	111	110	122	113	89	<b>814</b>
	Repeating	2	4	4	1	5	2	1	<b>19</b>
	%	1,52%	2,89%	3,60%	0,90%	4,09%	1,76%	1,12%	<b>2,33%</b>
<b>Varese</b>	Total	104	88	95	97	98	92	91	<b>665</b>
	Repeating	1	1	1	3	2	1	0	<b>9</b>
	%	0,96%	1,13%	1,05%	3,09%	2,04%	1,08%	0,00%	<b>1,35%</b>
<b>Total</b>	Total	<b>1761</b>	<b>1647</b>	<b>1602</b>	<b>1596</b>	<b>1629</b>	<b>1532</b>	<b>1367</b>	<b>11134</b>
	Repeating	<b>30</b>	<b>42</b>	<b>52</b>	<b>104</b>	<b>127</b>	<b>39</b>	<b>34</b>	<b>428</b>
	%	<b>1,70%</b>	<b>2,55%</b>	<b>3,24%</b>	<b>6,51%</b>	<b>7,79%</b>	<b>2,54%</b>	<b>2,48%</b>	<b>3,84%</b>

The repeat rate percentages at the end of the 2007-2008 school year show the same trends as in previous years, particularly in secondary years 4 and 5, despite a slight decline in year 4 compared with 2006-2007.

Variations between sections and Schools are also to be noted. However, the percentages need to be put into perspective, taking account in particular of the number of pupils per class and per language section.

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

The 'Sciences' Working Group undertook a number of studies on the reasons for this concentration of failures and studied them by subject taught in secondary years 4 and 5.

It was found that the subjects in which pupils had unsatisfactory marks are:

- in S4, Physics, Mathematics, L3 and Chemistry
- in S5, Chemistry, Physics, L3 and Mathematics

On the basis of these results, the 'Sciences' Working Group analysed individually and on a case by case basis pupils' failure situations and concluded that there are profiles of pupils who have failed, which it describes in its report presented to the Board of Governors in January 2009.

In order to remedy these failure situations, the Working Group proposes several avenues and ideas to be explored and submits to the Board of Governors for approval a change to the guidelines for promotion in secondary years 4 and 5 (Annex II to the General Rules of the European Schools).

An analysis by the 'Learning Support Secondary' Working Group of Learning Support provision introduced in secondary years 4 and 5 in recent years should also provide interesting information and recommendations for the future.

5. **Table REPEAT 5: Number and percentage of primary pupils who repeated the year at the end of the 2007-2008 school year**

<b>SCHOOL</b>		<b>Primary</b>
<b>Alicante</b>	<b>Total</b>	<b>369</b>
	<b>Repeating</b>	<b>2</b>
	<b>%</b>	<b>0,5%</b>
<b>Bergen</b>	<b>Total</b>	<b>201</b>
	<b>Repeating</b>	<b>1</b>
	<b>%</b>	<b>0,5%</b>
<b>Brussels I</b>	<b>Total</b>	<b>1180</b>
	<b>Repeating</b>	<b>10</b>
	<b>%</b>	<b>0,8%</b>
<b>Brussels II</b>	<b>Total</b>	<b>1046</b>
	<b>Repeating</b>	<b>11</b>
	<b>%</b>	<b>1,1%</b>
<b>Brussels III</b>	<b>Total</b>	<b>897</b>
	<b>Repeating</b>	<b>10</b>
	<b>%</b>	<b>1,1%</b>
<b>Brussels IV</b>	<b>Total</b>	<b>0</b>
	<b>Repeating</b>	<b>0</b>
	<b>%</b>	<b>0,0%</b>
<b>Culham</b>	<b>Total</b>	<b>274</b>
	<b>Repeating</b>	<b>0</b>
	<b>%</b>	<b>0,0%</b>
<b>Frankfurt</b>	<b>Total</b>	<b>413</b>
	<b>Repeating</b>	<b>2</b>
	<b>%</b>	<b>0,5%</b>
<b>Karlsruhe</b>	<b>Total</b>	<b>359</b>
	<b>Repeating</b>	<b>0</b>
	<b>%</b>	<b>0,0%</b>
<b>Luxembourg I</b>	<b>Total</b>	<b>925</b>
	<b>Repeating</b>	<b>6</b>
	<b>%</b>	<b>0,6%</b>
<b>Luxembourg II</b>	<b>Total</b>	<b>681</b>
	<b>Repeating</b>	<b>9</b>
	<b>%</b>	<b>1,3%</b>
<b>Mol</b>	<b>Total</b>	<b>146</b>
	<b>Repeating</b>	<b>3</b>
	<b>%</b>	<b>2,1%</b>
<b>Munich</b>	<b>Total</b>	<b>713</b>
	<b>Repeating</b>	<b>6</b>
	<b>%</b>	<b>0,8%</b>
<b>Varese</b>	<b>Total</b>	<b>474</b>
	<b>Repeating</b>	<b>0</b>
	<b>%</b>	<b>0,0%</b>
<b>Total</b>	<b>Total</b>	<b>6781</b>
	<b>Repeating</b>	<b>60</b>
	<b>%</b>	<b>0,88%</b>

The average repeat rate in the primary is 0.88%, repeating the year remaining an exception. Pupils experiencing learning difficulties receive Learning Support.

## V. STAFF

### 1. ENS 1 – Seconded staff and locally recruited teachers

Table ENS1 shows the total number of seconded staff in each School, i.e. the number of teachers, educational advisers, librarians and executive staff (Directors and Deputy Directors) seconded by the Member States for the 2008-2009 school year. It also gives a figure for the number of locally recruited teachers for each School. This number corresponds to full-time teacher equivalents, i.e. with a teaching load of 21 weekly periods in the secondary and 25.5 weekly hours in the primary.

Table ENS1: Seconded staff and locally recruited teachers (full-time equivalent) for the 2008-2009 school year

Schools	Seconded teachers	Ed. advisers/ Librarians	Executive staff	Total Seconded staff		Locally recruited teachers	Locally recruited teachers	Locally recruited teachers	Total locally recruited teachers		Total
						Primary	Secondary	religion and ethics			
Alicante	71	3	3	77	80%	5	12	2	19	20%	96
Bergen	46	2	3	51	74%	7	9	2	18	26%	69
Bru I	177	11	3	191	72%	25	41	10	76	28%	267
Bru II	185	9	3	197	80%	16	24	9	49	20%	246
Bru III	166	9	3	178	79%	12	25	11	48	21%	226
Bru IV	21	0	2	23	70%	9	0	1	10	30%	33
Culham	53	2	3	58	68%	6	17	4	27	32%	85
Frankfurt	56	2	3	61	64%	13	19	3	35	36%	96
Karlsruhe	65	3	3	71	68%	10	20	4	34	32%	105
Lux. I	214	14	4	232	74%	19	50	13	82	26%	314
Lux. II	48	0	2	50	79%	11	0	2	13	21%	63
Mol	60	3	3	66	78%	7	9	3	19	22%	85
Munich	88	4	3	95	61%	24	32	6	62	39%	157
Varese	97	6	3	106	68%	21	22	7	50	32%	156
<b>Total</b>	<b>1347</b>	<b>68</b>	<b>41</b>	<b>1456</b>	<b>73%</b>	<b>185</b>	<b>280</b>	<b>77</b>	<b>542</b>	<b>27%</b>	<b>1998</b>

2. Table ENS2 gives for each year from 2005 the number of each School's teaching staff, with the locally recruited teacher numbers expressed as teacher equivalents, rounded off to whole figures, included in the total figures. Percentage variations in the figures appear in the last column.

Table ENS2: Pattern of development of seconded teaching staff + locally recruited teachers from 2005 to 2008

Schools	2005		2006		2007		2008		Difference between 2005 and 2008	
	Teachers	%	Teachers	%	Teachers	%	Teachers	%	Teachers	%
Alicante	90	4,90%	88	4,69%	91	4,70%	96	4,80%	6	6,66%
Bergen	74	4,03%	71	3,78%	69	3,57%	69	3,45%	-5	-6,75%
Bru I	230	12,52%	260	13,84%	262	13,54%	267	13,36%	37	16,08%
Bru II	235	12,79%	233	12,41%	244	12,62%	246	12,31%	11	4,68%
Bru III	218	11,87%	221	11,77%	218	11,27%	226	11,31%	8	3,66%
Bru IV					17	0,88%	33	1,65%	0	0,00%
Culham	86	4,68%	85	4,53%	86	4,45%	85	4,25%	-1	-1,16%
Frankfurt	86	4,68%	89	4,74%	93	4,81%	96	4,80%	10	11,63%
Karlsruhe	106	5,77%	104	5,54%	106	5,48%	105	5,25%	-1	-0,94%
Lux. I	278	15,13%	300	15,97%	308	15,93%	314	15,71%	36	12,95%
Lux. II	58	3,16%	59	3,14%	61	3,15%	63	3,15%	5	8,62%
Mol	81	4,41%	81	4,31%	82	4,24%	85	4,25%	4	4,93%
Munich	152	8,27%	149	7,93%	156	8,07%	157	7,85%	5	3,28%
Varese	143	7,78%	138	7,35%	141	7,30%	156	7,80%	13	9,09%
<b>Total</b>	<b>1837</b>	<b>100%</b>	<b>1878</b>	<b>100,00%</b>	<b>1934</b>	<b>100,00%</b>	<b>1998</b>	<b>100,00%</b>	<b>161</b>	<b>8,76%</b>

a) Table ENS2a gives the same information about locally recruited teachers alone, as a percentage of the total teaching staff.

**Table ENS2a: Pattern of development of locally recruited teachers, 2005-2008**

Schools	2005		2006		2007		2008		Difference between 2005 and 2008	
	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%	Locally recruited teachers	%
Alicante	22	24,44%	14	15,91%	15	16,48%	19	19,79%	-3	-13,63%
Bergen	10	13,51%	12	16,90%	15	21,73%	18	26,08%	8	80,00%
Brussels I	50	21,74%	63	24,23%	69	26,34%	76	28,46%	26	52,00%
Brussels II	48	20,43%	46	19,33%	48	19,68%	49	19,91%	-3	-6,25%
Brussels III	41	18,81%	43	19,46%	47	21,56%	48	21,23%	7	17,07%
Brussels IV					2	11,76%	10	30,30%		
Culham	22	25,58%	22	25,88%	28	32,56%	27	31,76%	5	22,72%
Frankfurt	29	33,72%	28	31,46%	31	33,33%	35	36,45%	6	20,68%
Karlsruhe	25	23,58%	29	27,88%	32	30,18%	34	32,38%	7	36,00%
Luxembourg I	56	20,14%	70	23,33%	72	23,37%	82	26,11%	26	46,42%
Luxembourg II	12	20,69%	9	15,25%	11	18,03%	13	20,63%	1	8,33%
Mol	16	19,75%	14	17,28%	17	20,73%	19	22,35%	3	18,75%
Munich	65	42,76%	61	40,94%	65	41,67%	62	39,49%	-3	-4,61%
Varese	39	27,27%	33	23,91%	36	25,53%	50	32,05%	11	28,20%
<b>Total</b>	<b>435</b>	<b>23,68%</b>	<b>444</b>	<b>23,58%</b>	<b>488</b>	<b>25,23%</b>	<b>542</b>	<b>27,12%</b>	<b>91</b>	<b>24,59%</b>

The percentage of locally recruited teachers is 27%, up by 2% on 2007-2008. This increase is related to the increasingly large number each year of seconded posts not filled by the Member States concerned (see next page).

### 3. ENS 1a – Seconded teaching staff

Table ENS 1a shows the number of members of the teaching staff seconded by each Member State in the system as a whole and in each School. It also shows the percentage of the total seconded teaching staff from each Member State.

Table ENS1a: Teaching staff seconded by governments for the 2008-2009 school year, by country																
	Total	%	Ali	Berg	Br1	Br2	Br3	Br4	Cul	Frfr	Kar	Lu1	Lu2	Mol	Mun	Var
Germany	220	16,33%	15	5	14	19	16	3	14	18	24	25	6	12	31	18
Austria	19	1,41%			5	1	1	1		3		3			4	1
Belgium	162	12,02%	8	9	20	27	28	6	3	4	2	22	5	15	5	8
Denmark	30	2,22%			14				1		0	7	7	0	0	1
Spain	79	5,88%	20	1	16	2	16		1	1	1	14		1	3	3
Estonia	2	0,14%				1						1				
Finland	27	2,01%			0	16						11				
France	180	13,36%	5	5	31	24	24	3	13	7	12	25	2	9	8	12
UK	224	16,62%	12	6	28	31	28	1	13	10	13	34	6	7	15	20
Greece	37	2,75%					21			0		8	5		3	
Hungary	12	0,89%			9					0			3	0		
Ireland	61	4,52%	4	4	10	6	9	1	4	3	2	8	1	2	2	5
Italy	98	7,27%		1	16	14	3	4	2	10	5	8	7	1	9	18
Lithuania	7	0,51%		0		5		0				2				
Luxembourg	19	1,41%	4		1	2	3					6	1		1	1
Malta	1	0,07%											1			
Netherlands	79	5,86%		15	0	10	9	2	2	0	6	11		12	5	7
Poland	19	1,41%			12							6			1	
Portugal	29	2,15%	1			13	1	0			0	12				2
Slovakia	3	0,22%					2						1			
Slovenia	1	0,07%			1											
Sweden	29	2,15%	2		0	14						11		1		1
Czech Republic	9	0,66%					5				0	1	3			
<b>Total</b>	<b>1347</b>	<b>100,00%</b>	<b>71</b>	<b>46</b>	<b>177</b>	<b>185</b>	<b>166</b>	<b>21</b>	<b>53</b>	<b>56</b>	<b>65</b>	<b>215</b>	<b>48</b>	<b>60</b>	<b>87</b>	<b>97</b>

The number of seconded teachers' posts not filled by the Member States totalled 59 at the beginning of the new school year in September 2008 (21 in the nursery and primary – 38 in the secondary). Of these 59 posts, 36 are Anglophone.

In response to the UK's comments about the imbalance between the percentage of UK pupils and that of seconded teachers of the same nationality, the Board of Governors set up a working group charged, amongst other things, with putting proposals to it aimed at fairer financial burden-sharing amongst the Member States in terms of the cost of secondment of teachers to the European Schools.

At its April 2008 meeting in Helsinki, the Board of Governors adopted general principles to determine fair cost sharing amongst the Member States.

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

A structural approach was adopted, whereby in certain cases the services of non-native speaker teachers are used, subject to prior control and checking of their linguistic competence.

Criteria for the carrying out of this control prior to appointment are being presented to the Board of Governors for approval in January 2009.

In response to the request expressed last year, a table showing transfers to another European School and voluntary departures of staff before the end of their secondment appears in Annex I.

#### 4. ENS 3 – Pupil-Teacher ratios

Table ENS 3 shows pupil-teacher ratios for each School and for the system as a whole and the pattern of development of these ratios over the period since 2005.

It can be seen that this ratio remains stable across the system as a whole, although it can also be seen that there are variations between Schools, associated with how many or how few small groups there are (L1 SWALS – L3, SEN, options).

Schools	2005-2006		2006-2007		2007-2008		2008-2009		Diff. ratio
	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	Teachers	Pupil-teacher ratio	%
Alicante	90	11	88	11,3	91	11,2	96	10,7	-0,3%
Bergen	74	8,5	71	7,9	69	8	69	8,2	-0,3%
Bru I	230	11,4	260	11,4	262	11,6	267	11,4	0,0%
Bru II	235	12,8	233	12,5	244	11,8	246	11,8	-1,0%
Bru III	218	12,8	221	12	218	12	226	11,7	-0,9%
Bru IV					17	10	33	13,3	0,0%
Culham	86	10	85	9,8	86	9,6	85	9,8	-0,2%
Frankfurt	86	10,2	89	10,5	93	10,5	96	11	0,8%
Karlsruhe	106	9,8	104	9,3	106	9,4	105	9,3	-0,5%
Luxemb. I	278	11,5	300	11	308	11	314	10,9	-0,6%
Luxemb. II	58		59	15,6	61	14,7	63	14	0,0%
Mol	81	7,7	81	8,1	82	8	85	8,4	0,7%
Munich	152	10,2	149	10,7	156	10,7	157	11,1	0,9%
Varese	143	9,2	138	9,5	141	9,3	156	8,6	-0,6%
<b>Total</b>	<b>1837</b>	<b>11,1</b>	<b>1878</b>	<b>11</b>	<b>1934</b>	<b>11</b>	<b>1998</b>	<b>11</b>	<b>-0,1%</b>



## 5. Teachers 3a – Pupil-Educational Adviser ratio

Table ENS3a gives the same information about the pupil-educational adviser ratio in the secondary schools.

**Table ENS3a: Pupil-educational adviser ratio, 2005-2008**

Schools	2005		2006		2007		2008	
	Ed. advisers	Pupil-ed. adv. ratio	Ed. advisers	Pupil-ed. adv. ratio	Ed. advisers	Pupil-ed. adv. ratio	Ed. adviser	Pupil-ed. adv. ratio
<b>Alicante</b>	3	160	3	164	3	173	3	182
<b>Bergen</b>	1	342	1	326	1	311	2	155
<b>Bru I</b>	10	140	12	127	9	179	10	168
<b>Bru II</b>	9	183	9	183	9	185	9	187
<b>Bru III</b>	9	170	9	168	8	196	9	179
<b>Bru IV</b>	0	0	0	0	0	0	0	0
<b>Culham</b>	1	436	2	215	2	220	2	230
<b>Frankfurt</b>	2	195	2	203	1	445	2	247
<b>Karlsruhe</b>	4	147	4	138	3	191	3	192
<b>Lux. I</b>	12	174	13	164	13	165	12	184
<b>Lux. II</b>	0	0	0	0	0	0	0	0
<b>Mol</b>	3	130	3	136	2	206	2	216
<b>Munich</b>	4	199	4	198	4	206	4	221
<b>Varese</b>	5	145	5	142	5	144	5	143
<b>Total</b>	<b>63</b>	<b>171</b>	<b>67</b>	<b>163</b>	<b>60</b>	<b>187</b>	<b>63</b>	<b>184</b>

## 6. Administrative and ancillary staff

Table PAS 1 shows the number of posts of administrative and ancillary staff in each School and at the Office of the Secretary-General for the years 2005 to 2008 and the percentage difference between the number of such staff members at the beginning and end of that period.

<b>Table PAS 1: Number of posts of administrative and ancillary staff from 2005 to 2008 according to the organigrams appearing in the budgets</b>					
<b>Schools</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>Diff. 2005-2008 (%)</b>
<b>Alicante</b>	17,5	17,5	17,5	<b>18</b>	2,86%
<b>Bergen</b>	15	15	14,5	<b>14,5</b>	-3,33%
<b>Brussels I</b>	32,45	32,95	35,45	<b>32,95</b>	1,54%
<b>Brussels II</b>	30,5	30	31,5	<b>32</b>	4,92%
<b>Brussels III</b>	30	30,5	31,5	<b>30</b>	0,00%
<b>Brussels IV</b>			15	<b>14,5</b>	n.a.
<b>Culham</b>	17	16,5	16,5	<b>16,5</b>	-2,94%
<b>Frankfurt</b>	17	17	17,5	<b>17,5</b>	2,94%
<b>Karlsruhe</b>	18,8	18,8	18,3	<b>17,8</b>	-5,32%
<b>Luxembourg:</b>	57	60	56,5	<b>57</b>	0,00%
<i>Luxembourg I</i>	38,5	39,5	38	38,5	n.a.
<i>Luxembourg II</i>	18,5	20,5	18,5	18,5	n.a.
<b>Mol</b>	15	15	15	<b>15</b>	0,00%
<b>Munich</b>	25,5	27,5	26,1	<b>27,4</b>	7,45%
<b>Varese</b>	22,78	22,78	22,78	<b>22,78</b>	0,00%
<b>OSGES</b>	26,25	27,75	29,5	<b>30</b>	14,28%
<b>TOTAL</b>	<b>324,78</b>	<b>331,28</b>	<b>347,63</b>	<b>345,93</b>	<b>6,51%</b>

In the Schools, the negative differences between 2007 and 2008 are attributable to the posts of nursery assistant, the number of which varies according to requirements, and themselves dependent in turn on the number of pupils per class (half-post once there are 15 pupils, full post once there are 25 pupils).

As regards the AAS of the OSGES, the number of people recruited increased by approximately 15%, representing 3.75 posts, between 1 January 2005 and 1 January 2008. These posts are as follows:

2006	1	ICT specialist for Learning Gateway
	0.5	Webmaster (addition to existing 0.5 post)
2007	1	HR / Complaints Board assistant
	0.5	Accounts Unit assistant (addition to existing 0.5 post)
	0.25	Baccalaureate Unit assistant (addition to existing 0.5 post)
2008	0.5	ICT Unit secretary (addition to existing 0.5 post)

In addition, at its April 2008 meeting, the Board of Governors granted the following posts:

2008	1	Legal expert (assistant to the Chairman of the Complaints Board from 1 June 2009)
	1	Assistant to the Head of the Baccalaureate Unit (from 1 September 2008)
	0.5	Technical assistant in the Secretariat Unit (from 1 September 2008, addition to existing 0.5 post)
2009	1	Legal expert (Assistant to the Secretary-General) from 1 January 2009
	1	ICT specialist (from 1 January 2009)
	1	Accountant (from 1 January 2009)

This list shows that the assignment of new duties to the Office has been accompanied by the recruitment of additional employees; these duties include the following in particular:

- Installation of Learning Gateway and development of computer systems
- Widening of the jurisdiction of the Complaints Board (decisions of Class Councils in 2005 and of the CEA in 2007)
- Opening up of the system to accredited schools – Types II and III
- Creation of a Baccalaureate Unit

More posts were created further to the increase in the number of administrative duties to be performed, as a result of:

- EU enlargement, management of a growing number of delegations, inspectors and meetings,
- The setting up of new Schools,
- The introduction of more elaborate administrative and financial procedures (invitations to tender, recruitment procedures, requests for statistics),
- The system's growing complexity and the increased importance of the legal aspects.

The Office cannot afford to have vacancies, with posts remaining unfilled. Recruitment procedures as laid down in the AAS Service Regulations take approximately three months to complete. They are initiated as early as possible and are followed scrupulously. The Office regularly receives a sufficiently large number of applications for posts to be able to find appropriate and suitably qualified staff. Nevertheless, in order to retain the candidates with the best education and training and the most relevant experience, we granted an extra step on the salary scale to three people at the time of their appointment (Article 7 of the AAS

Service Regulations), out of the nine people recruited between 19 April 2007 (entry into force of the AAS Service Regulations) and 31 December 2008.

The year 2008, as had been the case previously in 2007, was marked by the entry into force of the Service Regulations for the Administrative and Ancillary Staff (AAS) on 19 April 2007 and by the questions posed by these long awaited Service Regulations. Their purpose was to introduce common rules for this category of staff and bring them into general use in all the European Schools. Some difficulties have emerged in their practical application.

The AAS Service Regulations contain two general principles which have to be considered before taking individual decisions:

- the primacy of the protection afforded to AAS by the mandatory provisions of national legislation (Art. 3) and
- retention of the acquired rights of AAS recruited prior to the approval and entry into force of the Service Regulations (Art. 37).

The following points were subject to discussion:

- annual adjustment of remuneration in relation to the established system of indexation in the host country;
- payment of a thirteenth month's salary;
- other special payments (insurance, work clothes, etc.),
- setting of new salary scales for occupational categories and the corresponding salaries (Annex 2);
- working time legislation;
- automatic promotion to the next step on the scale, on length of service grounds;
- days' leave and official holidays.

After more than a year's consultation, analysis of legal opinions and discussions amongst the different parties concerned, particularly on the Administrative Boards, answers have been found to most of these questions.

There are, however, points remaining which would deserve to be examined, with the aim of ensuring the smooth operation of the system, in which the administrative and ancillary staff play an essential role. The Office is preparing a more detailed document which will be submitted to the Administrative and Financial Committee in March 2009.

## VI. BUDGETARY ASPECTS

### 1. Development of costs – expenditure by School and for the Office of the Secretary-General

Table Cost 1 shows the development of the budget of each of the Schools and of the Central Office over the four-year period from 2004.

Table Cost 1

Development of costs from 2004 to 2008 – Expenditure (€)					
	2004	2005	2006	2007	2008
<b>Alicante</b>	8,265,623	9,271,918	10,398,783	11,097,943	11,253,020
<b>Bergen</b>	10,664,213	9,272,479	9,129,940	9,262,303	9,032,361
<b>Brussels I</b>	24,166,319	25,479,692	26,923,771	29,960,478	31,724,955
<b>Brussels II</b>	26,384,610	26,055,082	27,537,597	29,080,260	31,344,946
<b>Brussels III</b>	23,512,316	24,189,135	24,873,606	25,590,807	28,707,388
<b>Brussels IV</b>				1,462,371	3,314,304
<b>Culham</b>	10,855,737	10,684,414	10,698,087	10,846,654	9,894,699
<b>Frankfurt</b>	7,427,133	8,484,316	10,043,162	9,958,371	10,438,818
<b>Karlsruhe</b>	11,196,364	11,250,667	11,388,828	11,355,904	12,498,534
<b>Luxembourg I</b>	32,645,494	30,861,306	33,445,420	34,775,570	37,056,428
<b>Luxembourg II</b>	2,048,889	6,156,171	6,477,238	6,861,971	6,993,940
<b>Mol</b>	10,235,123	10,150,934	10,410,155	10,511,380	11,226,282
<b>Munich</b>	16,810,115	17,147,567	17,755,501	18,135,372	18,990,575
<b>Varese</b>	15,584,147	16,214,257	16,533,942	17,687,629	18,296,045
<b>OSG</b>	6,904,443	7,535,694	8,006,764	8,967,345	9,119,829
<b>TOTAL</b>	206,700,526	212,753,632	223,622,794	235,554,358	249,892,124
<p>The figures for 2004-2007 show actual expenditure, after deduction of appropriations carried forward to the following year and subsequently cancelled.</p> <p>The figures for 2008, which include appropriations carried forward to 2009, are the best figures available at the year end and are subject to adjustment.</p>					

## 2. Development of the cost per pupil by School and for the Office of the Secretary-General

Table Cost 2 tracks the development of the cost per pupil of each School, of all Schools together and of the Central Office, since 2004. It should be remembered that the Alicante and Frankfurt Schools only reached their full complement of year groups with the 2005 enrolment, so 2006-2007 is the first full year for which they are comparable with the other Schools. Luxembourg II is, for the moment, a primary school only and, since the setting up process is still ongoing, some of the figures for the Luxembourg Schools have been aggregated. The same has been done for Brussels, where an average cost for the four Schools has been calculated.

The average cost per pupil per annum across the Schools is €11,771. In general, and as might be expected, the cost per pupil is lower in the larger Schools and far higher in the smaller ones, such as Bergen and Mol.

**Table Cost 2**

Cost per pupil (€)							
	2004	2005	2006	2007	2008	% increase 04-08	% increase 05-08
<b>Alicante</b>	9,294	9,635	10,525	11,109	11,022	18.6%	14.4%
<b>Bergen</b>	15,576	14,236	15,091	16,540	16,197	4.0%	13.8%
<b>Brussels I</b>	10,330	10,323	9,865	10,039	10,405	0.7%	0.8%
<b>Brussels II</b>	9,250	8,834	9,234	9,992	10,821	17.0%	22.5%
<b>Brussels III</b>	8,711	8,715	9,091	9,702	10,914	25.3%	25.2%
<b>Brussels IV</b>				25,506	12,715		
<b><i>Brussels I, II, III &amp; IV</i></b>	9,386	9,242	9,391	10,023	10,761	14.6%	16.4%
<b>Culham</b>	12,166	12,169	12,616	13,063	11,926	-2.0%	-2.0%
<b>Frankfurt</b>	10,179	10,206	11,205	10,475	10,408	2.2%	2.0%
<b>Karlsruhe</b>	10,316	10,574	11,195	11,631	12,578	21.9%	19.0%
<b>Luxembourg I</b>	9,147	9,858	10,381	10,489	10,911	19.3%	10.7%
<b>Luxembourg II</b>	7,432	7,257	7,186	7,510	7,823	5.3%	7.8%
<b><i>Luxembourg I &amp; II</i></b>	9,024	9,303	9,683	9,846	10,267	13.8%	10.4%
<b>Mol</b>	15,934	15,961	16,454	16,048	16,574	4.0%	3.8%
<b>Munich</b>	11,425	11,269	11,302	11,185	11,197	-2.0%	-0.6%
<b>Varese</b>	11,785	12,308	12,548	13,430	13,808	17.2%	12.2%
<b>All the Schools</b>	10,271	10,243	10,545	10,931	11,341	10.4%	10.7%
<b>OSG</b>	355	376	392	433	430	21.0%	14.2%
<b>Schools + OSG</b>	10,626	10,619	10,937	11,364	11,771	10.8%	10.8%
Expenditure is based on the figures in Table Cost 1.							
Pupils: Weighted average. (No in October of year n-1 x 8/12) + (No in October of year n x 4/12)							

### 3. Contributions to the budgets of the European Schools

Table Cost 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2004.

In relative terms, the situation remains much as it was last year, although attention should be drawn to a slight increase in the share accounted for by the Commission's contribution, which represents 56.4%, and a continuing decline in the share accounted for by Category III school fees; this reflects the fall in the number of pupils coming into this category within the system.

**Table Cost 3**

<b>Budget contributions (excluding surplus carried forward and use of reserve fund)</b>						
		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Member States</b>	€	47,269,665	50,273,816	50,998,425	52,480,536	54,457,668
	%	22.6%	23.6%	22.4%	22.7%	22.1%
<b>Commission</b>	€	118,357,034	116,388,279	127,124,086	127,096,284	139,076,386
	%	56.7%	54.7%	55.7%	55.0%	56.4%
<b>EPO</b>	€	13,487,395	14,092,602	14,679,899	14,882,438	15,352,876
	%	6.5%	6.6%	6.4%	6.4%	6.2%
<b>Category II fees</b>	€	9,908,563	10,984,317	12,387,964	13,662,767	14,081,190
	%	4.7%	5.2%	5.4%	5.9%	5.7%
<b>Category III fees</b>	€	16,437,967	17,338,757	18,438,111	17,788,809	18,140,866
	%	7.9%	8.1%	8.1%	7.7%	7.4%
<b>Other</b>	€	3,427,202	3,856,530	4,454,397	5,221,693	5,519,648
	%	1.6%	1.8%	2.0%	2.3%	2.2%
<b>TOTAL</b>	€	<b>208,887,826</b>	<b>212,934,301</b>	<b>228,082,882</b>	<b>231,132,527</b>	<b>246,628,634</b>

For the years 2004 to 2007, the figures show revenue as recorded in the final accounts; those for 2008 are the best figures available at the year end and are subject to adjustment. The figures exclude the surplus carried forward and use of the reserve fund.

Member States contribute to the budgets of the European Schools through payment of the national salaries of the teachers seconded by each State.

The amount of the contribution of each State to the budget of each School is dependent on the number of teachers seconded by the Member State in question to the School and on the amount of the national salaries paid to teachers in the State in question. At Frankfurt, Italy contributes, with the European Central Bank, to the financing of the Italian section by paying the teachers' salaries (seconded and locally recruited teachers).

The host countries also defray the costs of the buildings made available to the Schools on their territory and for their initial fitting-out, according to the provisions of the host country agreement. Each of the States defrays the cost of some inspectorial services in the form of the salaries paid to its inspectors. These latter contributions do not appear in the budget.

Type II schools are funded entirely by the Member States in which they are located. A plan for an EU contribution towards the financing of these schools, on a pro rata basis according to the number of children of EU officials in the school, is in the process of being worked out.

#### 4. Budget of the General Secretariat

The budget of the Office of the Secretary-General covers the operating costs of the system at central level. The table below shows the development of the budget of the Office of the Secretary-General from 1994 to 2009.

This development reflects the EU's enlargement from 12 Member States in 1994 to 27 in 2007, the consequences of which include an increase in the cost of translation of the documents into the various languages and in interpretation and mission expenses, an increase in the number of Schools, an increase in and diversification of administrative duties and of cases of dispute and an increase in the number of meetings and working groups.

Development of some significant budget headings and of the total budget of the OSGES										
	1994	1996	1998	2000	2002	2004	2006	2007	2008	2009
<b>CHAPTER I</b>										
Seconded staff	612.589	635.595	630.990	687.136	678.561	678.878	817.962	887.785	988.316	998.479
AAS	869.982	922.529	1.091.398	1.195.862	1.444.837	1.679.257	1.975.078	2.189.053	2.197.028	2.646.025
<b>Total Chapter I</b>	<b>1.482.571</b>	<b>1.558.124</b>	<b>1.722.388</b>	<b>1.882.998</b>	<b>2.123.398</b>	<b>2.358.135</b>	<b>2.793.040</b>	<b>3.076.838</b>	<b>3.185.344</b>	<b>3.644.504</b>
<b>CHAPTER II</b>										
Rent, etc	129.815	437.415	395.807	403.202	420.570	548.241	769.032	809.303	844.710	860.350
Office equipment	74.390	69.984	52.589	79.997	70.037	84.999	85.942	79.455	79.785	83.000
Telephone, post, etc	47.916	102.389	121.179	136.771	85.333	79.438	39.009	13.846	18.280	16.000
Translation	145.693	297.399	297.967	340.000	379.672	794.850	746.243	970.425	1.110.867	1.050.000
Interpretation	160.847	179.779	269.912	260.127	255.227	295.781	336.485	304.726	300.929	355.000
Mission expenses	47.121	41.639	49.235	46.279	82.820	80.516	64.298	60.090	50.900	70.000
In-service training	148.208	135.551	179.681	224.796	281.204	612.885	294.979	319.085	270.000	360.000
Board of Governors	81.752	123.920	153.842	140.042	193.858	266.752	184.779	224.997	249.951	260.000
AFC	50.264	45.009	55.052	58.680	50.887	73.574	63.761	59.998	55.224	75.000
Inspectors - Meetings	189.692	312.499	394.595	334.996	322.262	300.000	486.375	372.993	488.000	410.000
Inspectors - Inspections	117.500	148.500	179.456	184.612	219.425	199.820	198.814	167.998	259.000	200.000
Baccalaureate	337.156	415.613	451.914	542.439	686.652	703.772	779.925	859.992	839.990	900.000
Legal expenses	56.068	107.199	94.064	107.066	153.456	215.272	161.204	205.581	192.000	235.000
Complaints Board	0	0	0	0	0	0	37.671	92.701	107.000	137.000
<b>Total Chapter II</b>	<b>1.506.429</b>	<b>2.382.129</b>	<b>2.643.661</b>	<b>2.985.304</b>	<b>3.319.491</b>	<b>4.388.093</b>	<b>4.365.015</b>	<b>4.616.805</b>	<b>5.097.482</b>	<b>5.205.850</b>
<b>CHAPTER III</b>										
ICT	457.777	394.433	639.175	612.622	906.110	525.526	979.468	1.180.410	602.133	697.000
<b>TOTAL</b>	<b>3.746.069</b>	<b>5.222.526</b>	<b>5.049.424</b>	<b>5.675.667</b>	<b>6.399.617</b>	<b>7.286.970</b>	<b>8.172.894</b>	<b>9.063.703</b>	<b>9.117.314</b>	<b>9.683.160</b>



A breakdown of the costs of the main meetings in the year 2008, charged to the budget of the Office of the Secretary-General of the European Schools, appears below.

#### EXPENDITURE ON MEETINGS OF THE BoG, THE AFC AND THE INSPECTORS

##### a) EXPENDITURE ON MEETINGS OF THE BOARD OF GOVERNORS

Date	Travel/subsistence exp.	Interpretation/technical
January	33.133	32.615
March 2008	27.307	13.105
April 2008	45.902	35.855
October 2008	28.233	30.583
Subtotal	134.575	112.158
Other meetings: Working Groups, Troika, Steering Committee, Cost Sharing, Reform, Selection Committees	<u>114.529</u>	91.378
<b>Subtotal</b>	<b>249.104</b>	<b>203.536</b>

##### b) EXPENDITURE ON MEETINGS OF THE ADMIN AND FINANCIAL COMMITTEE

Date	Travel/subsistence exp.	Interpretation/technical
March 2008	16.780	15.225
June 2008	8.450	5.245
September 2008	15.242	7.470
December 2008	14.700	7.470
<b>Subtotal</b>	<b>55.172</b>	<b>35.410</b>

##### c) EXPENDITURE ON MEETINGS OF THE INSPECTORS

Date	Travel/subsistence exp.	Interpretation/technical
BI, TC 02.2008	47.946	20.070
BI, 06.2008	37.050	10.445
BI, 09.2008	36.743	10.695
BI, TC 11.2008	48.911	18.836
BI, TC balance from 2007	10.288	
Working groups	284.662	
Courses	22.400	
Inspections	<u>259.000</u>	
<b>Subtotal</b>	<b>747.000</b>	<b>60.046</b>

**TOTAL:** 1.051.276 298.992

**GRAND TOTAL: 1.350.268**

## VII. PEDAGOGICAL ASPECTS

### 1. Evaluation and quality assurance

If a common denominator for the recent pedagogical developments is sought, evaluation and quality assurance are undoubtedly at the forefront.

Two major external analyses were completed in 2008: 'Analysis of the academic and professional careers of the European Schools' graduates', commissioned by the European Parliament (EP), and an evaluation and analysis of the 2006 PISA results of the Luxembourg I School, presented by experts from the Luxembourg Ministry of Education and the University of Luxembourg in December 2008.

The two studies agree that the standard of attainment is very high: this conclusion is reached in the case of the EP study by means of a retrospective evaluation of the quality of former students' preparation for higher education and the start of working life and in the case of the PISA study through objective measurement of the proficiency levels of 15-16-year-old students. The two studies show the very high quality of teaching and learning outcomes in Language 2, which, as an immediately usable vehicular language, forms a basis for occupational mobility. They also confirm the high level of proficiency in science and in mathematics, with a very large percentage of scientifically-gifted students (PISA), who later go on to study science (EP study: more than 20%, as compared with the European average of 11%).

However, in the comparison between girls and boys, the PISA study shows an extremely conventional division of roles: girls shine in Language 1 and Language 2, while boys are the top performers in mathematics and science, and very significantly so. According to the EP study, the number of female European Baccalaureate-holders who studied a science subject is nevertheless larger than that of their male counterparts.

The two studies confirm the high socio-economic status of the parents of European School students. Careful analysis of the PISA study in this connection shows that even when the advantages of the parents' social status are factored into a comparison of the results, the European Schools education system still has the edge and adds value as far as science and mathematics are concerned. It is possible to start from the principle that there is a similar advantage in the case of Language 2, but not in the case of Language 1, where the results, although still very good, are one proficiency level lower on the scale.

The EP study also shows the 'added value' features and the 'exportable' nature of the different elements which form our education system, which is a particularly interesting point in view of the opening up of the system.

The third large-scale study is the analysis of the 2008 Baccalaureate by the Baccalaureate Unit, which studies the results, the organisation and the costs structure of the European Baccalaureate and which will be used, with the report of the Finnish Chairman of the 2008 Baccalaureate Examining Board and the reports of his predecessors and with the external report of the European Baccalaureate commissioned by the Board of Governors, as a basis for a reform of the Baccalaureate.

### **Secondary level**

The completion of several years' work on harmonisation of the presentation of the Baccalaureate examination questions and on the establishment of assessment criteria for both the written and oral examinations in all subjects is scheduled for this year. This has resulted in improvements in quality terms and forms an important basis for the system's opening up and simplification of the organisation of the Baccalaureate examinations.

The exercise involving assessment of pupils' standard of attainment in integrated science at the end of secondary year 3, which was carried out in all the European Schools at the end of the last school year, has been completed. All the results are available but they still have to be interpreted.

This is a very interesting internal development which, amongst other things, has the virtue, through concrete questions, of setting out what pupils are expected to know and understand after three years of integrated science teaching and should have an impact on the teaching of this subject. It is perhaps an innovative initiative in terms of the development of knowledge and skills standards.

Many secondary syllabuses have been updated or completely redesigned. Progress still has to be made on harmonisation of the assessment criteria for foreign languages. Work on revision of the mathematics and science syllabuses is progressing but is hampered by the fact that only two out of the 27 inspectors are specialists in scientific subjects, one for mathematics and physics, the other for biology and chemistry.

### **Nursery and primary levels**

Quality assurance and development (revision or redesign of a curriculum or syllabus – introduction of a syllabus by means of external and internal in-service training – checking of implementation through team inspections, report to the Schools and feedback from them – follow-up and monitoring of the actions taken in response to the inspection reports – review and adaptation of syllabuses and assessment methods) are carried out coherently in the primary through the admittedly expensive and long-term but consistent system of team inspections. This started with the introduction of the new school report and continued with mathematics, physical education and music. The evaluation of 'Discovery of the World' scheduled for 2009 has been planned. After the team inspections of art education scheduled for 2010, the round of inspections will have covered and reformed all the essential areas of primary education.

The evaluation over three years of learning support (LS) provision is due to be completed in 2009.

Work on redesign of the nursery programme has started.

### **Nursery, primary and secondary levels combined**

The fact that the report of the two Finnish Chairs of the Boards of Inspectors was presented in the form of a joint report, for the third time, after those of their Dutch and Portuguese predecessors, is a clear sign that the European Schools are increasingly seen as a whole. Several projects involving the two teaching levels were completed:

- The organisation of in-service training courses for the secondary will follow the model of the nursery and primary.
- The organisation of the teaching of religion will be better defined.
- The revision of the performance evaluation criteria for teachers and the inclusion of locally recruited teachers in systematic evaluation of teaching by the inspectors and directors is a further step forwards towards guaranteed quality at the two teaching levels.
- A new area of action was created with a team inspection of music including the different teaching levels.
- The 'Issue of Languages' Working Group completed its work and clarified for the system as a whole the importance of the child's mother tongue/dominant language, considered to be the compulsory Language 1, and adopted the Council of Europe's Common European Framework of Reference for Languages as the criterion for evaluation of the linguistic competence of teachers required to teach in the European Schools in a language other than their mother tongue.

Following this Working Group's work, the two teaching levels will focus on two questions:

- Checking whether the objectives of Language 1 teaching are met for SWALS and whether support for their integration into the section whose language is their Language 2 is sufficiently robust.

- Studying the possibilities and consequences for the Schools concerned and for the system of introduction of the language of the host country as Language 2 and evaluating the other possibilities of enhancing the status of the host country's language in Schools where it is not a vehicular language.

Analysis of the Schools' SEN evaluation reports and preparation of the mandate to be determined for an external evaluation of the SEN programme, financed by the EP, a study whose results will be presented in the first half of 2009, are also a quality assurance and development area and involve the system as a whole.

The development of team inspections has allowed the new syllabuses to be introduced highly successfully, particularly in the primary. In addition, the inspectors of countries which only have seconded teachers in a very small number of Schools have had the opportunity to become better acquainted with the system and the European Schools.

In conclusion, it can be said that the pedagogical reform process set in train in recent years has been conducive to quality development in the system.

In the context of the current debate on reform, alongside the political, financial and governance aspects, it needs to be borne in mind that the planned granting of greater autonomy to the Schools, if well managed, also has great potential for the mobilisation of teachers, in their willingness to play an active part in the School's organisation and development, a factor conducive to the raising of educational standards.

The results of the external and internal evaluations mentioned at the beginning of this section allow the current pedagogical situation to be analysed with a degree of precision and will enable the impact of the future reforms on pedagogical outcomes to be evaluated.

## **2. European Baccalaureate**

### **The 2008 European Baccalaureate**

The 2008 Baccalaureate session produced, as in recent years, very good results, reflected in a pass rate of 97.51%, with an average mark achieved by all the candidates of 7.56.

A very comprehensive report on the organisational, pedagogical and financial aspects was produced by the Baccalaureate Unit and presented to the Board of Inspectors (Secondary) on 11 November 2008 and to the Administrative and Financial Committee on 11 and 12 December 2008, before going forward to the Board of Governors.

The information contained in this report helps the current situation to be better appraised and the possibilities of making to the organisation of the Baccalaureate the changes which will be considered desirable, indeed even necessary, to be studied.

### ***Scuola per l'Europa* in Parma**

For the first time a Type II school will enter candidates for the European Baccalaureate examination.

A transitional arrangement has been entered into by the Board of Governors and *Scuola per l'Europa* in Parma so that 12 students, currently in secondary year 7, can take the written and oral examinations in the 2009 European Baccalaureate session.

The arrangements for this participation were determined by the Board of Governors, while certain details were decided after discussion between the host country's inspector, Mr Ricciardelli, the Varese School (where the Parma students will be registered for the Baccalaureate), the head of *Scuola per l'Europa* and the Office of the Secretary-General.

A proposal concerning the costs to be borne by *Scuola per l'Europa* was presented to the Board of Inspectors (Secondary) on 11 November 2008 and to the Administrative and Financial Committee on 11 and 12 December 2008, for their opinions.

Under this proposal the costs chargeable to *Scuola per l'Europa* will be calculated on the basis of the extra expenditure incurred especially for this school, bearing in mind the decision of the Board of Governors that accredited schools should not place a burden on the budget of the European Schools.

The proposal was favourably received by the Board of Inspectors and the Administrative and Financial Committee and is being presented to the Board of Governors in January 2009 for approval.

### **European Parliament study on the European Baccalaureate**

In 2007, the European Parliament invited tenders for a study of the academic and professional careers of European Baccalaureate-holders.

The results of the study were published in October 2008 and are very flattering for the European Schools system.

### **External evaluation of the European Baccalaureate**

The external evaluation of the Baccalaureate, the keystone of any reorganisation of the Baccalaureate, has also been completed.

The invitation to tender was issued by the Baccalaureate Unit in October 2007 and after a lengthy and complex procedure, a contract was signed between the Board of Governors and the successful tenderer, University of Cambridge – International Examinations.

The final report on this evaluation is one of the items on the agenda for the January 2009 meeting of the Board of Governors.

It contains interesting information about the certificate's value and many quality recommendations which will be used as input for the Baccalaureate's reorganisation.

In parallel, there continues to be reflection along the same lines in areas where the need for change appears urgent.

The Baccalaureate Unit, in conjunction with the Inspectors and the Directors of the European Schools, will initiate during the current school year an experiment with dematerialisation of candidates' scripts, with remote correction and marking. This solution appears interesting for the future as it leads to a reduction in the cost of correction, which would then be done remotely.

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

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

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

One problem encountered by European Baccalaureate-holders is their admission to certain university faculties, such as medicine, to which intake is restricted. The limited number of

admissions means that stricter admission criteria for all candidates – whether holders of a national upper secondary leaving certificate or of the European Baccalaureate – have to be introduced.

Students of the European Schools who wish to apply for admission to the Faculty of Medicine in certain countries are obliged to take an additional examination to have the three scientific subjects in addition to mathematics required by Faculties of Medicine.

In February 2005, a change to the Arrangements for implementing the Regulations for the European Baccalaureate was approved by the Board of Governors, to allow candidates who so wish to take an extra examination under less restrictive rules.

## **VIII. INFRASTRUCTURE**

In accordance with Article 2 of the Convention, It is incumbent upon the host countries to provide the necessary infrastructure for the European Schools set up on their territories. These obligations are discharged in accordance with the host country agreements between the European Schools and the relevant national authorities. At the moment the most significant developments in this area are occurring in Brussels and Luxembourg, where new Schools have been or are being set up. However, other Schools also have major construction projects under way, notably Munich and Frankfurt.

### **1. Alicante**

The School requires repairs and painting and plumbing work, expenditure which is not, unfortunately, defrayed by the Spanish Government. However, the infrastructure is excellent

Some parts of the premises have been fitted out more functionally this year (sick bay, sports facilities, theatre). One of the projects still to be carried out is improvement of the chemistry laboratory.

### **2. Bergen**

A great deal of maintenance work has been done this year. It includes painting and renovation work and repairs to broken or worn furniture. Energy-saving and temperature control measures on the school premises are also planned.

The School has requested several times that the science laboratories be renovated and refurbished as a matter of priority.

### **3. Brussels Schools**

The Schools' overcrowding means that the need for additional accommodation continues to be felt.

Conversion and renovation work has been or is being carried out by the *Régie des Bâtiments* (Public Buildings Authority) and other changes and/or renovation or refurbishment projects are planned for the future.

#### Brussels I

The nursery, primary and secondary schools are currently housed in 15 recently renovated buildings. Implementation of the Master Plan for renovation by the *Régie des Bâtiments* of the area around the so-called Euroring is proceeding according to schedule.

#### Brussels II

The application for an off-site bus park submitted to the Belgian authorities remains a major problem. Despite various interventions and the collaboration of the *Régie des Bâtiments* to obtain planning permission, the local authority is still not prepared to grant it.

#### Brussels III

The main problem is still the inadequacy of the communal facilities, such as gymnasias, the canteen, ICT rooms and laboratories. This is due largely to the increase in the pupil population in the secondary.

#### Brussels IV

Further to the decision of the Belgian Council of Ministers of 25 July 2008, there must be a complementary study of the architectural plan for the Laeken School and negotiations must take place in order to achieve the budgetary objective set. The negotiations are in progress. Information was given at a meeting at the *Régie des Bâtiments* on 18 December. The proposals for savings are architectural and technical in nature and do not affect the original programme as presented and approved at the time.

At its meeting of 20-22 October 2008, the Board of Governors took formal note of the postponement by the Belgian authorities of the availability of the Laeken School until 2012 and approved Brussels IV's continuing occupancy of the Berkendael transition site (School and Berkendael 66 Building) until that date. In order to remedy the problem of the shortage of infrastructure thus created, the Board of Governors requested the Belgian authorities to propose additional transition premises, which are essential to accommodate pupils until Laeken becomes available for occupancy. The Secretary-General approached the Belgian authorities about this matter and they confirmed that everything necessary would be done to ensure that the Laeken School would be handed over, ready for occupancy, in late June 2012. As regards additional premises, the Belgian authorities referred to the results of the audit of the capacity of the Brussels Schools which is to be carried out shortly.

In view of the occupancy threshold of the premises of the other three Brussels Schools, it is important to continue to insist that the Laeken School be delivered on time.

Since 2007, Brussels IV has been based at the Berkendael transition site, where it currently has 438 pupils from the nursery up to primary year 4 on roll.

In 2009, the administration will move into a part of the Berkendael 66 building, which will be converted for that purpose. Work will subsequently be carried out to adapt the other part of the building to accommodate the pupils of the secondary school which is due to open at Berkendael in September 2010, in view of the postponement of delivery of Laeken, where all the Brussels IV pupils will be transferred in 2012.

#### **4. Culham**

A great deal of work was done in 2008 to improve the buildings and the electrical and heating systems. Improvements in terms of safety and security will be made next year.

#### **5. Frankfurt**

The main problem for the Frankfurt School remains the space available to the pupil population which is rising steadily. In view of the impossibility of finding plots of land sufficiently large in area to meet the School's space needs located near the future premises of the European Central Bank, discussions are under way with the German authorities on the building of an extension to the existing School.

## **6. Karlsruhe**

The problem of overcrowding of the premises remains, although the main problem is still the inadequate sports facilities. The building of an additional gymnasium for the primary is a matter of urgency.

The Directorate has managed to step up the active cooperation which has been forged in recent years with the mayor of the City, local leaders in charge of education, MPs and political representatives. These positive contacts have led to the appointment of a head of administration seconded by the City of Karlsruhe who supports the European School, Karlsruhe in many renovation projects and provides assistance in the work undertaken under his responsibility, notably the sports ground called 'Red Square'. It also earmarked a budget for and started work on (autumn 2007) the construction of a canteen, which should be operational on 1 January 2009.

## **7. Luxembourg**

### Luxembourg I

The nursery and the secondary pupils of the two Luxembourg Schools are all accommodated on the premises of Luxembourg I.

The Luxembourg Government had promised to build a new sports hall for September 2008 but the delay in the availability of these sports facilities is making the organisation of physical education lessons more difficult. The invitation to tender procedure came to nothing, meaning that the hall will not be available until the beginning of the 2009-2010 school year.

### Luxembourg II

The Luxembourg II School is still based on the *Village pédagogique* premises, adjoining the Luxembourg I site on the Kirchberg plateau. Since September 2007 it has accommodated all the primary classes.

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

Despite the decisions taken several years ago which were used as a basis for definition of the Luxembourg II programmes and the architectural studies, which are already at a very advanced stage, the Parents' Association is continuing to call for horizontal separation of the two Schools, with the primary at Kirchberg and the secondary at Mamer/Bertrange.



## **8. Mol**

Various types of work have been undertaken by the *Régie des Bâtiments* to carry out repairs (swimming pool) and renovation and refurbishment to provide pupils and teachers with modern, properly equipped accommodation. Some of this work is still in progress but most of it has already been done.

Construction of the Domus area is progressing well and will soon be completed. This area will house a whole host of activities, with examination rooms, drama and music rooms and the psychologist's office.

## **9. Munich**

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

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

For that reason a plan to build an annexe to the primary, on a plot of land owned by the Federal Government fairly near the existing School, is being negotiated.

## **10. Varese**

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

The School therefore fitted out eight small classrooms using the funds earmarked for maintenance, thus reducing the amount available for that purpose. Both the European Commission and the Secretary-General have made representations to the Italian authorities, without success so far.

The Italian Government is therefore again urged to provide the funding promised, especially as the construction of four new classrooms was due to start in February 2008. These classrooms also had to be financed from the funds earmarked for maintenance of the existing buildings.

It is important for a solution to be found to the problems associated with the financing of the School's extension and for the gradual reduction in the annual contribution towards extraordinary maintenance of the buildings to cease, something which is now a matter of urgency after two years during which priority had to be given to the creation of new classrooms.

## **IX. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS**

### **1. Objectives and priorities for 2008-2009**

The composition and voting arrangements of the Central Enrolment Authority for the Brussels European Schools, which was created by the Board of Governors at its meeting in The Hague in April 2006, were changed in October 2007. On the same date, the Board of Governors defined the guidelines to be followed by the CEA in devising the enrolment policy to be applied in Brussels for the 2008-2009 school year.

The guidelines were akin to those for the previous year in so far as they regarded the filling of the Brussels IV School as a priority.

The pupils of the sections (DE-EN-FR-IT-NL) and of the classes (nursery classes and up to primary year 4) opened at Brussels IV were, therefore, as had been the case the previous year, channelled to Berkendael, which had only 172 pupils on roll at the end of the first year of operation.

### **2. Review of the 2008-2009 results**

A detailed review of the results of the 2008-2009 enrolment policy and session was presented to the Board of Governors in document 2008-D-710-en-1. I will return here only to the elements which are most significant and meaningful for the future.

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

The work of the Central Enrolment Authority proceeded satisfactorily thanks in particular to the cooperation of all its members, despite sometimes differing interests and the impossibility for the President of the CEA to make use of the casting vote granted to her, in so far as the number of members of the CEA entitled to vote is an odd one. It should, however, be pointed out that the creation of this organ, without a dedicated administrative structure of its own, has led to considerable extra work and bureaucracy both at the Office and in the Schools.

At the level of the Office of the Secretary-General, the Secretary-General has to devote many hours to this delicate matter throughout the school year, including during the summer holidays, when appeals have to be handled. In addition, the Head of the ICT Unit not only attends these meetings but also regularly generates statistics enabling the Authority to operate. Finally, the Central Authority's secretariat, which is in permanent contact with the Schools, operates full time and even a great deal more, depending on the enrolments timetable.

As for the Schools, the management of enrolments mobilises 4 secretaries full time throughout the year, whereas previously it was a half-time job, not to mention the extra work involved for the Directors.

Throughout the year, the services of the Office's lawyers need to be used on numerous occasions, for specific consultations and the writing of correspondence and also of course for the handling of contentious appeals.

The many appeals lodged against the decisions of the Central Enrolment Authority also meant extra work, particularly during the summer and the months of September to November, when the hearings took place, for the registry, the Complaints Board and the Secretary-General and her lawyers, in view of the many written submissions to be read and to be prepared in response to those of the appellants.

Despite the many criticisms levelled at it by parents who are dissatisfied with the place offered to them, it can be said that for the past two years the Central Enrolment Authority has performed its task showing the greatest rigour and operating with the greatest transparency, due account being taken of the difficulties which it experiences in having to implement a highly complex policy which was officially set on its publication, in an ever changing context where it has no control over most of the parameters.

In addition, the Secretary-General's direct involvement in the process of enrolment in the Brussels Schools of almost 1800 pupils per year, apart from the time which this activity takes up, meaning that she is not available to perform other duties more closely related to the definition which the Board of Governors gave to the post, seems to run counter to the objectives of the reform, in view in particular of the prospect of granting the Schools greater autonomy.

Attempts to streamline the CEA's method of operation have unfortunately proved relatively unsuccessful so far, given the system's ever growing complexity.

## **2.2 Results of the 2008-2009 enrolment policy**

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

### **- Brussels IV**

In implementing the enrolment policy, the focus was on the objective of filling Brussels IV: all enrolment applications corresponding to the year groups and sections opened at Brussels IV were again referred to this School.

These measures proved effective, in so far as there are now 438 pupils on roll, i.e. almost half of the School's maximum capacity, Berkendael 66 included. It is to be noted that the School's comparatively satisfactory operation last year enabled the reservations and misgivings which had persisted until then to be dispelled and the perception of the School is now far more positive.

However, attention should be drawn to the imbalance between the School's language sections. While the French language section accounts for over 40% of pupil numbers, numbers in the Dutch language section are not increasing, apart from in the nursery.

In addition, given the difference between the number of pupils present at the beginning of the school year and the number of pupils accepted for admission to the School, it is important to point out that the prospect of the transfer to Laeken remains one of the reasons for refusal of the 200 places offered at Brussels IV at the beginning of the 2008-2009 school year.

In that connection, the announcement by the Belgian government of the postponement until 2012 of the availability of the Laeken site has led to further deadlock in terms of the School's development.

### **- Brussels I-II-III**

Given the overall situation of the existing infrastructure in Brussels, the objective of relieving overcrowding in the Brussels I, Brussels II and Brussels III Schools before Laeken opens cannot be achieved.

In parallel with this effort to increase the number of pupils on roll at the Brussels IV School, the Central Enrolment Authority endeavoured to ensure pedagogical continuity through measures designed in turn to ensure the continuing existence in the Brussels I, II and III Schools of the language sections opened at Brussels IV affected by the effects of the previous years' enrolment policy, the aim of which had been to relieve overcrowding in the other Schools.

It is to be noted, however, that balanced distribution of pupils amongst the Brussels Schools and amongst language sections has not yet been achieved.

At present, in the three large Schools there is only one class per year group, with very low numbers in the FR and EN sections. Thus, in the Francophone section, whose pupil numbers account for almost a third of the population of the Brussels Schools, there is only one nursery class at Brussels II and III and two at Brussels I this year.

### 3. Enrolment policy for 2009-2010

In the light of this review of the results, it was proposed to the Board of Governors at its October meeting that the objectives of the enrolment policy should be adapted to match the situation obtaining at the beginning of the 2008-2009 school year. In view of the pupil numbers already reached at the Brussels IV School, which has to remain on the Berkendael site until 2012, the priority objectives are balanced distribution of pupils amongst the four Schools, which will allow pedagogical continuity to be ensured, and optimum use of resources.

A new approach was therefore adopted, aiming at distributing classes in the four Schools in such a way as to establish a stable structure for each of them, taking account of the existing language sections and of resources in terms of capacity.

It was with reference to these elements that the Board of Governors approved the guidelines for enrolment policy in the Brussels Schools for the year 2009-2010.

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

In view of the objectives adopted, devising the 2009-2010 enrolment policy proved to be a highly complex exercise and its implementation will be no less complex.

## X. APPEALS

In 2008, the Office of the Secretary-General dealt with 144 administrative appeals and 65 contentious appeals, 22 of which had been dealt with beforehand by the Office of the Secretary-General as administrative appeals. All the appeals lodged are listed below by area or decision-making organ:

➤ Administrative appeals:

- 53 financial appeals involving seconded staff (UK teachers), 17 of which will be examined in 2009
- 80 appeals against a Class Council's decision
- 5 appeals against the Discipline Committee's decision
- 6 appeals against the European Baccalaureate results

➤ Contentious appeals:

- 4 appeals concerning seconded staff
- 17 appeals against a Class Council's decision, 5 of them in summary proceedings
- 1 appeal against the Discipline Committee's decision
- 2 appeals against the European Baccalaureate results
- 41 appeals against the Central Enrolment Authority's decisions, 9 of them in summary proceedings

The influx of appeals during the summer months and the need to deal with them quickly requires a huge amount of effort on the part of all the people involved, namely the Secretary-General and the Deputy Secretary-General and their staff and the Complaints Board and the registry. They and the

lawyers of the Office of the Secretary-General set up an 'on call' judicial service during this period in order to ensure that appeals were dealt with diligently and expeditiously.

The creation of a post of assistant to the Chairman of the Complaints Board during the year 2008 led to a notable improvement in the situation at the registry compared with 2007. The creation of a similar post for the Secretary-General from 1 January 2009 means that it is to be hoped that similar positive effects will be produced.

The annual report of the Chairman of the Complaints Board for the year 2008 presents a detailed picture of the situation from that organ's viewpoint.

## **XI. ICT**

Information and Communication Technologies (ICT) play an important role in all sectors of the Schools. ICT are regarded as a tool shared amongst all the Schools, respecting their autonomy but harmonising their administrative management (accounts and financial organisation, management team and pupils) in the broadest sense.

### **1. Administrative applications**

The ICT Unit has several modernisation projects under way, the most important and largest scale one being the migration of the administrative applications. This project comprises two parts:

- ELEE - PERSEE – management of pupils and staff
- COBEE – accounts and financial management

It is a long way behind schedule as the accounts part supplied did not meet the specifications issued by the European Schools. As the two phases of the system are closely interlinked, the project as initially planned was halted. In the end, the project was redesigned (Document 2008-D-295) and the teams started work afresh.

All the developments associated with the project are expected to be completed in December 2009, the objective being to test the final solution at the Office of the Secretary-General and in the two pilot Schools (Varese and Luxembourg) from January 2010. If all the tests are satisfactory, the complete solution will be brought into service in all the Schools in January 2011.

### **2. Pedagogical applications**

The European Schools consider that all pupils should be able to access technology. For that reason our four-year-old nursery pupils have access to computers on the same basis as our 18-year-old students. Whereas for the oldest students, use of a computer in class may be restricted by the constraints of a curriculum leading to an examination, primary pupils and their teachers are free to tap into the full potential of computers and of interactive white boards in the educational context in the broadest sense.

Technology gives teachers the opportunity to develop a broader range of teaching styles. In addition, pupils see their learning possibilities widened considerably, meeting their individual needs.

Learning Gateway, a pedagogical exchange portal, is increasingly being used. Accredited schools are beginning to have access to it. All the players in the European Schools, namely the administrative staff of the Central Office and of the Schools, the teachers, pupils, inspectors and different experts on the working groups, share a large number of digital files (lessons, examinations, syllabuses, educational videos, procedures for the management of schools, etc.). The portal is also used for distance learning, with links with software programs allowing interaction between pupils and their teachers (Class Server, Studywiz).

The 'Distance Learning' Working Group is continuing to work to give pupils more opportunities to take courses remotely in cases where it is not possible to find a teacher on the spot. Several Schools use videoconferencing in this type of situation.

For the second time, the e-Learning contest was run to award prizes to the best initiatives for the use of new technologies in the Schools. All the projects entered by the contestants in the e-Learning contest remain available on Learning Gateway as material for pedagogical purposes.

## **XII. INTERNAL AUDIT**

Further to approval of the new Financial Regulation providing for the creation of an internal auditing function in the European Schools system, the Board of Governors decided to entrust this function to the European Commission's Internal Audit Service (IAS) for a three-year period.

The IAS presented a multi-annual action programme which was approved by the Board of Governors.

The first few months were spent on consultancy work on internal control standards and the procurement rules, which took the form of information sessions on the European Commission's experience in this area and the formation of working groups to determine implementing arrangements for each internal control standard adopted by the Board of Governors.

The results of this consultancy work will be followed up at the next meeting of the Directors with the Office in February, as will the results of the IAS's work on the procedures concerning human resources at the Office and in three Schools (Brussels I, Luxembourg I and Varese), on which there will be exchanges beforehand between the General Secretariat and the auditors in late January.

It emerges from the initial experiences that the type of control standards in force in an institution like the Commission is not necessarily appropriate for a body like the General Secretariat, and probably even less for a school, neither of which have the resources or specific expertise required for their implementation.

The risk of even more bureaucracy, in a system already weighed down by bureaucracy, was felt strongly by all the persons concerned.

These comments in no way compromise the willingness of all involved to find procedures appropriate to the specific situation of the European Schools as regards internal control standards – and we particularly appreciate the open and fruitful dialogue initiated with the internal auditors.

## **XIII. TRANSPARENCY**

The question of transparency has been the subject of several debates this year, with particular reference to dissemination of documents and publication of decisions of the Board of Governors.

The European Schools' website is constantly updated by the webmaster. The system's basic documents – Rules and Regulations, Syllabuses, Decisions of the Board of Governors, Decisions of the Complaints Board, etc. – are published on the website. In the case of particularly sensitive questions, the website is used to provide the general public with information on a regular basis. Thus, for example, everything concerning the Central Enrolment Authority for the Brussels Schools is published on the website: enrolment policy, conclusions of the meetings of the CEA, statistics, etc.

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

Interparents wishes all documents, including preparatory documents and working papers, to be accessible to the general public on the Office's website.

We have always considered that given the sheer mass of preparatory documents which circulate in different versions, it is preferable for only the persons directly concerned to receive them.

This question was discussed at length at the October 2008 meeting of the Board of Governors. It was decided to continue with the current practice for preparatory documents and to publish on the website decisions of the Board of Governors and documents which have been approved as such by the Board of Governors.

Systematic public dissemination of all documents, as happens at the Commission and at the European Parliament, which is what Interparents would like, requires human resources which the Office simply does not have. However, we endeavour to ensure maximum transparency concerning the European Schools system, whilst abiding by data protection rules.

Interparents and the representatives of the Parents' Associations of the different Schools receive the documents of the meetings attended by the parents.

Interparents and the staff representatives, who are both members of the Board of Governors, receive the documents concerning Board of Governors written procedure documents, even though under the provisions of the Convention they are not allowed to vote.

The new Financial Regulation lays down very precise procedures for the issuing of invitations to tender, which will be followed strictly, thus ensuring maximum transparency in procurement.

Similarly, the transparent staff recruitment procedure laid down by the Service Regulations for the Administrative and Ancillary Staff, which were approved by the Board of Governors in April 2007, has been implemented.

The recommendations of the Court of Auditors concerning the recruitment of locally employed teachers will also be followed by the Schools.

The creation of an internal auditing function, which has included these points amongst its priorities and has offered us its services to train the different users, is contributing towards stepping up our efforts to put transparent procedures in place in all areas of management of the system.

#### **XIV. PROCESS OF REFORM OF THE EUROPEAN SCHOOLS SYSTEM**

Since the approval of the integrated action plan by the Board of Governors at its meeting in Lisbon in April 2007, aimed at implementation of reform of the European Schools system, the ad hoc working groups set up have engaged in thorough reflection on the following main points:

- opening up of the system to accredited schools (Types II and III)
- autonomy of the European Schools (Type I)
- governance
- financing of the system

Many documents have been produced and proposals have been put forward, already resulting in a number of decisions of the Board of Governors.

A document presenting the outcome of the work of the Reform Working Group is being presented to the Board of Governors in January 2009.

It shows the current status of the process of reform, summarised below.

### **1. Opening up of the system – European Baccalaureate**

Significant progress has been made on the part of the reform concerning the opening up of the system and the accreditation of Type II and Type III schools, the latter (Type III) under a pilot project.

Five Type II accredited schools have already opened. One of them, *Scuola per l'Europa* in Parma, will enter candidates for the European Baccalaureate in June 2009. The procedure is in progress for the opening of a sixth Type II school in 2009 and for that of a Type III school under the aforementioned pilot project.

The Commission will present a written document on the arrangements for calculation of the EU's contribution towards the financing of Type II schools, on a pro rata basis according to the number of children of EU officials in the school.

The European Baccalaureate has just been the subject of an external evaluation by a team from the University of Cambridge, whose report will be used as a basis for a reform of the Baccalaureate, made necessary by the opening up of the system.

### **2. Autonomy of Type I Schools and attainment contracts**

The autonomy of Type I Schools has been approved in principle. The arrangements for its implementation still have to be developed, notably via the experiment conducted by the three pilot Schools.

The attainment contracts concept still has to be clarified, in view in particular of its legal implications.

### **3. Governance**

The reform of governance involves both central governance and the role of the system's different organs and local governance in the context of the Schools' autonomy and the relationship between one and the other.

It has been the subject of several proposals which still have to be explored in greater detail, with a view to a definitive decision of the Board of Governors in April 2009.

### **4. Financing of the system. Cost sharing amongst the Member States**

General principles for fair cost sharing adopted in Helsinki in April 2008 allow Member States the opportunity, although there is no compulsion, to second staff to teach in a language other than their mother tongue.

The proposals for quality control, in the form of checking beforehand, of the linguistic competence of these staff (non-native speakers) might be implemented as early as the beginning of the next school year if the Board of Governors approves them in January 2009.

## **XV. CONCLUSION**

In addition to routine management duties, which cover all the areas of activity of the system, with sustained ongoing development of the legal dimension, the General Secretariat was very much involved throughout the year 2008 in the work on reform of the system and endeavoured not only to provide logistic support to the working groups and organs which were engaged in this process



but also to make an active contribution to the reflection in progress, by submitting a number of proposals as the process gradually progressed.

In the context of the reform of governance, a consensus seems to have emerged on the need for enhancement of the role of the General Secretariat. However, the arrangements for this enhancement still have to be determined, in the light in particular of the task to be assigned to the Administrative Board, as part of the granting of autonomy to Type I Schools, and to the other organs, in the context of central governance and the adoption of attainment contracts.

The policy guidelines which the Board of Governors will give in January 2009 should enable an overall governance structure to be put in place in which the General Secretariat can expect to find its place in order to participate actively in the proper operation of a unique high-quality education system which is now open to the outside world.

We are perfectly prepared to take up the challenge of such an undertaking but, whilst thanking the Board of Governors for the favourable reception which it gave in 2008 to the applications for administrative posts submitted to it, I would draw its attention to the fact that the General Secretariat remains a small-scale administration and that its size is not commensurate with all the tasks which it is expected to perform. In that connection, I wish to thank all the members of the Office for their invaluable cooperation.

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**Transfer to another European School and voluntary departures of staff before the end of their secondment**

SCHOOL	CYCLE	VOLUNTARY DEPARTURE	CAUSE	SUBJECT	NATIONALITY	REPLACED	OTHER THAN SECONDED
<b>ALICANTE</b>	Secondary	July 2008	<i>Transfer to Brussels III</i>	English L1	IRL	September 2008	
<b>BERGEN</b>		None					
<b>BRUSSELS I</b>	Nursery	July 2008	<i>Transfer to Mol</i>	Teacher	UK	YES	
	Secondary	July 2008	Personal reasons	Geography/History	IRL	NO	
		July 2008	Personal reasons	Physical Education	UK	NO	
		July 2008	Personal reasons	Mathematics	UK	NO	
<b>BRUSSELS II</b>	Nursery	YES (not spec.)	Personal reasons	Teacher	FI	September 2008	
	Primary	YES (not spec.)	Personal reasons	Teacher	FI	September 2008	
		YES (not spec.)	Personal reasons	Teacher	FI	September 2008	
	Secondary	YES (not spec.)	Personal reasons	Mathematics	Francophone BE	September 2008	
		YES (not spec.)	Personal reasons	Italian L1/Philosophy	IT	September 2008	
<b>BRUSSELS III</b>	Primary	July 2008	Personal reasons	Teacher	CZ	YES	
		July 2008	<i>Transfer to Alicante</i>	Teacher	FR	YES	
	Secondary	July 2008	Personal reasons	German L2/Philo. and Ethics	LUX	NO	
<b>BRUSSELS IV</b>	Primary	July 2008	Personal reasons	Class teacher	IRL	September 2008	
<b>CULHAM</b>		None					

SCHOOL	CYCLE	VOLUNTARY DEPARTURE	CAUSE	SUBJECT	NATIONALITY	REPLACED	OTHER THAN SECONDED
<b>FRANKFURT</b>	Primary	July 2007	Personal reasons	Class teacher	IRL	NO	
		July 2007	<i>Transfer to Brussels IV</i>	Class teacher	DE	NO	
	<i>Directorate</i>	<i>July 2007</i>	<i>Transfer to Munich</i>	<i>Primary Deputy</i>	<i>IT</i>	<i>September 2008</i>	
	Secondary	July 2007	<i>Transfer to Bergen</i>	History/Geography	UK	NO	
<b>KARLSRUHE</b>	Secondary	August 2008	Personal reasons	Philo./German L1	DE	September 2008	
<b>LUXEMBOURG I</b>	Nursery	August 2008	Personal reasons	Teacher	IRL	September 2008	Loc. recr. teacher
		August 2008	Personal reasons	Teacher	UK	September 2008	Loc. recr. teacher
	Primary	August 2008	Personal reasons	Teacher	NL	September 2008	
		August 2008	<i>Transfer to Culham</i>	Teacher	UK	September 2008	
	Secondary	August 2008	Personal reasons	Librarian	LUX	September 2008	Loc. recr. teacher
		August 2008	Personal reasons	English L2	BE	September 2008	
		August 2008	Personal reasons	Maths/Physics	FI	September 2008	
		August 2008	Personal reasons	Bio/Chem./Int. Sc./Maths	FI	September 2008	
		August 2008	Personal reasons	Finnish/Hum. Sc. and Philosophy	FI	September 2008	
		October 2008	Personal reasons	Mathematics	BE	November 2008	
	<i>Directorate</i>	<i>August 2008</i>	<i>Transfer to Brussels I</i>	<i>Secondary Deputy</i>	<i>ES</i>		<i>Teacher acting up during the 2008-2009 school year</i>

SCHOOL	CYCLE	VOLUNTARY DEPARTURE	CAUSE	SUBJECT	NATIONALITY	REPLACED	OTHER THAN SECONDED
<b>LUXEMBOURG II</b>	Nursery	YES (not spec.)	Personal reasons	Teacher	IT	YES	
	Primary	2008	Personal reasons	Class teacher	FR	YES	
		YES (not spec.)	Personal reasons	Teacher	DK	YES	Loc. recr. teacher
		YES (not spec.)	Personal reasons	Teacher	CZ	YES	
<b>MOL</b>	Primary	YES (not spec.)	<i>Transfer to Brussels IV</i>	Teacher	IRL	NO	
		YES (not spec.)	Personal reasons	Teacher	DE	YES	
	<i>Directorate</i>	<i>YES</i>	<i>Transfer to Alicante</i>	<i>Secondary Deputy</i>	<i>ES</i>	<i>YES</i>	
	Secondary	YES (not spec.)	Personal reasons	Physical Education	SW	NO	
		YES (not spec.)	<i>Transfer to Varese</i>	French L1 and L2	FR	YES	
		YES (not spec.)	Personal reasons	German L2 and Latin	DE	YES	
		YES (not spec.)	Personal reasons	Philosophy and Ethics	Dutch-speaking BE	YES	
<b>MUNICH</b>	Secondary	January 2008	Retirement	Physical Education	LUX	NO	
<b>VARESE</b>	Primary	July 2008	Personal reasons	Teacher	FR	YES	
	Secondary	July 2008	Personal reasons	English L1, L2, L3	IRL	NO	
		July 2008	Personal reasons	French L1, L2, L3	FR	YES	
		July 2008	Personal reasons	Chem./Bio/Integrated Science	DE	YES	
		February 2008	Retirement	Biology in French	LUX	NO	
<b>TOTAL VOLUNTARY DEPARTURES (incl. 8 transfers of teachers and 3 transfers of members of Directorate)</b>							<b>47</b>
<b>TOTAL NOT REPLACED</b>							<b>13</b>
<b>TOTAL REPLACED</b>							<b>32</b>
<b>REPLACED BY SECONDED TEACHER</b>							<b>28</b>
<b>REPLACED BY LOCALLY RECRUITED TEACHER</b>							<b>4</b>



European Schools

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## **POLICY ON ENROLMENT IN THE BRUSSELS EUROPEAN SCHOOLS FOR THE 2009-2010 SCHOOL YEAR**

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**CENTRAL ENROLMENT AUTHORITY**

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## **I. CONTEXT**

At its meeting of 25 and 26 April 2006 in The Hague, the Board of Governors decided to create a Central Enrolment Authority charged with deciding on enrolments in the Brussels European Schools. The details of the procedures governing its operation and its tasks were adopted at the meeting of the Board of Governors of 23, 24 and 25 October 2006.

At its meeting of 20, 21 and 22 October 2008, the Board of Governors charged the Central Enrolment Authority with devising the 2009-2010 enrolment policy with reference to the guidelines which it approved.

## **II. BASIS ON WHICH DECISIONS ON ENROLMENT IN BRUSSELS WILL BE TAKEN**

The basis of the enrolment policy devised by the Central Enrolment Policy is to be found in the public service mission assigned to the European Schools by the parties to the Convention defining the Statute of the European Schools, i.e. first and foremost, "the education together of children of the staff of the European Communities". It should, however, be noted that at its meeting of 25 and 26 October 2005, the Board of Governors confirmed that no guarantee of schooling in the European School of their choice could be given to parents applying for their child's enrolment in one of the four Brussels Schools, whatever the category to which the child belongs.

The reason for this is that the Brussels European Schools face considerable difficulties in terms of capacity, as the availability of the Brussels IV School's permanent site at Laeken has been postponed until 2012. In this context, the filling of the European School, Brussels IV having actually been started thanks to the enrolment policies of the previous years, the benefit of these policies should be preserved and transfers between the Brussels Schools should be restricted to duly substantiated cases. It should be pointed out that at the beginning of the 2009-2010 school year in September 2009, the Brussels IV School will accommodate the nursery classes and primary years 1-5 inclusive on the Berkendael site. Pupils enrolled at the Brussels IV School will be transferred to the Laeken School in September 2012.

On the basis of the analysis and the conclusions established by the Secretary-General regarding the application of the enrolment policy for the 2008-2009 school year, the Board of Governors decided, at its meeting of 20, 21 and 22 October 2008, on the following objectives, which are not classified in any particular order of priority, for the 2009-2010 enrolment policy:

- To ensure balanced distribution of pupils amongst the Brussels Schools and amongst language sections,

- To guarantee optimum use of resources in order to meet pupils' needs. 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,

- To guarantee a place in a Brussels European School for all Category I pupils applying for enrolment,

- To 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



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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).

abiding by the following principles:

- Enrol Nursery and Primary Year 1 pupils in the four Schools according to the distribution proposed in the Annex, up to a maximum of 25 pupils per class. The actual creation of these classes will be dependent on the number of applications admissible under the provisions of the enrolment policy. Should the number of enrolment applications be larger than the number of places offered in a School, there will be a draw, the detailed arrangements for which will be set out by the Central Enrolment Authority in the 2009-2010 Enrolment Policy.

- Guarantee that the siblings of pupils already on roll in a School during the 2008-2009 school year and continuing to attend it during the 2009-2010 school year will be admitted to the same School,

- Guarantee return to the original School where the pupil had spent at least one full school year before the parent was sent on assignment on behalf of the European Commission or was assigned to another post outside Brussels for other EU institutions,

- Restrict transfers between Schools to duly substantiated cases,

- Limit the enrolment of Category III pupils to the siblings of present pupils and to pupils coming from another European School not based in Brussels, 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.

### **III. IMPLEMENTATION**

The Central Enrolment Authorities has endeavoured to devise the enrolment policy for the 2009-2010 school year on the basis of the decision of the Board of Governors and taking account of the structure of the four Schools. This policy has been established using the data from the beginning of the 2008-2009 school year. The Central Enrolment Authority will regularly examine the number of enrolment applications in accordance with the general rules and special criteria set out in this enrolment policy.

In order to meet as satisfactorily as possible the preferences expressed by applicants for enrolment, whilst also showing strict objectivity in the handling of cases not covered by special criteria, a random computerised ranking will be produced, of which account will be taken whenever the number of enrolment applications exceeds the number of places available or the order of award of places is not expressly governed by the provisions of the enrolment policy.

To that end, the Central Enrolment Authority will open three enrolment phases for enrolments for the 2009-2010 school year.

The first enrolment phase is the initial enrolment phase, during which the places available in accordance with the distribution of classes in Annex I will be awarded. As these phases will be successive, the first two will have an opening date and a closing date, to enable parents to be given a response within reasonable time periods. The third phase will be continuous.

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During each enrolment phase the Central Enrolment Authority will analyse the trend in pupil numbers and will distribute pupils amongst the Schools with reference to the objectives to be pursued. It should be pointed out that the award of a place during an enrolment phase is definitive and rules out the possibility of obtaining a place which might become free after the closing date of this phase. Accordingly, these phases will operate separately, according to a fixed timetable.

#### **IV. ENROLMENT POLICY FOR 2009-2010**

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Enrolment or transfer applications</li><li>2. Formation of classes – places available</li><li>3. General enrolment rules</li><li>4. Special priority criteria</li><li>5. Transfers from one Brussels School to another Brussels School</li><li>6. First enrolment phase: procedure and decisions on enrolment</li><li>7. Second enrolment phase: procedure and decisions on enrolment</li><li>8. Third enrolment phase</li></ol> |
|---|

##### **1. Enrolment or transfer applications**

- 1.1. The enrolment or transfer application will be submitted by the pupil's legal representative, invested with parental authority over him/her, hereinafter referred to as the applicant for enrolment. If there are several legal representatives they will be required to act jointly (if necessary by giving a representation mandate) for all the steps to be taken in connection with the enrolment application, on pain of inadmissibility.
- 1.2. The application will be handed in or sent to one of the Brussels European Schools corresponding to the first preference expressed on the enrolment form. The applicant will also express an order of preference for the other three European Schools. On receipt of the application, the School's secretariat will check that the form has been properly completed and that all the supporting documents have been produced and attached.
- 1.3. **Only one enrolment or transfer application per pupil may be submitted throughout the 2009-2010 enrolments session.**
- 1.4. The application will give an email address and an ordinary postal address valid throughout the enrolment procedure, either of which may be used for the purposes of all notifications of the Central Enrolment Authority and of the organs of the European Schools in connection with the enrolment application.
- 1.5. Each application will be allotted a reference number, which will be communicated by email to the applicant for enrolment. He/She will be invited to acknowledge receipt of the reference number to enable his/her email address to be validated.

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- 1.6. The applicant for enrolment will take all necessary steps to ensure that the means of communication which he/she has indicated on the enrolment form are operational. The Central Enrolment Authority will use any reasonable means at its disposal to ensure that the applicant for enrolment is informed of the outcome of his/her application. The Central Enrolment Authority cannot be held liable for any break in communication caused by technical problems affecting the addressee or associated with the addressee's absence.

## **2. Formation of classes – places available**

- 2.1. Annex I determines for each of the four Schools the number of classes by language section and by year groups for the year 2009-2010.
- 2.2. Should it prove impossible to offer a place in one of the four Schools to a Category I or II\* pupil in the year group and language section applied for, the Central Enrolment Authority will decide to open an additional class in a given School so as to guarantee balanced distribution of the total pupil population amongst the different Schools and optimum use of resources.
- 2.3. **For the nursery classes and primary year 1 of language sections present in several Schools**, the places available will be determined by the difference between 25 pupils and the number of pupils already enrolled and/or who were actually in the class below during the 2008-2009 school year. The five places remaining per class to reach the maximum of 30 pupils will be kept in reserve for applications for the enrolment of Category I or II\* pupils received after the closing date of the first enrolment phase, in accordance with the general rules for enrolment referred to in Article 3 and with the existence of a special priority criterion within the meaning of Article 4.
- 2.4. The maximum number of 25 pupils was fixed by the Board of Governors having regard to the maximum class size, fixed at 30 pupils<sup>1</sup>, to the objective of reducing this number to 28 pupils as from the 2011-2012 school year, to the limitation on admission of Category III pupils up to 24 pupils and to fluctuations in pupil numbers of such a nature that they do not tally with the reasonable forecasts of the Central Enrolment Authority.
- 2.5. **For primary years 2 to 5 and for all the secondary classes of the language sections present in several Schools**, the places available will be determined by the difference between 28 pupils and the number of pupils already enrolled and/or

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\* This applies only to applications for the enrolment of Category II pupils whose parents are members of the staff of Eurocontrol, referred to in Article 3.3.

<sup>1</sup> In accordance with the decisions of the Board of Governors of 17-18 April 2007

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who were actually in the class below during the 2008-2009 school year. The two places remaining per class to reach the maximum of 30 pupils will be kept in reserve for applications for the enrolment of Category I or II\* pupils received after the closing date of the first enrolment phase, in accordance with the general rules for enrolment referred to in Article 3 and with the existence of a special priority criterion within the meaning of Article 4.

- 2.6. The maximum number of 28 pupils was fixed for primary years 2 to 5 and for all the secondary classes having regard to the maximum class size, fixed at 30 pupils<sup>1</sup>, to the objective of reducing this number to 28 pupils as from the 2011-2012 school year, to the limitation on admission of Category III pupils up to 24 pupils and to fluctuations in pupil numbers of such a nature that they do not tally with the reasonable forecasts of the Central Enrolment Authority. The difference in the fixed number of places available between the nursery classes and primary year 1 and all the other classes is due to the far greater number of enrolments in the nursery classes and primary year 1, which justifies a larger safety margin.

### **3. General enrolment rules**

#### **3.1. Category I pupils**

3.1.1. In accordance with the general mission assigned to the European Schools, Category I pupils are entitled to attend one of the four European Schools, but not necessarily the one which they have chosen, unless the existence of a special priority criterion, within the meaning of Article 4, can be demonstrated.

3.1.2. However, the Central Enrolment Authority will endeavour as far as possible to award the places available according to the preferences indicated in the enrolment application and so as to guarantee balanced distribution of the total pupil population amongst the different Schools and optimum use of resources.

3.1.3. The placing of the language sections in the four Brussels Schools is as follows:

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

#### **3.2. SWALS**

3.2.1. Category I pupils from the Member States which have acceded to the European Union since 2004 and for which there is no language section

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\* This applies only to applications for the enrolment of Category II pupils whose parents are members of the staff of Eurocontrol, referred to in Article 3.3.

<sup>1</sup> In accordance with the decisions of the Board of Governors of 17-18 April 2007

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corresponding to their mother tongue in the European Schools (SWALS) may be admitted only to the Schools specified below, where they will have priority for enrolment purposes.

- 3.2.2. Slovenian and Maltese pupils, and Bulgarian and Romanian pupils for the secondary level, will be accepted solely at Brussels I.
  - 3.2.3. Latvian and Estonian pupils, and Lithuanian pupils for the secondary level, will be accepted solely at Brussels II.
  - 3.2.4. Slovak pupils, and Czech pupils for the secondary level, will be accepted solely at Brussels III.
  - 3.2.5. Bulgarian and Romanian pupils for the nursery and primary levels will be accepted solely at Brussels IV.
- 3.3. In accordance with the special agreements negotiated by the Board of governors, **Category II pupils whose parents are members of the staff of Eurocontrol** \* are entitled to attend, from primary year 1 onwards, one of the four European Schools with which the agreement has been concluded and subject to the latter's conditions, but not necessarily the one which they have chosen, unless the existence of a special priority criterion, within the meaning of Article 4, can be demonstrated.
- 3.4. Other **Category II pupils** are entitled to attend the European School with which the agreement has been concluded and subject to the latter's conditions, but not necessarily the one which they have chosen, in the case of an agreement covering several Schools, unless the existence of a special priority criterion, within the meaning of Article 4, can be demonstrated and provided that this does not lead to class division.
- 3.5. **Children of the civilian staff of NATO** are entitled to attend one of the four European Schools, but not necessarily the one which they have chosen, unless the existence of a special priority criterion, within the meaning of Article 4, can be demonstrated. Such children qualify for entitlement to enrolment in the European Schools only in so far as this does not lead to class division and places remain available after the award of places to Category I pupils and to Category II pupils within the meaning of Articles 3.3 and 3.4.
- 3.6. **Category III pupils** will be admitted only if they fulfil the following cumulative conditions:
- the children concerned are siblings of pupils already enrolled in one of the Brussels European Schools who attended that School during the 2008-2009 school year and who will continue to do so during the 2009-2010 school year or who have transferred from another European School not located in Brussels.

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\* For the purposes of this policy, Category II pupils whose parents are members of the staff of Eurocontrol are referred to as 'Category II\*' pupils.

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- enrolment applications for Category III pupils will be considered on the basis on the previous decisions of the Board of Governors which, in particular, restricted their admission to a maximum class size of 24 pupils<sup>1</sup>.

- these applications will be considered during the third enrolment phase from 30 June 2009 to 28 August 2009.

#### **4. Special priority criteria**

4.1. Owing to personal circumstances or to particularities specific to the European Schools, certain enrolment or transfer applications are deemed to have priority within their category.

##### **4.2. *Grouping of siblings***

4.2.1. The brothers and sisters of Category I pupils already enrolled in one of the Brussels European Schools who attended that School during the 2008-2009 school year and will continue to do so during the 2009-2010 school year will be accepted in the same School as their sibling(s) if a request to that effect is made.

4.2.2. The principle of the grouping of siblings will also be applicable when applications for enrolment and/or transfer are made at the same time for several children belonging to the same group of siblings. Their applications will be dealt with jointly and the grouping of siblings will be guaranteed, subject to compliance with the other provisions of the Policy.

4.2.3. Children recognised as being actual dependants<sup>2</sup> of the applicant for enrolment will be considered to belong to the same group of siblings even if they are not related to the applicant.

##### **4.3. *Return from assignments***

Category I pupils whose legal representatives, having returned from assignments on behalf of the European Commission or other EU institutions, apply for their children's enrolment in their original School, i.e. the one where they spent at least one full school year immediately before the assignment, will be given priority for enrolment purposes, if a request to that effect is made.

##### **4.4. *Particular circumstances***

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<sup>1</sup> Decision of the Board of Governors of 17 July 2007

<sup>2</sup> 'Children recognised as being actual dependants' means children for whom the applicant for enrolment receives family and education allowances, either from an institution, in the case of Category I pupils, or from the organisation to which he/she belongs, in the case of Categories II and III pupils.

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Where a pupil's interest so requires, duly established particular circumstances which are beyond the control of the legal representatives and/or the child may be taken into consideration to grant a priority criterion with a view to the pupil's enrolment at or transfer to the School of his/her choice.

These provisions are applicable solely to enrolment or transfer applications for Category I pupils or Category II pupils in the case of an agreement covering several Schools, including pupils whose parents are members of the civilian staff of NATO.

- 4.4.1. The priority criterion will be accepted only where having regard to the precise circumstances characterising a case and differentiating it from other cases, a given situation requires appropriate treatment to mitigate the unacceptable consequences which the rules of this Policy would otherwise have had.
- 4.4.2. The following circumstances are not relevant for this purpose: location of the place of residence (home) of the child and/or his/her legal representatives, location of the place of employment of the legal representative or the legal representatives (this includes all the categories of members of staff of the European Schools), occupational or practical constraints on organisation of travel, location of the place where other members of the group of siblings attend school (without prejudice to Article 4.2.), attendance or acceptance of enrolment in one of the European Schools for a previous school year (without prejudice to Article 4.3).
- 4.4.3. Any medical complaints from which a child might suffer will be taken into consideration only in so far as evidence is provided that the choice of School designated in the enrolment application is essential for the treatment of his/her condition.
- 4.4.4. Any particular circumstances alleged by parents must be set out in a clear statement of the facts, to which should be attached all the supporting documents appended to the enrolment application. Items of information and documents communicated after submission of the application for enrolment will automatically be disregarded in considering the application.
- 4.4.5. The Central Enrolment Authority reserves the right to request complementary information.

## **5. Transfers from one Brussels School to another Brussels School**

- 5.1. Transfers of pupils from one Brussels School to another Brussels Schools will be allowed on the basis of an application stating the precise reasons and will be considered according to the same conditions and arrangements as set out in Article 4.4.
- 5.2. In order to assess the application, the advisory opinion of the Director of the School attended the previous year and that of the Director of the School chosen may be required by the Central Enrolment Authority.

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- 5.3. Should the transfer application be rejected, the pupil will continue to be enrolled in the School he/she attended during the 2008-2009 school year and, where applicable, in which his/her sibling(s) for which grouping is requested will also be enrolled.

## **6. First enrolment phase: procedure and enrolment decisions**

### **▪ Submission of applications and ranking**

- 6.1. **Enrolment and transfer applications must be submitted between 9.00 on 2 February 2009 at the earliest and 16.00 on 20 February 2009 at the latest** to the Brussels European School corresponding to first preference expressed on the enrolment form. Any application submitted before 2 February 2009 will be considered null and void.
- 6.2. Between 9 and 13 March 2009, the reference number allotted to each enrolment application will be communicated to the applicant for enrolment by email.
- 6.3. During the week of 16 to 20 March 2009, a random computerised ranking will be produced of the enrolment applications submitted during the first enrolment phase, for all the year groups, for Categories I and II\* pupils, under the supervision of *Etude des Huissiers de justice* (Bailiffs' Office) Lambert & Lombaert.
- 6.4. **The complete list of the ranking of enrolment applications and their respective numbers will appear in an affidavit published on the European Schools' website on 20 March 2009.** This publication exempts the Central Enrolment Authority from the obligation to notify applicants for enrolment individually.

### **▪ Decisions of the Central Enrolment Authority**

- 6.5. **The Central Enrolment Authority will award places, in accordance with the general rules referred to in Articles 3.1, 3.2 and 3.3, to:**
- a) Categories I and II\* pupils for whom an enrolment application has been submitted in a language section present in only one European School (DK, HU, PL, FI, PT, SV, LT [Nursery-Primary], EL, CS [Nursery-Primary]),
  - b) Category I SWALS, in accordance with the provisions of Article 3.2.,
  - c) Categories I and II\* pupils for whom there is a special priority criterion within the meaning of Article 4,
  - d) Pupils for whom a transfer application deemed justified within the meaning of Article 5 has been submitted,
  - e) Categories I and II\* pupils according to the number of the ranking referred to in Article 6.3. taking account of the preferences expressed by the applicant for enrolment.



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- 6.6. **As from 27 April 2009, the Central Enrolment Authority will notify applicants for enrolment or transfer of its decision.** The list of places awarded will be published on the European Schools' website on 27 April 2009.
- 6.7. **Applicants for enrolment or transfer will be required to confirm by 8 May 2009 at the latest that they wish to accept the place offered to them.** Enrolment will be definitive only when applicants for enrolment accept the place offered to them without prejudice to the other regulations in force in the European Schools.
- 6.8. **Should a place awarded not be accepted by the deadline set or should the applicant relinquish the place, it will be deemed to be free.**
- 6.9. **As from 9 May 2009, the Central Enrolment Authority will award these places to applicants for the enrolment of Categories I and II\* pupils according to the number of the ranking referred to in Article 6.3 or, failing that, will award them a place in the School corresponding to their subsequent preferences in the order expressed by the applicant for enrolment.**
- 6.10. **As from 13 May 2009, the Central Enrolment Authority will notify applicants for enrolment of its decision.** The list of places awarded will be published on the European Schools' website on 13 May 2009.
- 6.11. **Applicants for enrolment will be required to confirm by 26 May 2009 at the latest that they wish to accept the place offered to them.** Enrolment will be definitive only when applicants for enrolment accept the place offered to them.
- 6.12. **Should the applicant relinquish a place, the place thus becoming free will be offered, solely between 13 May and 26 May 2009 at 14.00, in succession to the applicants for enrolment whose number appears next on the ranking list referred to in Article 6.3.**
- 6.13. **Applicants for enrolment will be required to confirm by 8.00 at the latest on 29 May 2009 that they wish to accept the place offered to them.** Should a place awarded not be accepted by the deadline set or should the applicant relinquish the place, it will be deemed to be free and offered for award during the second enrolment phase.
- 6.14. It is pointed out that acceptance of a place awarded during the first enrolment phase is definitive and rules out the possibility of claiming a place which might become free after the end of this phase.
- 6.15. **The closing date of the first enrolment phase will be 29 May 2009.**
- 6.16. At the end of the first enrolment phase, a table summarising the number of places awarded and accepted will be published on the European Schools' website on 2 June 2009.

## **7. Second enrolment phase: procedure and enrolment decisions**

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▪ **Submission of applications and ranking**

- 7.1. **Enrolment and transfer applications must be submitted between 21 February 2009 at the earliest and 29 May 2009 at the latest** to the Brussels European School corresponding to first preference expressed on the enrolment form.
- 7.2. The reference number allotted to each enrolment application will be communicated to the applicant for enrolment by email.
- 7.3. During the week of 5 to 9 June 2009, a random computerised ranking will be made of the enrolment applications submitted during the second enrolment phase, for all the year groups, for Categories I and II\* pupils, under the supervision of *Etude des Huissiers de justice* (Bailiffs' Office) Lambert & Lombaert.
- 7.4. **The complete list of the ranking of enrolment applications and their respective numbers will appear in an affidavit published on the European Schools' website on 10 June 2009.** This publication exempts the Central Enrolment Authority from the obligation to notify applicants for enrolment individually.

▪ **Decisions of the Central Enrolment Authority**

- 7.5. **The Central Enrolment Authority will award places, in accordance with the general rules referred to in Articles 3.1, 3.2 and 3.3, to:**
- a) Categories I and II\* pupils for whom an enrolment application has been submitted in a language section present in only one European School (DK, HU, PL, FI, PT, SV, LT [Nursery-Primary], EL, CS [Nursery-Primary]),
  - b) Category I SWALS, in accordance with the provisions of Article 3.2.,
  - c) Categories I and II\* pupils for whom there is a special priority criterion within the meaning of Article 4,
  - d) Pupils for whom a transfer application deemed justified within the meaning of Article 5 has been submitted,
  - e) Categories I and II\* pupils according to the number of the ranking referred to in Article 6.3., taking account of the preferences expressed by the applicant for enrolment.
- 7.6. **As from 22 June 2009, the Central Enrolment Authority will notify applicants for enrolment or transfer of its decision.** The list of places awarded will be published on the European Schools' website on 22 June 2009.
- 7.7. **Applicants for enrolment or transfer will be required to confirm by 3 July 2009 at the latest that they wish to accept the place offered to them.** Enrolment will be definitive only when applicants for enrolment accept the place offered to them. Should a place awarded not be accepted by the deadline set or should the applicant relinquish the place, it will again be deemed to be free and will be offered for award during the third enrolment phase.

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7.8. It is pointed out that acceptance of a place awarded during the second enrolment phase is definitive and rules out the possibility of claiming a place which might become free after the end of this phase.

**7.9 The closing date of the second enrolment phase will be 7 July 2009.**

7.10 At the end of the second enrolment phase, a table summarising the number of places awarded and accepted will be published on the European Schools' website on 8 July 2009.

## **8. Third enrolment phase**

**8.1. Enrolment and transfer applications will be submitted after 29 May 2009** to one of the Brussels European Schools corresponding to the first preference expressed on the enrolment form.

8.2. The reference number allotted to each enrolment application will be communicated to the applicant for enrolment by email.

8.3. Enrolment applications will receive a number according to the date of reception of the complete file by the School's secretariat.

8.4. **On 10 July 2009**, the Central Enrolment Authority will award places in accordance with Article 3, in the following order:

a) Categories I and II\* pupils for whom an enrolment application was submitted after 29 May and up to 9 July 2009:

- Categories I and II\* pupils for whom an enrolment application has been submitted in a language section present in only one European School (DK, HU, PL, FI, PT, SV, LT [Nursery-Primary], EL, CS [Nursery-Primary]),

- Category I SWALS, in accordance with the provisions of Article 3.2.,

- Categories I and II\* pupils for whom there is a special priority criterion within the meaning of Article 4,

- Pupils for whom a transfer application deemed justified within the meaning of Article 5 has been submitted,

- Categories I and II\* pupils according to the number of the ranking referred to in Article 8.3.

b) The Category II pupils referred to in Article 3.4 for whom there is a special priority criterion within the meaning of Article 4,

c) The Category II pupils referred to in Article 3.4,

d) Pupils whose parents are members of the civilian staff of NATO for whom there is a special priority criterion within the meaning of Article 4,

e) Pupils whose parents are members of the civilian staff of NATO,

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f) Category III pupils in accordance with the provisions of Article 3.6.

- 8.5. Applicants for enrolment or transfer will be required to confirm by 17 July 2009 at the latest that they wish to accept the place offered to them.** Enrolment will be definitive only when applicants for enrolment accept the place offered to them.
- 8.6.** Should a place awarded not be accepted by the deadline set or should the applicant relinquish the place, it will again be deemed to be free and will be offered for award to the applications received after 9 July 2009.
- 8.7. Applications for enrolment or transfer submitted from 10 July 2009 onwards** will be processed as from 24 August 2009, in the order of award of places appearing in Article 8.4.
- 8.8. As from 24 August 2009,** the places available will be awarded gradually as enrolment applications are submitted, in accordance with the ranking order appearing in Article 8.4.

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## ANNEX I

<b>Structure of the School: number of classes per School</b>
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### European School, Brussels I

Section / Class	DE	DK	EN	ES	FR	HU	IT	PL	Total
Nursery	1	1	1	1	3	1	1	1	10
P1	1	1	1	1	2	1	1	1	9
P2	1	1	2	1	2	1	1	1	10
P3	1	1	2	1	3	1	1	1	11
P4	1	1	2	1	3	1	2	1	12
P5	1	1	2	1	3	1	2	1	12
S1	2	1	2	1	4	1	1	1	13
S2	1	1	2	1	4	1	2	1	13
S3	1	1	2	1	4	1	1	1	12
S4	1	1	2	2	4	1	1	1	13
S5	1	1	2	1	3	1	1	1	11
S6	1	1	2	1	3	1	1	1	11
S7	1	1	2	2	3	1	1	1	12
Total	14	13	24	15	41	13	16	13	149

### European School, Brussels II

Section / Class	DE	EN	FI	FR	IT	LT	NE	PT	SW	Total
Nursery	1	1	2	2	1	1	1	1	2	12
P1	1	1	2	2	1	1	1	1	2	12
P2	1	1	2	1	1	1	1	1	2	11
P3	1	1	2	2	1	1	1	1	2	12
P4	1	2	2	2	1	1	1	1	1	12
P5	1	1	1	2	1	1	1	1	1	10
S1	1	2	1	2	1		1	1	1	10
S2	1	2	1	3	1		1	1	1	11
S3	1	2	1	3	1		1	1	1	11
S4	1	2	1	3	1		1	1	1	11
S5	1	2	1	3	1		1	1	1	11
S6	1	2	1	3	1		1	2	1	12
S7	1	2	1	2	1		1	2	1	11
Total	13	21	18	30	13	6	13	15	17	146

It should be pointed out that the actual creation of these classes, which will be determined by the Central Enrolment Authority on the basis of the guidelines decided by the Board of Governors, will be dependent on the number of enrolment applications admissible under the provisions of the enrolment policy.

The rules for the grouping of classes decided by the Board of Governors<sup>1</sup> are applicable.

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<sup>1</sup> Decisions of the Board of Governors of 17 and 18 April 2007

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### European School, Brussels III

Section / Class	CS	DE	EL	EN	ES	FR	NE	Total
Nursery	1	1	1	2	2	2	1	10
P1	1	1	1	1	1	2	1	8
P2	1	1	1	1	1	2	1	8
P3	1	1	1	1	1	2	1	8
P4	1	1	2	2	1	2	1	10
P5	1	1	1	2	1	2	1	9
S1		2	2	2	1	3	1	11
S2		1	2	2	1	3	1	10
S3		1	2	3	1	3	1	11
S4		1	2	2	2	3	2	12
S5		1	2	2	2	3	1	11
S6		1	1	2	2	3	1	10
S7		1	2	2	1	2	2	10
Total	6	14	20	24	17	32	15	128

### European School, Brussels IV

Section / Class	DE	EN	FR	IT	NE	Total
Nursery	1	2	3	1	1	8
P1	1	2	2	1	1	7
P2	1	2	2	1	1	7
P3	1	2	2	1	1	7
P4	1	1	1	1	1	5
P5	1	1	1	1	1	5
Total	6	10	11	6	6	39

It should be pointed out that the actual creation of these classes, which will be determined by the Central Enrolment Authority on the basis of the guidelines decided by the Board of Governors, will be dependent on the number of enrolment applications admissible under the provisions of the enrolment policy.

The rules for the grouping of classes decided by the Board of Governors<sup>1</sup> are applicable.

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<sup>1</sup> Decisions of the Board of Governors of 17 and 18 April 2007