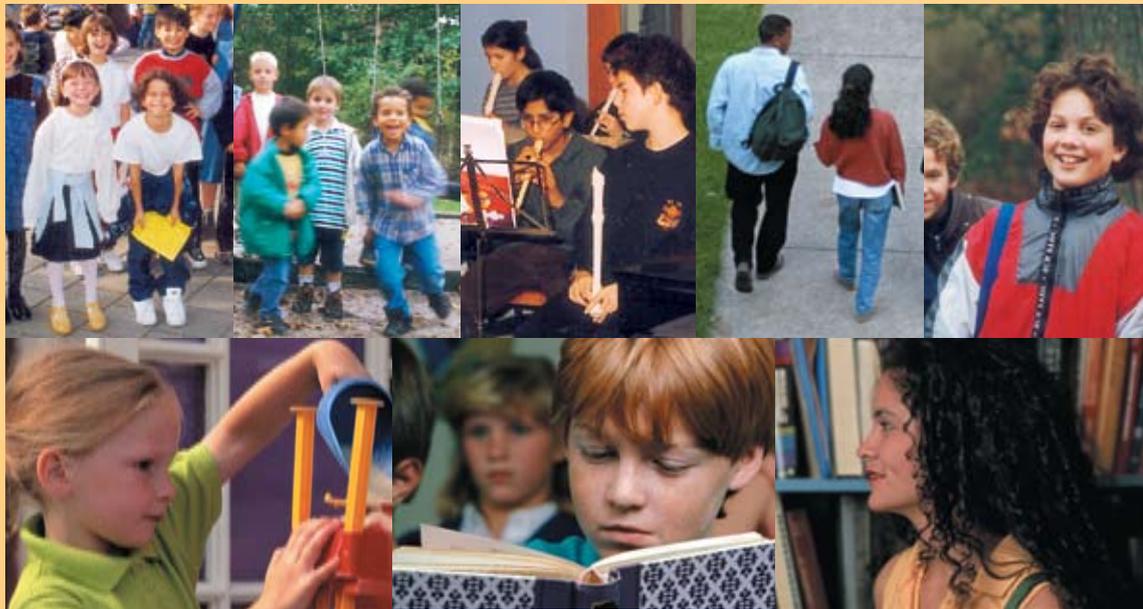


The European Schools





The European Schools

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Origin & Development

The European Schools began in October 1953 in Luxembourg, on the initiative of officials of the European Coal and Steel Community, with the support of the Community's institutions and the Luxembourg Government. This experiment in education, side by side, of children of different mother tongues and nationalities quickly took shape as the six different governments and Ministries of Education co-operated in matters of curricula, appointment of teachers, inspection and recognition of levels attained.

In April 1957, the signing of the Protocol made the Luxembourg School the first official European School. The first European Baccalaureate was held there in July 1959 and the qualification was recognised as fulfilling basic entrance requirements by all the universities of the member states.

The success of this educational experiment encouraged the European Economic Community and Euratom to press for the establishment of other European Schools at their various centres. In succession, the following schools were established:

Luxembourg I	Luxembourg	1953	first Baccalaureate 1959
Brussels I	Belgium	1958	first Baccalaureate 1964
Mol/Geel	Belgium	1960	first Baccalaureate 1966
Varese	Italy	1960	first Baccalaureate 1965
Karlsruhe	Germany	1962	first Baccalaureate 1968
Bergen	The Netherlands	1963	first Baccalaureate 1971
Brussels II	Belgium	1974	first Baccalaureate 1982
Munich	Germany	1977	first Baccalaureate 1984
Culham	United Kingdom	1978	first Baccalaureate 1982
Brussels III	Belgium	1999	first Baccalaureate 2001
Alicante	Spain	2002	first Baccalaureate 2006
Frankfurt	Germany	2002	first Baccalaureate 2006
Luxembourg II	Luxembourg	2004	
Brussels IV	Belgium	2007	

The European Baccalaureate is recognised as a qualification for university entrance in all the member states, as well as in a number of other European and overseas countries.

While the schools offer teaching in the official languages of the European Union, not all schools provide sections for each language.



Legal Status

The European Schools, intended largely for the children of personnel of EU Institutions, are official educational establishments controlled jointly by the governments of the Member States. In all these countries they are legally regarded as public institutions.

They are governed by an intergovernmental Protocol. The *Convention defining the Statute of the European Schools*, which replaces the earlier agreements dating back to 1957 and 1984, entered into force in October 2002 after ratification by the fifteen Member States of the European Union.

Following enlargement on 1 May 2004, the ten new Member States of the European Union have acceded to the Convention.

The Aims of the European Schools

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”



Objectives

- ◆ to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- ◆ to provide a broad education of high quality, from nursery level to university-entrance;
- ◆ to develop high standards in the mother tongue and in foreign languages;
- ◆ to develop mathematical and scientific skills throughout the whole period of schooling;
- ◆ to encourage a European and global perspective overall and particularly in the study of the human sciences;
- ◆ to encourage creativity in music and the plastic arts and an appreciation of all that is best in a common European artistic heritage;
- ◆ to develop physical skills and instil in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities;
- ◆ to offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the secondary school;
- ◆ to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- ◆ to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.

Principles

In the light of the above objectives, education in the schools is organised on the basis of the following principles:

Basic instruction is given in the official languages of the European Union. This principle allows the primacy of the pupil's mother tongue (L1) to be safeguarded.

Consequently, each school comprises several language sections. The curricula and syllabuses (except in the case of mother tongue) are the same in all sections.

In the schools where the creation of a separate language section is not justified, they are governed by an intergovernmental Protocol. The Convention defining the Statute of the European Schools, which replaces the earlier agreements dating back to 1957 and 1984, entered into force in October 2002 after ratification by the fifteen Member States of the European Union.

Following enlargement on 1 May 2004, the accession to the Convention of the ten new Member States is under way.

To foster the unity of the school and encourage genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages. This is developed in a variety of ways:

- ◆ the study of a first foreign language (English, French or German), known as L II, is compulsory throughout the school, from the first primary class;
- ◆ all pupils must study a second foreign language (L III), starting in the second year of secondary school. Any language available in the school may be chosen;



- ◆ pupils may choose to study a third foreign language (L IV) from the fourth class of secondary school. Any language available in the school may be chosen;
- ◆ language classes are composed of mixed nationalities and are taught by native speakers;
- ◆ a weekly "European Hour" in the primary school brings together children from all sections for cultural, artistic and games activities;
- ◆ in the secondary school, classes in art, music and physical education are always composed of mixed nationalities;
- ◆ from the third class of secondary school, history and geography are studied in the pupil's first foreign language, also called "the working language" (English, French or German). Economics, which may be taken as an option from the fourth class of the secondary school, is also studied in a working language. From the third class, therefore, all social science subjects are taught to groups of mixed nationalities;
- ◆ finally, everyday interaction in the playground, the corridors and the recreation rooms enhances the acquisition of other languages and the realisation that using them is not only vital but natural.

The conscience and convictions of individuals are respected. Religious education or education in non-confessional ethics is an integral part of the curriculum.



Primary and secondary education in the twenty-five European Union member countries lasts for twelve or thirteen years, whereas nursery education is variable. The governments therefore agreed that the nursery classes at the European school would cover two years, the primary course would span five years and the secondary school seven years. From the moment of enrolment in the nursery class, the schools attach great importance to physical, psychological, social, affective and creative development which are essential for the well-being of all children and for school success.

The nursery section, which accepts children from the age of four, aims to ensure that all children are given the opportunity to develop their potential. Provision is made for interpretive and directed learning, but it is recognised that purposeful play provides the most important learning situation at nursery level.

To enter the first primary class, children must have turned six years of age before the calendar year in which they are enrolled.

In the primary school the focus is on mother tongue, mathematics and the first foreign language, but art, music, physical education, exploring our world and religion/ethics are important - as are the "European Hours", where mixed nationalities meet for a variety of activities.



Organisation of Studies

Pupils normally enter the secondary school in the calendar year in which they turn eleven, following the successful completion of the European school's primary course or an equivalent course duly certified by an officially recognised school.

The seven classes of secondary education are organised in the following way: for the first three classes, pupils follow a common course, known as the observation cycle. Most subjects are taught in the mother tongue, although in the second class all must begin a second foreign language, and in the third class all begin to study history and geography in their "working language" (L2). Latin is offered as an option in the third class.

In classes 4 and 5 the compulsory course in integrated science is subdivided into physics, chemistry and biology, and pupils may choose between the advanced or the normal course in mathematics. Other options include economics, a third foreign language and ancient Greek.

Classes 6 and 7 form a unit which leads to the European Baccalaureate. Although there is a core of compulsory subjects including mother tongue, L2, mathematics, a science, philosophy, physical education, history and geography, students have a wide range of further options and may choose to study some subjects for two periods, four periods or at an advanced level.

Pupils are regularly assessed and reports are issued three or four times a year. Assessment is based equally on course-work and on examinations, although formal examinations do not form part of the observation cycle. Criteria established by the Board of Governors are used to decide whether a pupil may progress to the next class at the end of the school year. Pupils who do not meet these criteria have to repeat the year.

For pupils with learning difficulties, support is provided by specialist teachers in the primary years, either in lessons or in small groups, either withdrawn from or in ordinary classes. Secondary education level pupils may also receive learning support if necessary, the arrangements for such provision being made by the school according to the requirements and the resources available. At any age, pupils arriving at school with insufficient knowledge of an essential language receive short-term intensive tuition to enable them to catch up with their peers.

For pupils with special educational needs requiring individualised provision of teaching and/or special equipment, appropriate arrangements may be made. In some cases this can entail the drawing up of a special agreement, signed by the parents and the school, setting out detailed arrangements for the child's integration and education, within the limits of the school's possibilities.



Nursery Section

The nursery section covers these broad areas of learning:

1. Creative learning, ie. art and craft, creative language, drama and self-expression, music and dance.
2. Investigative learning, ie. natural science, science related to the inanimate, mathematics, the lives of men and women in the world and other topics.
3. The foundations for the acquisition of skills in language, mathematics and physical control.

Alongside this broad programme, attention is given to the social and moral development of the children.

Primary Section

	1st & 2nd classes Number of 30 min. periods	3rd, 4th & 5th classes Number of 45 min. periods
Mother tongue (L1)	16	9
Mathematics	8	7
L2	5	5
Exploring our world	2	4
Art	4	1
Music	3	1
Physical education	4	1
Religion/Ethics	2	2
Social, cultural & games activities (European Hours)	–	3
Recreation	3 ½ hrs	2 ½ hrs
Total hours per week	25 ½	27 ¼



Classes 1, 2 & 3 of the Secondary Section

All lessons in the secondary section are of 45 minutes duration.

Subject	1st class	2nd class	3rd class
Mother tongue (L1)	6	5	4
Mathematics	4	4	4
L2	5	4	4
L3	-	3 (a)	3 (a)
Physical Education	3	3	3
Religion or Ethics	2	2	2
Human Sciences	3	3	3
Integrated Science	4	4	4
Latin (optional)	-	-	4
Art	2	2	2 (b)
Music	2	2	2 (b)
Information and Communication Technology	1	1	-
Complementary activities (photography, watercolours, computing, technology, etc.)	-	1 (c)	2 (c)
Total number of periods per week	32	33 or 34	31, 33 or 35

- (a) Pupils may choose from any one of the official languages (or Irish) which they have not yet studied.
- (b) Pupils who take Latin may discontinue either art or music.
- (c) Complementary activities are optional for pupils in the 2nd and 3rd classes.





Classes 4 & 5 of the Secondary Section

Core Subjects (compulsory)	Periods per week
Mother tongue (L1)	4
Mathematics	4 or 6 (a)
L2	3
L3	3
Biology	2
Chemistry	2
Physics	2
Geography	2
History	2
Physical Education	2
Religion or ethics	1
Elective Subjects	
L4	4
Latin	4
Ancient Greek	4
Economics & social science	4
Art	2
Music	2
Computer studies	2

Pupils must take enough elective subjects to ensure that their total weekly timetable contains between 31(minimum) and 35(maximum) periods.

(a) Depending on the pupil's choice

Classes 6 & 7

Compulsory Subjects		Elective Subjects		Complementary Subjects					
Column 1	Column 2	Column 3	Column 4	Column 5					
Language 1	4	Biology	2	Latin*	4	Advanced Language 1	3	Practical Physics	2
Language 2	3	History	2	Ancient Greek*	4	Advanced Language 2	3	Practical Chemistry	2
Mathematics 3 periods	3	Geography	2	Geography	4	Advanced Mathematics ^o	3	Practical Biology	2
<i>or</i>		Philosophy	2	Philosophy	4			Computing	2
Mathematics 5 periods	5			Language 3	4			Elementary Economics [▲]	2
Religion/ethics	1			Language 4*	4			Sociology	2
Physical Education	2			History	4			Art [▲]	2
				Economics*	4			Music [▲]	2
				Physics	4			Physical Education	2
				Chemistry	4			etc. . .	2
				Biology	4				
				Art	4				
				Music	4				

Pupils must take all subjects in column 1. Biology, history, geography and philosophy must be taken in either column 2 or column 3.

Biology (column 2 or column 3) is compulsory unless physics or chemistry is chosen in column 3. Pupils must take at least two elective subjects in columns 3 or 4 to ensure that their minimum weekly timetable consists of at least 31 periods. They may choose further elective or complementary subjects to a maximum of 35 periods per week.

*Pupils may only choose these courses if they have taken them as options in classes 4 & 5

^oAdvanced mathematics may only be taken in conjunction with mathematics 5 periods in column 1

[▲]Not allowed if taken in column 3.

It is not to be expected that all schools will be able to offer all the option courses in all language sections.

If an option course cannot be created in pupil's L1 it may be offered either in the working language of the pupils concerned or in the language of the school's host country.



Harmonised Syllabuses

The syllabuses in all the language sections are – with the exception of mother tongue – identical and the same standards are insisted on. All programmes of study in the different sections lead to the same examination: the European Baccalaureate. For details of the examination, see p.20.

To ensure that the European Baccalaureate is recognised, syllabuses are designed to meet at least the minimum requirements of all the member states. Since these vary, the contents have been established by negotiation between national experts – more particularly by the members of the Boards of Inspectors – on the basis of careful scrutiny and comparison of national curricula.

The syllabuses are then approved by the Board of Governors of the European Schools, which is the supervisory authority.

Each school, in co-operation with the Parent's Association, organises a wide range of activities during lunchtimes and free afternoons. Arrangements vary slightly from one school to another, depending on the children's interests, individual teachers' skills and enthusiasm and the parents' wishes. Activities include sport, music, drama, art and crafts, photography and science.



Extra-Curricular Activities

The European Baccalaureate

The secondary school course is validated by the European Baccalaureate examinations at the end of the seventh class. The certificate awarded is fully recognised in all the countries of the European Union, as well as in a number of others. Those awarded the certificate have the same rights and benefits as other holders of school-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of higher education in the European Union.

The Examining Board, which oversees the examinations in all language sections, is chaired by a university professor and is composed of examiners from each country of the Union. They are appointed annually by the Board of Governors and must meet the requirements laid down in their home countries for appointment to examining boards of the same level.

The Baccalaureate examination assesses performance in the subjects taught in the sixth and seventh classes, and to qualify for admission students must have completed at least the last two classes of the secondary course at the European school.

The assessment of each student consists of two elements:

1. a preliminary mark based on course-work, oral participation in class and tests during the seventh class, which counts for 40 per cent of the marks.
2. at the end of the seventh class
 - a. five written examinations, which represent 36 per cent of the marks, of which mother-tongue, first foreign language and mathematics are compulsory for all candidates.
 - b. four oral examinations, which count for 24 per cent of the marks, of which mother tongue and the first foreign language are compulsory, as well as history or geography if the candidate has not already taken a written examination in these subjects.

To obtain the Baccalaureate, a candidate must obtain a minimum of 60 per cent.

The close scrutiny of the Examining Board, which demands double correction and may require a third, guarantees the high level and quality of the Baccalaureate. The certificate is thus awarded only to pupils having the competence and knowledge required to go on to tertiary education.

The Administrative Organs of the European Schools

The Board of Governors

This, the governing body of the European Schools, is composed of the Ministers of Education of each of the Union countries, normally represented by senior civil servants from the Ministries of Education or Foreign Affairs, together with the representative of the EU Commission and the representative of the European Patent Office. A representative designated by the Staff Committee (from among the teaching staff) and a representative of the parents designated by the Parents' Associations are also members of the Board of Governors.

The mandate of the Board of Governors covers educational, administrative and financial matters. When it is not in session, its powers are exercised by its officially appointed Secretary-General.

The Preparatory Committees

Matters for discussion and decision by the Board of Governors are first studied by a number of preparatory committees of which the most important are:

The Teaching Committees (nursery-primary and secondary)

Inspectors and directors, together with representatives of teachers, parents and pupils and a representative of the European Commission and the European Patent Office, examine proposals concerning the organisation and curricula of the schools. Detailed preparation is done by numerous sub-committees.

The Administrative and Financial Committee

Financial experts from the member states examine the financial implications of educational proposals and the budgets of individual schools and of the General Secretariat in Brussels. The European Commission and the European Patent Office are also represented on the AFC.

The Boards of Inspectors

Supervision of the education provided by the schools is conducted by two Boards of Inspectors, one for the primary and nursery sections and one for the secondary section. One Inspector from each country sits on each Board. The Inspectors regularly visit classes, issue directives to heads and teaching staff, meet periodically for discussions and submit proposals concerning syllabuses, teaching methods and evaluation to the Board of Governors.

The Administrative Boards

Each school has an Administrative Board chaired by the Secretary-General. Its other members are the director of the school, the representative of the European Commission, two elected representatives of the teachers, two representatives of the Parents' Association, a representative of the AAS and, at the European School of Munich, the representative of the European Patent Office.

Bodies which have signed an agreement with a school and have at least 20 pupils on roll also have the right to be represented on the Administrative Board.

Administrative Boards deal with matters concerning the management and administration of the schools, draw up budgets and superintend the spending of allocations. They have the responsibility for overseeing all aspects of day-to-day life in the school and for ensuring its efficient functioning.

The Directors (Headteachers) and the teachers

Each head is appointed by the Board of Governors for nine years. There are generally two deputy heads, one for the secondary section and one for the primary and nursery sections. They are also appointed for nine years. Heads and deputies are appointed directly by the Board of Governors. All full time teachers are seconded by their national governments for a period up to nine years.

The Staff Committee

Each school elects annually two representatives of the teaching staff (one primary, one secondary) to form a European School Staff Committee which is represented on the Board of Governors, in the Preparatory Committees and on the Administrative Board of each school.

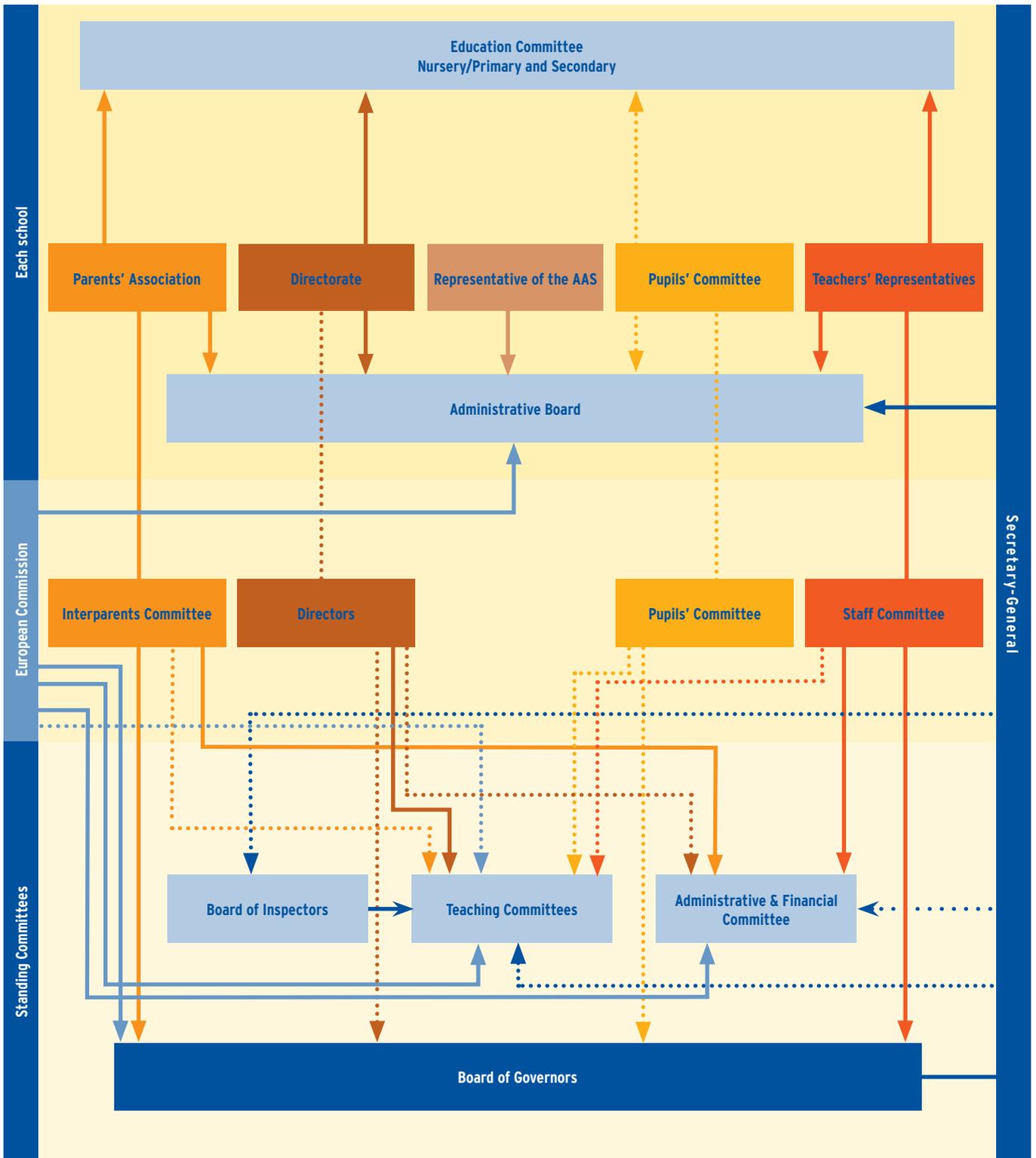
The Parents' Association

This plays an important role in various committees and working groups in the schools. The views and suggestions of parents concerning the organisation of the schools are put forward via their elected representatives on the Administrative Board and the Education Committee of the school. They are also represented on the Board of Governors and in the Preparatory Committees.

The Pupils' Committee

Each school has a pupils' committee which is represented in the school's Enlarged Education Committee and the Administrative Board. Two elected representatives of each school form the Central Students Committee (COSUP), which is represented on the Teaching Committees and on the Board of Governors.

Committee Structure of The European Schools



Participation without voting rights>

Participation with voting rights ———>

Terms and Conditions of Admission

The European Schools were set up to provide education primarily for the children of employees of EU Institutions. A limited number of places is available for other pupils for which application should be made directly to the head of the school.

Education is free for the children of employees of EU Institutions, and of seconded teachers and administrative staff members of the schools. Parents of other children are required to pay school fees fixed by the Board of Governors. The standard fees may vary slightly from school to school. Up-to-date information on fees may be obtained from the schools.

For families with more than one child at the school the standard fees payable are reduced. In the event of financial hardship, a further reduction may be granted by decision of the Administrative Board of the school concerned.

A number of multinational corporations and other companies have signed special agreements whereby children of employees have full admission rights. In return the employer pays the full per capita cost. Information about setting up such an agreement may be obtained from the school concerned.

Children who are admitted to the school during the course of their schooling are placed in a class appropriate to the level which they have attained in their home country. They are normally placed in the language section which corresponds to their dominant language. They may be required to sit an entrance examination to determine their level of proficiency in the language of the section they have chosen.

Birth certificates, together with class records or reports from any previous schools, must be produced when enrolling a child. In the case of employees of EU Institutions, a certificate of confirmation of appointment must be submitted.





European School of Alicante

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European School of Brussels I/Uccle

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European School of Brussels II/Woluwé

Avenue Oscar Jespers 75
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European School of Munich

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Tel.: (49/89) 628 16 0
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European School of Varese

Via Montello 118
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Further information and applications forms are available from the school in question

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