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**WRITTEN COMMUNICATION : DISCUSSION PAPER FOR  
THE CONFERENCE ON THE FUTURE OF EUROPEAN  
SCHOOLS 15 - 16 MAY 2006 at NOORDWIJK, THE  
NETHERLANDS**

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**Board of Governors of the European Schools**

**25 and 26 April 2006 in Den Haag**

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The document is hereby forwarded by the Netherlands delegation to the members of the Board of Governors for information (annex)

# European Schools

## May Conference

Palace Hotel, Noordwijk aan Zee

### Provisional programme

#### Sunday 14 May

- 16.00 – 20.00 - Shuttle service from Schiphol Airport to Palace Hotel, Noordwijk aan Zee
- 16.00 – 20.00 - Registration of participants and reception in Paul's Bar
- 20.00 – 23.00 - Dinner buffet in Brasserie & Lounge Circles in Palace Hotel

#### Monday 15 May

- 10.00 – 10.45 - Welcome and opening by Maria van der Hoeven, Minister of Education, Culture and Science of the Netherlands;  
- Welcome speech by Siim Kallas, Vice President European Commission  
- Announcements by Hans Reiff, conference chairman
- 10.45 – 11.00 - Break
- 11.00 – 13.00 - Meeting session 1
- 13.00 – 14.30 - Lunch
- 14.30 – 16.00 - Meeting session 2
- 16.00 – 16.15 - Break
- 16.15 – 18.00 - Meeting session 3
- 19.00 - Departure by bus to location dinner
- 22.45 - Departure by bus to hotel
- 23.15 - Arrival at hotel

#### Tuesday 16 May

- 09.15 – 10.45 - Meeting session 4
- 10.45 – 11.00 - Break
- 11.00 – 13.00 - Meeting session 5
- 13.00 – 14.30 - Lunch
- 14.30 – 16.00 - Establishing closing statement
- 16.00 – 16.30 - Break
- 16.30 – 17.00 - Closing:  
- Jorge Pedreira, Secretary of State, Ministry of Education of Portugal.  
- Maria van der Hoeven, Minister of Education, Culture and Science of the Netherlands
- 17.00 - End meeting

# Introductory Paper for the Conference on the Future of European Schools 15 – 16 May 2006 at Noordwijk, the Netherlands

## 1. General Introduction

### **Short History**

European Schools have been set up to provide high quality education, primarily to the children of the staff of the European Institutions.

The European School System has provided this education now for about 50 years. The first school was established in 1954. In an Intergovernmental Treaty, the 1957 Convention (modified in 1994), the rules are laid down that form the basis of the European School System.

### **Initiative of Minister Maria van der Hoeven and Vice – President Siim Kallas**

This educational system has responded to the main objectives throughout this period. Nevertheless, the system is now facing major challenges to respond to the evolutions of recent years (enlargement, implementation of the Union's new agencies in Member States, increasing number of languages, etc.).

Therefore Minister Van der Hoeven - acting president of the European Schools during the period August 2005 till August 2006 – and Vice President Kallas – Member of the European Commission with responsibility for the European Schools – took the initiative to call for a Conference, to be held in May 2006 in the Netherlands, to which representatives of all EU countries have been invited to attend.

The purpose of the conference, as Minister Van der Hoeven and Vice- President Kallas wrote in their invitation letter (see Annex A) is: to have a wide discussion on the middle and long term future of the European Schools, especially regarding

- the governance aspects and, if necessary, a change in the Convention,
- the financial / administrative procedures,
- the future of the European School system outside Brussels/Luxembourg. In this respect, possibilities to increase the co-operation between the European Schools and schools in their neighbourhoods will be explored.

## HLG meetings

In order to prepare the May Conference a small High Level Group (HLG) has been set up. The members were chosen out of the representatives for the May conference, which have been appointed by their ministers. See for the members of the HLG Annex B. The group came together four times and discussed first the strong points of the ES- system and the points that possibly could be improved. Those points were used to guide the following discussion in the HLG. At the last HLG meeting the text for the Conference paper that is seen hereafter was discussed. This text reflects the ideas discussed in the HLG, however by no means it can be understood that this text is approved by the members of the HLG in their role as representatives of their government. The HLG members were to fulfil the role of a brainstorming group and to prepare the conference.

## The point to be addressed during the conference

1. During the discussions in the HLG it became clear that improvements of the present European Schools (hereafter defined as type I schools) are possible. Therefore we will concentrate the discussion during the first session on **what can be improved in the present ES system**. Under this item some pedagogical, financial / administrative matters and possibilities to increase the cost – effectiveness of the present ES – system will be discussed.
2. Accordingly the HLG came to the conclusion that it will not be possible to set up a classic ES school, a type I school, in an unaltered form at locations where new EU agencies are established. **A new type of ES** has to be defined: a type II European School. Therefore this issue will be discussed next: "Why a new type II school", "How must it look like" and "The related pedagogical, financial and governance questions".
3. The HLG addressed also the issue of **opening up the European Baccalaureate** to schools that not necessarily are located and related to (new) European agencies. This introduces the idea of a type III school. If this proposal is accepted it could have, in the long run, significant effects on the European education landscape. This proposal will be discussed next.
4. Whatever the definition of this new type II and type III schools will be, both type I and type II and type III schools need a more **professional exam / accreditation organisation**, that warrants the quality of the exam and the European Baccalaureate (EB). This is the next item of our discussion.
5. Accordingly the **question of governance** will be discussed. Does the present structure of Board of Governors, the two advisory bodies (the board of Inspectors and the Administrative / Financial Committee) and an executive body headed by an SG, works well or should it be adapted to the present and the future circumstances?
6. At last we will discuss the question: which of the proposed changes can be made within the context of the present Convention of the European Schools, which decision should be taken at Ministerial level and which proposals need a **change in the Convention**.

### **Conference work planning**

With 25 Member States plus the Commission it will only be possible to discuss 2, maximum 3 items during a working session of the conference. Hence the HLG proposes to concentrate the discussion on the most important subjects and points that really need to be debated.

We expect to finish the discussion about all these subjects before lunch on Tuesday 16 May. In this way we can discuss and decide upon the draft final conclusions in the session thereafter.

The conclusions will be presented after the conference to Minister Van der Hoeven, Vice President Kallas and the State Secretary Pedreira of Portugal, responsible for the international aspects of education in Portugal. Accordingly they will involve their colleague ministers in possible next steps.

The text hereafter is not written in the form of *"may" or "might" be decided*. This would have led to an unreadable text. However, within the limits of the rules for the discussion that will be set by the chairman, the different parts will be discussed thoroughly. The representatives will be asked to give their opinion on the text presented hereafter. In case the Conference agrees this text will be the basis of the final conclusions of the Conference.

Annex A

**MARIA VAN DER HOEVEN**  
Minister for Education,  
Culture and Science of the Netherlands

**SIIM KALLAS**  
Vice-President of the European Commission

25 November 2005

Dear Colleague,

The European School System has provided high quality education, primarily to the children of the staff of the European Institutions for about 50 years. This educational system has responded to the main challenges throughout this period. In this respect, we are all committed to the fundamental values that have always been held by the European Schools.

Nevertheless, you are also aware that the system is now facing major difficulties to respond, under the present Convention, to the evolutions of recent years (enlargement, implementation of the Union's new agencies in Member States, increasing number of languages, etc.).

The Commission has already raised these concerns in its Communication<sup>1</sup> of 20 July 2004 on "Options for developing the European School System" and the urgency to act has been stressed recently by the European Parliament in its Resolution of 8 September 2005. In this context, the financial and administrative procedures of the European School System also need to be adapted to the new financial regulations of the European Institutions.

In our opinion some thorough thinking about the future of the European School System is needed, and we therefore think it is appropriate to set-up a high level process of reflection and to give a new political impetus in this area.

Therefore we, Minister van der Hoeven - acting president of the European Schools during the period August 2005 to August 2006 – and Vice President Kallas – Member of the European Commission in charge of the European Schools - would like to inform you about our initiative to call for a Conference, to be held in May 2006 in the Netherlands, to which representatives of all EU countries will be invited to attend.

The purpose of this Conference will be to allow a wide discussion on the middle and long term future of the European Schools, especially regarding:

- the governance aspects and, if necessary, a change in the Convention,
- the financial / administrative procedures,

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<sup>1</sup>COM(2004)519 final

- the future of the European School system outside Brussels/Luxembourg. In this respect, possibilities to increase the co-operation between the European Schools and schools in their neighbourhoods will be explored.

We hope that you share our vision and will contribute to this initiative.

Therefore, we ask you and your colleague(s) minister(s)<sup>2</sup> involved to nominate a representative, as well as a deputy representative, with the appropriate authority to represent the views of your Government in the relevant areas, namely governance, financial and pedagogical aspects. Please send the names and contact details (especially the e-mail address) of your representatives preferably before 16 December 2005 to Dr. Hans Reiff, Minister van der Hoeven's special adviser for European schools and the intended chairman of this group. His e-mail address is [j.reiff@minocw.nl](mailto:j.reiff@minocw.nl).

In order to be able to obtain results within the next 6 months, a High Level Group will be set up in order to prepare options to be discussed during the Conference. This working group will be composed of approximately ten representatives that we intend to designate from the representatives you will mandate for the Conference. The composition of the group will be balanced taking into account criteria such as specific expertise, geographical distribution, existence or not of specific language sections, present and future chairmanships of the European Schools and of the European Union, distribution over old and new Member States. The Commission will also take part in this High Level Group.

The High Level Group will meet regularly about 5 times before the Conference. The first meeting will be held on 12 - 13 January 2006. It will, where possible, use the work of the existing bodies and (external) studies that are presently, or have been recently, undertaken. The report and options put forward by this High Level Group will be presented to us as well as to the members of the Board of Governors of the European Schools ahead of the Conference.

We trust that this Conference will allow us all to identify, in agreement with all Members of the Convention, the best way forward.

We rely on your full political commitment in this process.

Yours sincerely,

Minister Maria van der Hoeven

Vice President Siim Kallas

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<sup>2</sup> It might be that in your country a colleague minister is responsible for one or more of the three main issues mentioned above regarding the European Schools. In that case we kindly ask you to forward this letter to your colleague.

## Annex B

## MEMBERS OF THE HIGH LEVEL GROUP

COUNTRY	REPRESENTATIVE	FUNCTION	E-MAIL	DEPUTY	FUNCTION	E-MAIL
NETHERLANDS	Mr. Hans REIFF CHAIRMAN	Special Advisor to the Minister on European Schools	<a href="mailto:h.reiff@minocw.nl">h.reiff@minocw.nl</a>	Mr. Frans VAN DE KERKHOFF	Head Dutch delegation BoG	<a href="mailto:Frans.vandekerkhof@stichtingnob.nl">Frans.vandekerkhof@stichtingnob.nl</a>
EUROPEAN COMMISSION	Mr. Alain SCRIBAN	Director of Directorate Resources	<a href="mailto:Alain.Scriban@cec.eu.int">Alain.Scriban@cec.eu.int</a>	Mrs. Christiane BARDOUX	Head of Unit European Schools	<a href="mailto:Christiane.Bardoux@cec.eu.int">Christiane.Bardoux@cec.eu.int</a>
CZECH REPUBLIC	Mr. Ivo JUPA	Director of the EU Affairs Department	<a href="mailto:Ivo.jupa@msmt.cz">Ivo.jupa@msmt.cz</a>	Mrs. Jarmila KALOUSKOVA	Head Czech delegation BoG	<a href="mailto:Jarmila.Kalouskova@msmt.cz">Jarmila.Kalouskova@msmt.cz</a>
FINLAND	Mrs. Ritva-Sini MERILAMPI	Counsellor Ministry of Education	<a href="mailto:ritva-sini.merilampi@mined.fi">ritva-sini.merilampi@mined.fi</a>	Mr. Kari PITKANEN	Director General Finnish National Board of Education Head Finnish delegation BoG	<a href="mailto:kari.pitkanen@oph.fi">kari.pitkanen@oph.fi</a>
FRANCE	Mr. Marc FOUCAULT	Directeur des relations internationales et de la coopération du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche.	<a href="mailto:marc.foucault@education.gouv.fr">marc.foucault@education.gouv.fr</a>	Mr. Renaud RHIM	Directeur adjoint	<a href="mailto:Renaud.rhim@education.gouv.fr">Renaud.rhim@education.gouv.fr</a>
GERMANY <sup>3</sup>	1. Mrs. Dr. Angelika HÜFNER (Länder) 2. Mr. Rolf SCHNELLE (Bund)	1. Senatsdirigentin und Stv. Generalsekretärin der Kultus-ministerkonferenz der Länder. 2. Ministerialdirigentin und Stv. Leiter der Kultur- und Bildungs-Abteilung des Auswärtigen Amtes	1. <a href="mailto:a.huefner@kmlk.org">a.huefner@kmlk.org</a> 2. <a href="mailto:S-V-Vz@diplo.de">S-V-Vz@diplo.de</a>	Mr. Peter DETTMAR Mr. Reinhard KÖHLER	Co-Heads German Delegation BoG	605-RL@diplo.de (Peter Dettmar) <a href="mailto:RKoehler@tkm.ttueringen.de">RKoehler@tkm.ttueringen.de</a>
ITALY	Mr. Marcello LIMINA	Italian representative at the European Union	<a href="mailto:istr@mpue.it">istr@mpue.it</a>			
POLAND	Mrs. Maria MAZUR	Counsellor of the Minister of Education and Sciences	<a href="mailto:maria.mazur@menis.gov.pl">maria.mazur@menis.gov.pl</a>			
PORTUGAL	Mrs. Conceição CASTRO RAMOS	Inspector General of Education Head Portuguese delegation BoG	<a href="mailto:c.castro@ramos@ige.mn-educ.pt">c.castro@ramos@ige.mn-educ.pt</a>	Mr. Carlos DA SILVA	Inspector Superior Principal of the Ministry of Education	<a href="mailto:carlos.silva@ige.min-educ.pt">carlos.silva@ige.min-educ.pt</a>
UK	Mr. Clive TUCKER	Director International Unit	<a href="mailto:clive.tucker@dfes.qsi.gov.uk">clive.tucker@dfes.qsi.gov.uk</a>	Mr. Neil MURRAY	Head UK delegation BoG	<a href="mailto:neil.murray@dfes.qsi.gov.uk">neil.murray@dfes.qsi.gov.uk</a>
SECRETARY	Mr. Frans VAN DE KERKHOFF Executive secretary	Head Dutch Delegation BoG	<a href="mailto:Frans.vandekerkhof@stichtingnob.nl">Frans.vandekerkhof@stichtingnob.nl</a>	Mrs. Christiane BARDOUX Executive secretary	Head of Unit European Schools	<a href="mailto:Christiane.Bardoux@cec.eu.int">Christiane.Bardoux@cec.eu.int</a>

<sup>3</sup> Due to constitutional conditions (Bund and Länder) we made an exception for Germany. They may be present with 2 representatives.



# Discussion Paper for the Conference on the Future of European Schools 15 – 16 May 2006 at Noordwijk, the Netherlands

## 1. Vision

The broad vision of the future of the European School System is based on creating a general **coherent primary and secondary educational system** fulfilling common requirements and criteria, whatever the type of school providing it (see hereafter), and leading to a common diploma recognised in all Member States: **the European Bacculaureate**.

## 2. Strong points of the European Schools and points that can be improved

The present European School System (ESS) is characterised, in the opinion of the HLG, by the following strong points:

### Pedagogic

- The learning of three or more different modern European languages (multi-linguism) including the mother tongue;
- A strong attention to European Citizenship;
- A surrounding in which children from many different nationalities in a natural way learn to cope with cultural differences;
- The European Bacculaureate (EB) which is recognized by the 25 member states. The EB-diploma guarantees in most cases, but not in all, entry to Higher Education in each of the Member States of the EU at equal level with the secondary school absolvers of their own educational system.

### Governance

- The system is an opportunity for intergovernmental cooperation in the field of education (which is not a community competence).

### Points of the European School System that can be improved are:

#### Pedagogic

- The quality of the European Bacculaureate;
- Some pedagogic aspects of the ES System (mother tongue education, language sections, curriculum, teachers, inspection);
- The incorporation of the education developments at national level into the ES System;
- An out stream level below the bachelors level will improve the ES system;

#### Administrative- Financial Procedures / Audit and Evaluation

- The financial and administrative procedures;
- Audit and Evaluation;
- The cost effectiveness of the ES system;
- The need of a more equitable division of the costs over the different partners;

### Governance

- The decision making process of the ES at the Board of Governance level (the present one with 25 member states is not efficient: too cumbersome, too slow);
- The position of the bureau;
- Increasing the autonomy of the school and the conditions for it (accountability);
- The management structure of the different schools;

### 3. Considering new answers to new needs: an European Schooling System with one European Baccalaureate

The European Schools (ES) were created initially to educate EU staff children. Nevertheless, this does not imply that ES can be created at every new agency/institution.

However in the context of decentralisation a solution for education of children of mobile EU employees needs to be found.

The present system of ES -in case it is expanded to many new places where new European Agencies will be initiated - leads to difficulties in the sending out of seconded teachers. In case of expanding of the ES system these organisational aspects as well as the cost sharing should then have to be reconsidered.

After a comprehensive discussion, the HLG concluded that it is necessary to think beyond the current ES System composed of 13 existing European Schools, and to consider a **more flexible concept**: a "European Schooling System" with clearly defined criteria which could apply to different types of schools (see hereafter) according to the local conditions.

The HLG proposes that in case of development of the present ES System towards such a European Schooling System, the starting point should be that **only one pedagogical system** should exist. In this way a European Schooling System is ensured, wherever the school is located and whatever the type of the school providing the European education.

The HLG distinguished in their discussion the following three types of "European Schools/ European Schooling":

Type 1: These are the classical existing European Schools<sup>1</sup>.

Type 2: These schools might provide European education to the children of the EU staff where new European Agencies or Equivalents are or will be founded.

Type 3: Independently of the existence of an EU agency or institution, it should be possible to have an accredited school entitled to offer the European Baccalaureate, according to the criteria and conditions laid down, if a Member State decides to take such an initiative.

**For all types of schools**, the general denominator is that the schools work towards one common diploma the "**European Baccalaureate**", conform to the requirements set by the European School System regarding pedagogic targets, and conform to the demands regarding exams and accreditation.

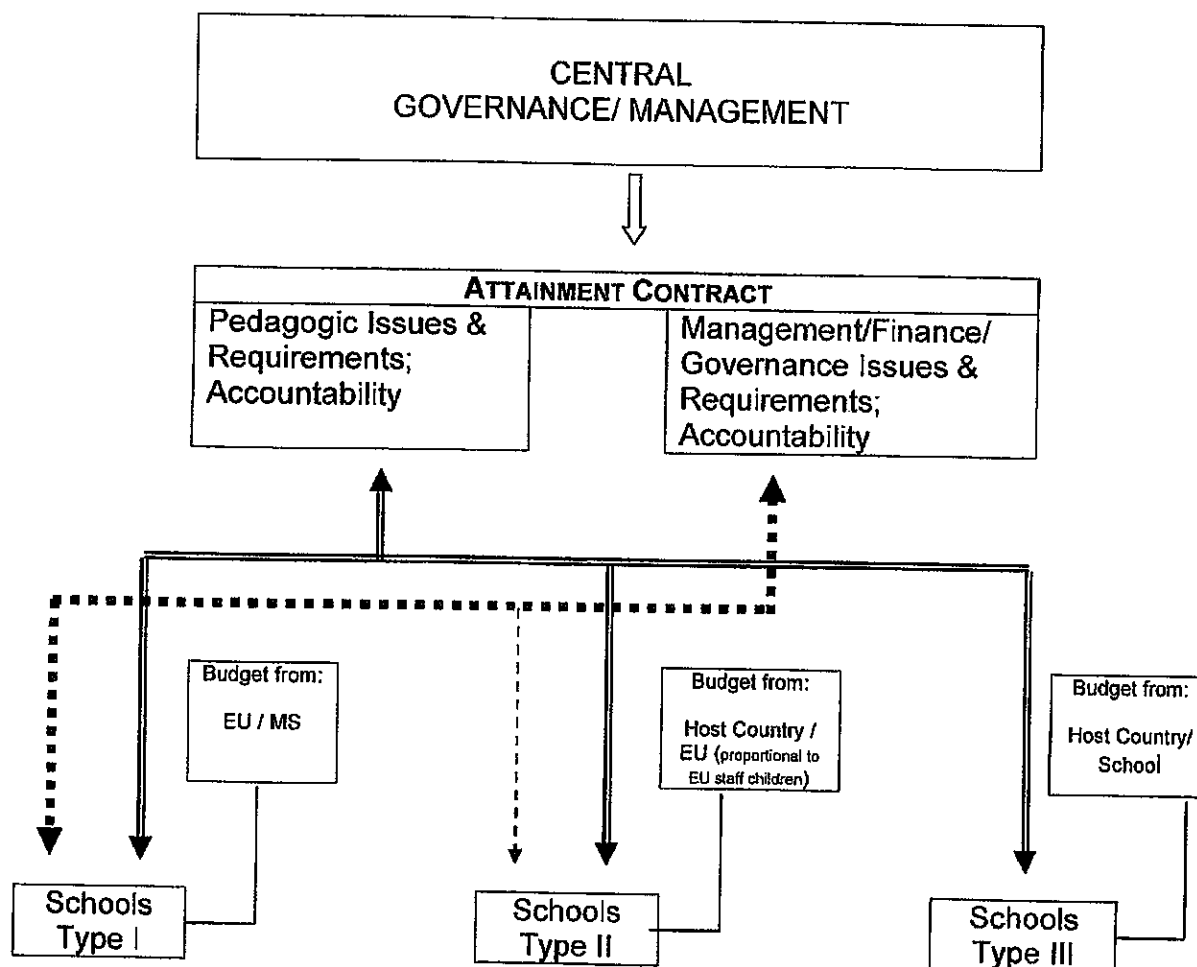
<sup>1</sup> Article 28 of the Convention: "The Board of Governors, acting unanimously, may conclude participation Agreements concerning an existing School or one to be established in accordance with Article 2 with any organizations governed by public law which, by reason of their location, have an interest in the operation of the Schools. [...]". (Example Munich). This possibility should be maintained.

**Inspections** should assure the coherence of the "European Schooling System" and provide a quality control function. The appropriate organisation should be defined for every school, according to the type 1, 2, 3.

**Attainment contracts / contracts d'objectifs** should be the base of agreements made between the Management of the European Schooling System in Brussels and the different schools. These contracts comprise for all types of schools pedagogical issues and requirements. Management, Administrative / Financial and Governance issues are only required for ES of type I and to some extent to type II. For all (type of) schools the attainment contract also contains accountability arrangements. (Attainment contracts for type III schools are only related to Pedagogical issues)

**The sharing of costs** of a ES type I between the European Community as a whole and the different Member States will continue as it is in the present ES system, though the allocation of costs among the individual Member States needs to be reasonable and equitable. The costs of the ES type II will be shared between the host country and the European Community according to the number of EU staff children. The costs of the type III schools will be carried entirely by the schools / host country.

The graph below visualizes this "Steering Model".



#### 4. Improvements to be made at the present European School: Type I

The HLG is of the opinion that the pedagogical quality of the present European Schools must be enhanced, that the administrative / financial procedures of the European System must be strengthened and that the Governance of the European Schools should be improved.

##### **Pedagogical:**

Mother Tongue education (MTE) should be a priority. It should be such, that a request of parents to teach their child MTE should be granted whenever possible.

The teaching of the first foreign language should start at an early age.

There is a need for more collaboration between the language sections, so that more homogeneous, tuned, curricula are being developed.

Improvements and innovations at national level must be incorporated faster in the different curricula.

The ES System must have more European added value. A joint pedagogical content needs to be developed (in history and literature) with a European dimension which can be taught in different language sections.

The ES should be better incorporated in their "surrounding".

Teachers and management need to be trained continuously.

The examine system needs to be professionalized, so that there is a clear distinction between the persons that prepare the exam, the persons that examine the pupils, and the persons that study the results of the examination.

There should be an assessment on a number of core subjects for all pupils attending the ES at the age of 16. At that moment, the school results are comparable. This moment of assessment could serve as a graduation moment, i.e. students could either leave the school or go up for the exam programme at the age of 18. Where possible, the exam programme from the age of 16 till the EB, must offer for the individual pupil more specialization in teaching materials.

The quality assurance by the inspectors of the teaching and learning process in the schools should be based on a common inspection framework and a common approach. General and proportional inspections of schools should be the core business of the inspectorate. Joint inspections must be developed.

##### **Governance:**

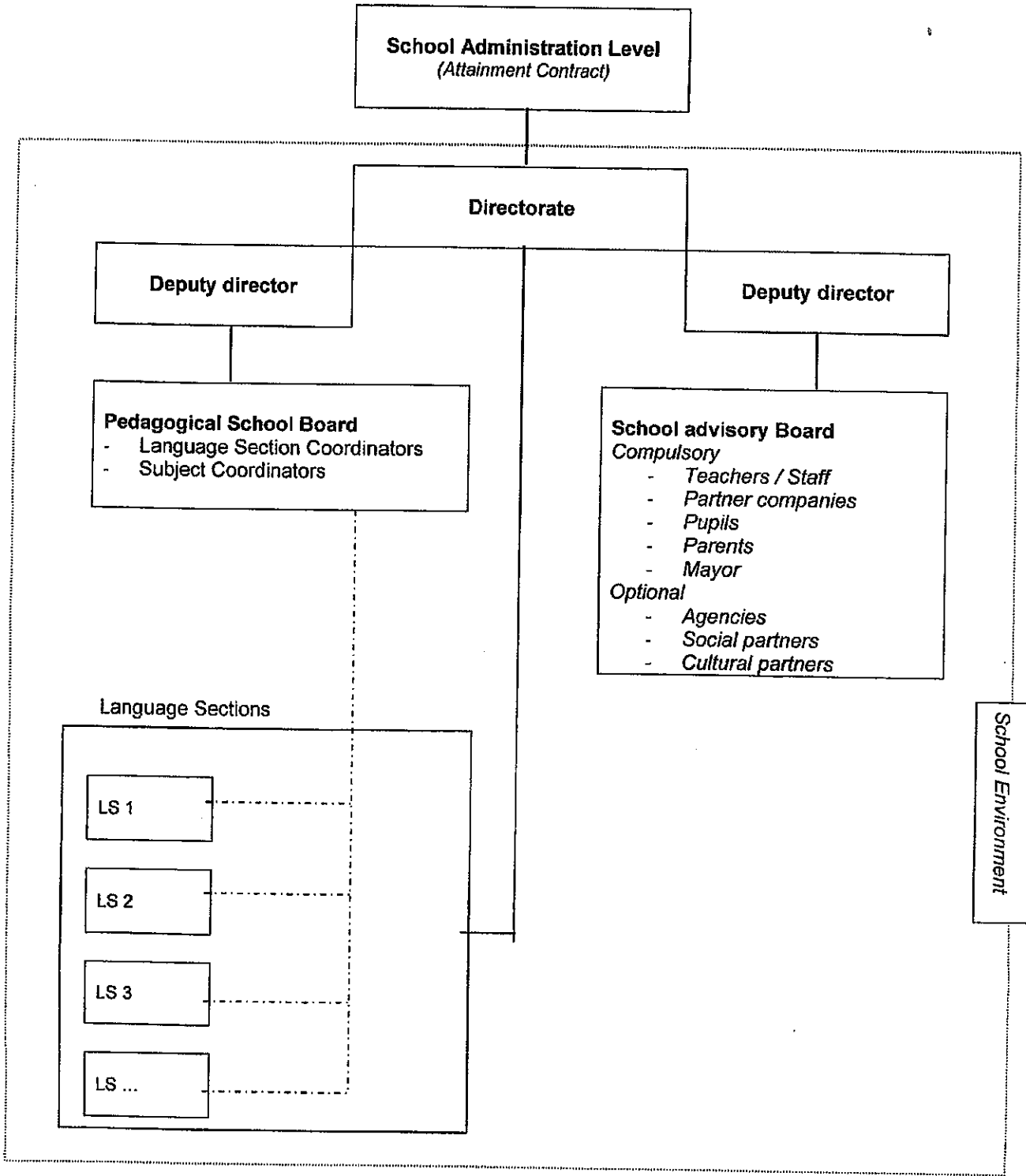
There is a consensus in the HLG that **greater autonomy of the ES** is desired but must be **balanced by greater accountability**. Connected to increased autonomy are quantitative and qualitative goals to be set and agreed upon, as well as clear rules to the schools giving account (attainment contracts).

The Executive Management will have to draw up these attainment contracts (as mentioned before in paragraph 3) with each ES in the fields of finance/administration and pedagogy. The autonomy is therefore automatically linked to greater responsibility.

More autonomy and more accountability enquires a strengthened school management. This could be accommodated by the introduction of middle management.

A graph, that is put forward as an option for a "Governance model at school level" is presented below.

**Governance on School Level**  
**European School Type I**  
(option)



**Financial control and procedures, audit and evaluation:**

Regular internal audits and evaluations (in the future reported directly to the Permanent Tightened Management Board, PTMB, see hereafter at paragraph 7), should be performed by an independent unit. This is necessary for the effectiveness and efficiency of the ES system and linked to the attainment contract. These audits and evaluations must take place at the bureau in Brussels but also at the ES themselves.

The current Financial Regulations (FR) of the ES should be adapted according to new modern insights. Starting point is here the Financial Regulation of the EU as it has been adopted by all Member States. However, while adapting the present FR of the ES towards such new FR it must be kept in mind that one is dealing with schools and with an intergovernmental organization.

(In the future the current financial and budgetary daily management should be performed by the executive management, accountable to the PTMB, see hereafter).

The establishment of a resource / allocation system at the European Schools should be a first step in the process towards more autonomy. It will increase the transparency of the existing ES system.

**Possibilities to increase the cost – effectiveness:**

More cost – effectiveness could be reached by diminishing the amount of seconded teachers (salary costs from 80 – 90 % of the costs of the ES) and changing the translation policy for the documents of the BoG and the advisory bodies.

## **5 European School Type II**

**General requirements:**

Any Member States which is candidate to host an EU agency or Institution should be required to propose a possibility for an ES type II.

Type II ES schools accomplish conditions and criteria to be accredited to offer a "European Schooling" and to offer the European Baccalaureate.

They should meet the standards for accredited schools for assuring a European education, and offer access to the « EU Baccalaureate » for the children of staff of the agencies.

**Pedagogic requirements:**

**Mother Tongue education (MTE)** should be a priority. It should be such, that a request of parents to teach their child MTE should be granted whenever possible. MTE should be given by native speakers. The home country may deliver if they wish, in agreement with the host country, the MTE teachers.

**All other teachers are recruited** by the school/host country.

Preferably, some of these other teachers should be native speakers. (For instance the language teachers).

Students must take a Baccalaureate exam in their mother tongue and in one of the foreign languages.

There should be an assessment on a number of core subjects for all pupils attending the ES at the age of 16.

The supervision by the Board of Inspectors of the performance of individual teachers should in type II be concentrated on teachers of MTE.

**Cost sharing:**

The member states where the agencies will be established must bear a greater responsibility than in the present type I school for delivering European Schooling.

A type II school must make more use of the national educational infrastructure.

The host countries will have to deliver the funding of the new type II European Schools. And the EU Community should pay the costs of the children of the EU Staff.

However, firstly a clear view has to be established what a type II school should look like, especially what the requirements for this type should be.

## 6 European School Type III

On the initiative of a Member State, (national) schools (type III) can be allowed to adopt the European Schooling program, in order to give students access to the European Baccalaureate diploma. Such an initiative does not have to have a relation with a European agency/institution. These schools should fulfil the "accreditation" criteria and offer the "EB programme".

The board of inspectors have to set the rules for accreditation and inspection.

Attainment contracts should be the base of agreements made between the management of the European Schooling System in Brussels and the school.

The costs of accreditation / examination must be met by the school.

**Opening up the European Baccalaureate system**, affording the European Baccalaureate diploma within certain limits to interested schools, is a decision that will have to be taken at a ministerial level<sup>2</sup>.

## 7. Overall Governance Structure of the European School System

The HLG believes that:

The BoG should concentrate less on "steering" the schools and more on "strategic issues". Therefore a **Permanent Tightened Management Board (PTMB)** has to be formed, positioned between the BoG and the executive management. There is agreement about the tasks of this PTMB. However, there are two scenario's put forward by the HLG in relation to this PTMB (see hereafter). Both scenario's have to be discussed at the Conference.

It is important that the European Schools maintain to be an Intergovernmental organisation.

The following graph illustrates the proposal of the HLG for the future "Overall Governance Structure of the European School System".

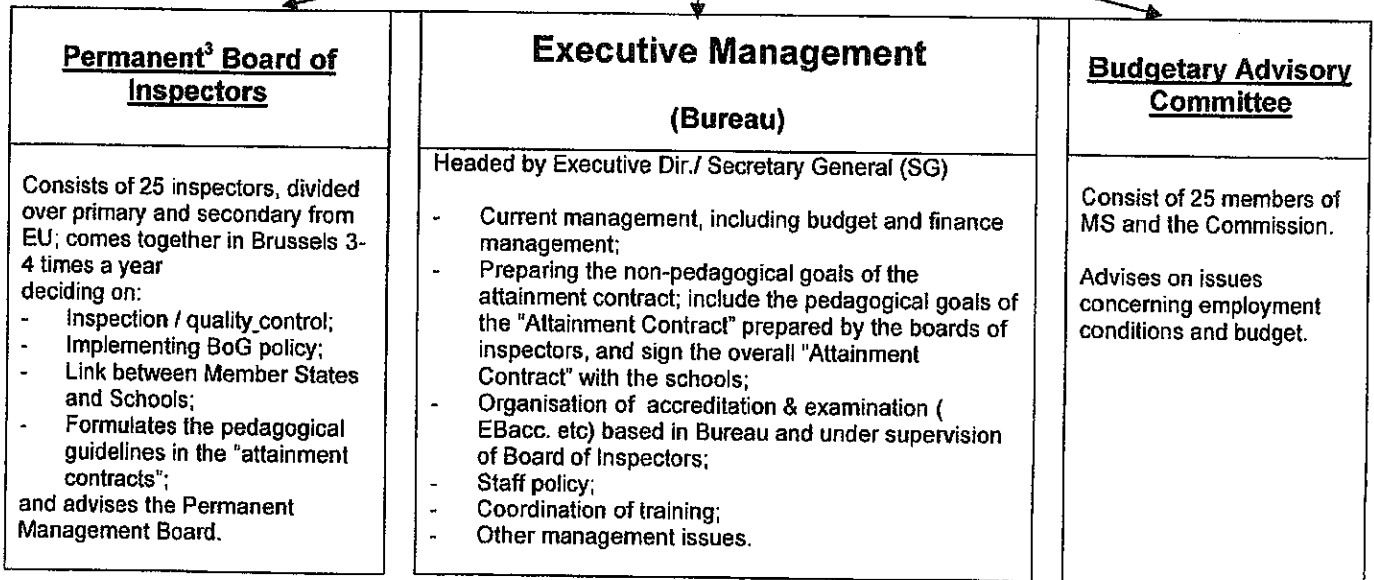
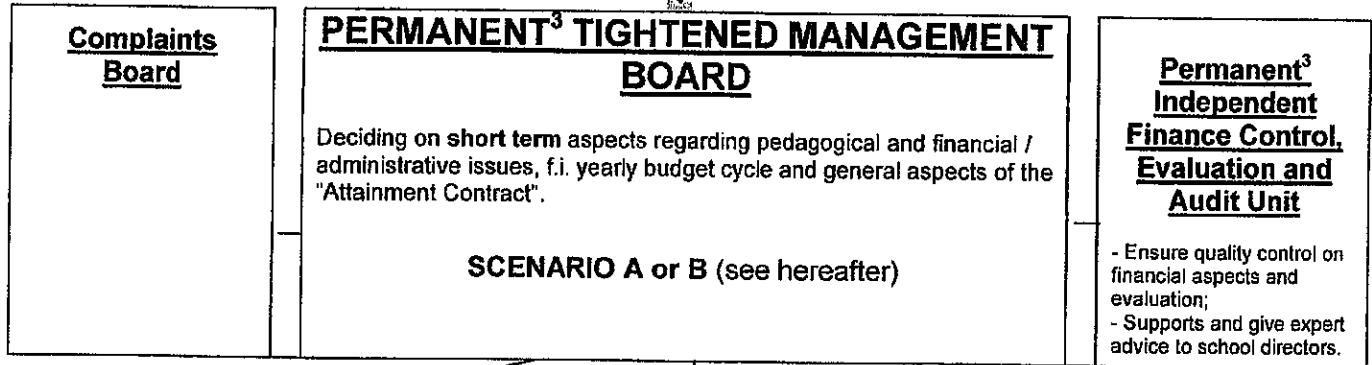
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<sup>2</sup> The discussion at the conference should also be concentrated on the consequences for the educational systems in the MS in case the "European Baccalaureate" will be opened. Aspects in this discussion are "the influence of the costs of accreditation on the equity of accessibility" and the question of "subsidiarity / how can we guarantee the responsibility for the content of education in their respective countries".

**PRINCIPAL POLITICAL QUESTIONS: STRATEGIC LINES**

**BOARD OF GOVERNORS**  
*Intergovernmental and European Commission, meeting (once/twice) a year,  
 Focusing and deciding on strategy and political orientations  
 Participation of Parents en Staff on certain subjects.*

**ONGOING POLICY AND MANAGEMENT : CONCEIVE DECIDE YEARLY PLAN CYCLE**



↓ One "Attainment Contract" per school ↓

↑ Reporting/accountability ↑

**SCHOOLS PROVIDING EUROPEAN EDUCATION AND OFFERING EUROPEAN BACCALAUREATE**

- All schools (1+2+3) are to be linked to the ESS by an "Attainment Contract" defined by the Executive Management Board, according to guidelines defined by the Permanent Tightened Management Board.
- All types (1+2+3) of school, offer a tuned curriculum and respect requirements on pedagogical aspects.
- Schools (1+2) benefiting from any form of EU financial contribution would also have to fulfil additional requirements on financial and managerial aspects.
- Participation of Parents en Staff on certain subjects.



## Scenario A

### PERMANENT<sup>3</sup> TIGHTENED MANAGEMENT BOARD

1. A permanent body, **based in Brussels**.
2. Consisting of members representing the MS and are **appointed for several years** plus the Commission:
  - 4 members (Troika + Commission)
  - or
  - 7 members (president from BoG + Commission + 5 members of the MS)
3. Every year a partly change (f.i. 1/3 each year) of the members representing the MS.
4. The Executive Dir./SG participates in this Board however does not decide (no voting right).

## Scenario B

### PERMANENT<sup>3</sup> TIGHTENED MANAGEMENT BOARD

1. A permanent body (however members have their daily work in the MS).
2. **Assemble every 2 months or when 3 members find it necessary**.
3. Consisting of members representing the MS plus the Commission:
  - 4 members (Troika + Commission)
  - or
  - 10 members (Troika + Commission + 6 members of MS)
  - or
  - 10 members (president from BoG + Commission + 8 members of the MS)
4. Every year a (partly) change of the members representing the MS.
5. The Executive Dir./SG participates in this Board however does not decide (no voting right).

<sup>3</sup> Permanent in this context means, a "standing board/unit". This board might come together on a regular (daily) basis as in scenario A, or might come together a few times a year as in scenario B.

## **Clarification remarks**

### **Permanent Tightened Management Board**

#### **Scenario A**

- The fact that this Board is permanently based in Brussels, emphasizes their "involvement" and "governing power".
- The intergovernmental characteristic of the ES-system may be diluted as the permanent members of the MS in the PTMB will be distanced from their home country.
- It will enhance the costs, as the salaries and the expatriate allowances have to be paid by the European Community.

#### **Scenario B**

- The intergovernmental character is emphasized.
- The influence of the MS regarding the day to day governance is guaranteed.
- The costs are less as the members of the PTMB do their work on a part-time base while their permanent position is still in their home country.
- In point 3 different options are given. The right of the Commission differs in each.

### **Permanent Inspection Board**

The present Permanent Inspection Board should be reduced to 25 members of the MS evenly divided over inspectors from primary and secondary education.

The core business of the inspectorate is:

- the quality assurance of the teaching and learning process in the schools (general inspections and proportional inspections);
- the appraisal of the individual teachers appointed by the national authorities;
- the organization of the European Baccalaureate. They will set the pedagogical goals of the attainment contract and control their implementation, through inspections and feed-back reports from schools.

If the MS wish, they could make available more than one inspector for the appraisal of teachers of their language section.

### **European Baccalaureate**

Within the office of the Executive Management Board a unit is to be set up to deal with the organization of the EBacc. and with the accreditation of Type III Schools. This unit will be supervised by the Board of Inspectors.

(Regarding the organization of the European Baccalaureate the inspectors are presently working on a proposal to rearrange the organization. In this proposal they will take into account also the aspects of costs).

### **Budgetary Advisory Committee**

The present Administrative and Financial Advisory Committee will be changed into a Budgetary Advisory Committee.

The main task of this Committee is to advise the Executive Management Board on budgetary issues and issues regarding employment conditions. The members of this Committee are experts on these issues in their home country and bring in their national knowledge.

### **Permanent Independent Finance Control, Evaluation and Audit Unit**

A new Permanent Independent Finance Control, Evaluation and Audit Unit will be formed. Its task will be to ensure quality control on finance and budgetary aspects and to support and give expert advice to school directors.

### **Parents and Staff participation**

Representatives of parents and staff should participate in the BoG and at the different ES. Where appropriate the representation of the parents should be proportional according to the different categories of children they represent.

## **8. Convention:**

Finally it was discussed which of the above proposals can be realized within the present Convention, which proposals should be discussed at ministerial level and where a change of the Convention is needed.

In fact most of the proposed ideas in this document could be implemented within the existing Convention. The Board can give more autonomy to the schools. The Board can modified the Baccalaureate Rules so that it can open the European Baccalaureate to type 2 and 3 schools. The modification of the financial Regulations are also within the remit of the Board.

The Convention in its Article 12 -5) specifies that the Board organises its functioning and internal rules. But the creation of a Permanent Management board with decision power can probably not be considered as covered by this article.

The Convention in its Article 18, last indent, does not exclude the possibility for MS to appoint permanent inspectors. But the Convention in its present form does not give to the inspectors a decision power as proposed in the new proposed "Governance Structure".

As the Convention defines the composition of the Administrative board of the ES, a modification of the composition of this AB would require a change of the Convention.

The opening up of the European Baccalaureate system (type III) and the requirements, can be worked out within the present convention. However this development can have a wider implication on the national educational system this decision has to be taken at a ministerial level.

