



European Schools

Office of the Secretary-General

Pedagogical Development Unit

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Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools.

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting in Brussels on 12, 13 and 14 April 2011 – Room -1/15

INTRODUCTION

The Board of Governors discussed the document “Revision of the rules concerning the creation of classes/groups/courses – 2010-D-1510-en-2” at its meeting of 1-3 December 2010.

The Board of Governors mandated the Secretary-General to produce a clear set of pedagogical framework rules for the organisation of studies in the European Schools, implementing the seven measures proposed.

In the process of revising the current set of rules in Chapter XIX of the Digest of Decisions, it became clear that it is not possible to revise the rules in Chapter XIX without revising some previous decisions taken by the Board of Governors. In fact it is necessary to revise all the various preceding decisions of the Board of Governors and to create an updated, logical and user-friendly manual of standing instructions for the European Schools. The current proposal will be part of a larger document in the near future.

This proposal contains the following major changes on the current set of rules:

- Other National Language (ONL) will replace extra language arrangements and the harmonised timetable for the primary therefore needs to be modified.
- The SWALS definition has been clarified.
- The rules concerning language teaching have been revised.
- The Class/Group/Option creation rules have been modified.
- The rules concerning group sizes have been modified.
- The reduction rule has been created for compulsory subjects in the secondary school.
- The rules concerning the use of languages in certain subjects have been modified.

1. ORGANISATION OF STUDIES: CLASS SIZES – GROUPING – DIVISION OF CLASSES – REGROUPING DIVIDED CLASSES

The Annual School Plan determines the amount of teaching time allocated to the school, as well as the number of classes and groups to be created.

The Annual School Plan is approved annually by the Administrative Board.

The Administrative Board provides authority for cases where extra provision is proposed but will also legitimise the measures for a departure from the normal rules in order to enable schools to find local solutions and initiatives to reduce costs. The exceptions and derogations to group/class/options creation/division rules have to be approved by the Administrative Board of the school. The Budgetary Committee will be informed annually about the derogations from these rules.

The Annual School Plan is drawn up in the context of the overall pedagogical framework set by the Board of Governors and will:

- show the total teaching time required to meet the needs of the school, i.e. a numerical estimate based on the forecast of the number of classes and teaching groups;
- show the cases where a departure from the normal rules was proposed;
- show the reduction in teaching periods;
- show groupings of classes/groups/options;
- show the courses which are organised in the second language or in the language of

- the host country;
- enable each school to put forward specific local projects and initiatives.

1.1. PEDAGOGICAL FRAMEWORK RULES

1.2. Class/group sizes

Classes/groups will have a maximum of 30¹ pupils

1.3 Class/Group creation rules:

Nursery

Nursery classes with more than 30 pupils will be divided.

- If there are more than 15 children in a class, a half-time nursery assistant shall be appointed.
- If there are more than 25 children in a class, a full-time nursery assistant shall be appointed.

Primary

Primary classes/groups with more than 30 pupils will be divided.

Exceptions:

- For 'European Hours', classes/groups with more than 25 pupils will be divided.
- In Language 2, classes/groups with more than 25 pupils will be divided

Secondary

Classes/groups with more than 30 pupils will be divided.

Language 2, 3 and 4 groups with more than 28 pupils will be divided. Subjects taught in working languages with more than 28 pupils will be divided.

Exceptions:

- Sciences classes/groups, including laboratory work, with more than 25 pupils may be divided.
- ICT classes/groups should be organised according to the places available in the ICT classrooms.

1.4 Minimum group/class/option sizes

The minimum group/class/option size is seven pupils. In the 6th and 7th year the minimum option size is 5 pupils.

Exceptions:

¹ The Board of Governors decided to postpone the reduction in the number of pupils per class from 30 to 28 until 2012, the date of availability of Laeken (Brussels IV) and of Bertrange-Mamer (Luxembourg II).

It is possible to create groups and options with fewer than seven pupils in some exceptional cases (a,b,c, d, e, and f):

a) Compulsory courses for existing classes should be created, subject to 1.5

b) Other National Language groups;

Other National Language groups shall be created with fewer than seven pupils in accordance with the ONL rules.

c) Teaching of Ancient Greek for Greek pupils in the secondary school

Pupils in secondary years 2 to 5 of the Greek language section are entitled to receive complementary tuition in Ancient Greek consisting of two periods per week.

d) Religion/Ethics

In principle the Religion and Ethics courses will be offered in L1. If the threshold (seven pupils) for creating a group, even after combining different classes/groups vertically and horizontally, where timetable constraints so permit, cannot be reached and the consequence would be that courses in certain Religions could not be offered, the school may, within the framework of its autonomy, seek alternative solutions to facilitate the organisation of these Religion courses.

Examples are (this list is not exhaustive):

- organising Religion/Ethics courses in L2, or the language of the host country,
- reducing the number of Religion/Ethics lessons in the observation cycle,
- creating mixed Religion groups (such as Protestant/Catholic), by way of an exception

e) Learning Support, SWALS support and SEN support courses

f) Groups/classes/options decided by the Administrative Board of the school for a number of duly justified reasons (e.g.: infrastructure constraints, special school projects, other relevant pedagogical reasons, etc.)

1.5. Reduction in teaching time for small groups/classes/options

If a compulsory course (e.g.: L1, L2, Mathematics, etc.) or an option (e.g.: Economics, Art, etc.) in the secondary cycle is created for fewer than seven pupils (five pupils in years 6 and 7 for smaller schools) and no grouping is envisaged, the periods allocated to the course should be reduced in accordance with the table below:

Number of periods/week	Number of periods to be organised
6	4
5	4
4	3
3	2
2	2*

*From secondary years 1 to 3, Religion and Ethics periods should be reduced from two to one.

1.6. Grouping of groups/classes

Nursery

Year 1 and Year 2 will be grouped up to 30 pupils.

Primary

Two consecutive classes, with a total of 25 pupils or fewer, will be grouped. Three consecutive classes, with a total of 20 pupils or fewer, will be grouped.

If the minimum number of seven pupils is not reached, pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit.

Secondary

If the minimum number of seven pupils is not reached, pupils from consecutive classes/groups in a language section, or parallel groups/classes in different language sections, should be grouped, where timetable and pedagogical constraints so permit. The school should use all five weekly working days efficiently.

1.7. Regrouping divided classes/groups

A divided group/class will be regrouped from the beginning of the next school year if the combined number of pupils is below the number which would justify dividing the group/class.

2. GENERAL REGULATIONS FOR LANGUAGE TEACHING IN THE EUROPEAN SCHOOLS

Choice of language section in the nursery, primary and secondary

See General Rules, Article 47.e

2.1. Regulations for language teaching

- a. In the European Schools all pupils have to study at least three compulsory languages. It is possible also to choose a fourth language as an option in secondary year 4 and a fifth language as a complementary course in secondary year 6.

No language may be studied at more than one level simultaneously and different languages may not be studied at the same level simultaneously. Level means L1, L2, L3, L4 and L5.

- b. In the nursery school the regulations are as follows:
L1 is taught from the age of four years and is the language of the section in which the pupil is enrolled. For categories I and II pupils in a school with no section corresponding to their mother tongue, special SWALS rules are applicable. Special arrangements are in place for the teaching of the Other National Language (Irish and Maltese).
- c. For the primary school and in secondary years 1-5 the regulations are as follows:

L1 is taught from primary year 1 and is the language of the section in which the pupil is enrolled. For categories I and II pupils in a school with no section corresponding to their mother tongue, special regulations are applicable.

L2 is taught from primary year 1: it may only be DE or EN or FR and must be different from L1.

From secondary year 3, History and Geography courses must be organised in the L2 (DE, EN or FR) and must not be taught L1. From Year 4, Economics, where this is chosen as an option, should normally be taught too in the working language. However, if an insufficient number of pupils have chosen economics, so that a course in this subject cannot be organised in their L2, it may be organised in the language of the host country of the school.

L3 is taught from secondary year 2; it may be any official language of the EU countries not being studied as L1 or L2. L3 in year 2 is a beginners' course.

L4 is taught as an option from secondary year 4; it may be any official language of the EU countries not being studied as L1, L2 or L3. L4 in year 4 is a beginners' course.

Special arrangements are in place for the teaching of Irish, Maltese, Finnish and Swedish as the Other National Language.

d. In secondary years 6-7 the regulations are as follows:

L1 is compulsory up to the Baccalaureate.

L2 is compulsory up to the Baccalaureate. The L2 is normally one of the working languages (DE, EN or FR) but pupils may request a different L2 for secondary years 6 and 7. This may be accepted subject to the rules relating to a change of L2 and to the rules governing the creation of groups.

The new L2 may be any official language of the EU countries not yet being studied as L2. The starting point of this new L2 will be a standard consistent with ten years of continuous and progressive teaching of the language, equivalent to the standards for the rest of the working languages

L3 is a 4-period option course and the teaching takes as its starting point a standard consistent with four years of continuous and progressive teaching of the language.

L4 is a 4-period option course and the teaching takes as its starting point a standard consistent with two years of continuous and progressive teaching of the language.

Special arrangements are in place for the teaching of the Other National Language (Irish, Maltese, Finnish and Swedish). There is a specific ONL syllabus for each of these languages.

L5 is a 2-period complementary course for beginners: pupils who have never embarked upon formal study of the language in question. It is not possible to take a Baccalaureate examination in L5.

It is possible for a pupil to choose as L3 in secondary years 3, 4 or 6 or L4 in secondary year 6 a language which has not been studied previously in a European

School, provided that the pupil has passed an attainment test (written and oral) at the required level, administered under the responsibility of the teacher concerned.

2.2 Changes of language

- a. Normally no changes are envisaged in language choices, except on entry to year 6, when the following changes are possible:
- change of L2
 - for a given language, change from a lower to a higher level (e.g. change from L4 to L3)
 - for a given language, change from a higher to a lower level (e.g. from L2 to L3) in justified cases.
- b. Should a change of language at any age or level be requested, the decision lies with the Director, subject to the following conditions:
- The existence of a reasoned written request from the parents, guardians or from the pupil himself/herself if over the age of 18.
 - Deliberation and judgement by the Class Council on the request.
 - Clear evidence established by the School of the pupil's ability to follow the course requested. In the case of a change of L2, careful consideration must be given to the role of L2 as a medium for teaching other subjects. When a change of L2 is approved before year 6, the new L2 becomes the medium for the teaching of history, geography and economics. When a change of L2 is approved on entry to year 6, the old L2 remains the medium of teaching for history, geography and economics.
 - The absence of significant administrative obstacles to the change requested.
 - The applicant will be notified of the decision and the reasons for it.

2.3. Teaching of Ancient Greek for Greek pupils in the secondary school

Greek pupils in the Greek language section may, from secondary years 2 to 5, receive complementary tuition in Ancient Greek consisting of two periods per week. These groups may be created with fewer than seven pupils. Greek pupils who choose the Ancient Greek option may not take advantage of this complementary tuition.

2.4. OTHER NATIONAL LANGUAGE

The **Other National Language** (ONL) – Irish², Maltese³, Finnish/Swedish – must be taught to category I and II pupils from the nursery (Finnish/Swedish from primary year 3) up to secondary year 7. For those pupils who request these courses, Finnish is taught to category I and II Finnish pupils in the Swedish section and Swedish is taught to Finnish-speakers in the Finnish section in those schools which have Finnish/Swedish sections.

The Other National Language Irish/Maltese is available for Irish/Maltese nationals only.

There should be a specific syllabus for the ONL.

Other National Language groups shall be created with fewer than seven pupils.

In the nursery, the ONL is taught 3 x 30 minutes per week.
In primary years 1-2, the ONL is taught 2 x 30 minutes per week.
In primary years 3-5, the ONL is taught 2 x 45 minutes per week.
In secondary years 1-3, the ONL is taught 2 x 45 minutes per week.

Starting from secondary year 4 up to secondary year 5, the ONL is a 4-period option. Pupils choosing the ONL may not choose L4.

For secondary years 6 and 7 the ONL is a 4-period option. Pupils choosing the ONL may not choose L4.

This decision will change the primary school harmonised hours table as follows:

PRIMARY SCHOOL – HARMONISED HOURS

Subject	Years 1 and 2	Years 3, 4, 5
Mother tongue (SWALS L1)	8 hours (2 hours 30)	6 hours 45 (3 hours 45)
Mathematics	4 hours	5 hours 15
Language 2	2 hours 30	3 hours 45
Music Art Physical Education	5 hours	3 hours
Discovery of the World	1 hours 30	3 hours
European Hours		1 hours 30
Religion/Ethics	1 hour	1 hours 30
Recreation	3 hours 30	2 hours 30
Total	25 hours 30	27 hours 15
ONL - Irish/Maltese*	1 hour	1 hour 30
ONL - Finnish/ Swedish*		1 hour 30
*ONL is taught during the school day		

² The Irish pupils in Luxembourg are at the Luxembourg II School

³ The Maltese pupils in Brussels are at the Brussels I School and the Maltese pupils in Luxembourg are at the Luxembourg II School.

2.5. Use of languages

- a. In primary years 3-5, the subject 'European Hours' is taught to mixed language groups, generally in the pupil's L2 or in the language of the host country.
- b. Complementary activities (secondary years 2-3) are taught in one of the three working languages or in the language of the host country.
- c. In secondary years 1-5, art, music, ICT and physical education are taught to mixed language groups in one of the three working languages (DE, EN, FR) or in the language of the host country.

In secondary years 6-7, art, music (basic and option courses) and physical education are taught to mixed language groups in one of the three working languages (DE, EN, FR) or in the language of the host country.
- d. In secondary year 3, human sciences courses and from secondary year 4, history, geography and economics courses are organised in DE, EN and FR. Human sciences courses in secondary year 3 and history and geography must be followed in the pupil's working (DE, EN, FR) language.
- e. In years 6-7, if the 4-period option course in history and geography cannot be organised in the pupil's working language, the pupil may follow it in another working language provided that this is not the pupil's L1 with the permission given by the Director.
- f. With the approval of the Administrative Board, the school may organise the teaching of certain subjects (e.g. ICT, Ethics, Religion etc.) in the L2 or the language of the host country.

3. SWALS – Mother tongue provision for pupils for whom there is no language section of their own in their schools

SWALS are those categories I and II pupils whose mother tongue/dominant language is an official language of an EU Member State (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language exists in their school.

If one of the language sections of the European Schools corresponding to a category I or II pupil's mother tongue/dominant language is not open in the school, this pupil has a right to L1 tuition, working on the assumption that the School has at its disposal a duly qualified teacher, or can recruit one.

SWALS are enrolled in one of the working (DE, EN, FR) language sections. The language of the section is the pupil's L2.

At the European School, Munich, there are children whose mother tongue/dominant language is not an official language of an EU Member State but who are considered to have the same rights as SWALS.

In the nursery and primary schools, L1 classes will be allocated a minimum of five periods per week.

In the secondary school, L1 is organised for SWALS in accordance with the same rules as for any other L1.

At all levels, consecutive year groups may be combined in order to avoid reductions in teaching time.

SWALS are entitled to receive SWALS support when lack of knowledge of the working language is a barrier to communication, integration and learning. This support focuses on the acquisition of the working language and thus facilitates SWALS' access to the curriculum.

PROPOSAL

The Board of Governors is invited to approve:

1) the new set of rules concerning organisation of studies

The decisions will enter into the force immediately.

They cancel and replace all the existing rules and decisions of the Board of Governors concerning:

a)the organisation of teaching and class/group creation, division or regrouping.

b)the general regulations for language teaching.

c)the organisation of extra language (Irish, Maltese, Finnish/Swedish) courses. The proposal will modify the primary cycle's harmonised timetable.

d)the organisation of teaching provision for SWALS.

2) the following decisions concerning SWALS pupils:

- a. that SWALS pupils (cat.1&2) should be enrolled only into working language sections (DE,EN,FR) as from 1st September 2011.
- b. that a transitory phase should be put in place for those SWALS pupils already enrolled in another language section before 1st September 2011, in order to assure pedagogical continuity up to the end of a cycle.

3) the following decisions concerning category III pupils

- a. that, from 1st September 2011, Cat.3 pupils should learn as L1 the language of the section in which they are enrolled
- b. that , for Cat.3 pupils who were enrolled before 1st September 2011 and who learnt as L1 a language different from that of the section, transitory measures should be put in place in order to assure pedagogical continuity up to the end of a cycle.

Opinion of the Joint Teaching Committee

At its meeting of 9, 10 and 11 February 2011, the Joint Teaching Committee scrutinised and took note of the document 'Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools'. The Joint Teaching Committee is not in favour of this document and expressed the following comments, with particular reference to the points concerning:

Other National Language (ONL)

- The idea of ONL was approved - some clarification was needed

The rules concerning language teaching

- The JTC took the position that Ancient Greek should be an option for the Greek students in the Greek section from secondary years 2 to 5.

The Class/Group/Option creation rules

- According to the JTC, the options in the big schools in years 6 and 7 should remain at 5 pupils.

The rules concerning group sizes

- The JTC was concerned about the pedagogical basis for changing the threshold for the subjects taught in Language 2 from 25 to 28 pupils.

The reduction rules

- According to the JTC, no reduction should take place in years 6 and 7.

The rules concerning the use of languages in certain subjects have been changed.

- According to the JTC, the rule concerning Economics should be clarified

Internal structures

- As the document arrived late, the JTC proposes that the Deputy Secretary-General should discuss the proposal with the staff representatives and with the directors beforehand. This document will also be discussed by the 'Careers Guidance' Working Group in March. The JTC invites the other stakeholders to send any comments which they might wish to make to the Deputy Secretary-General.

Other remarks:

The Greek delegation insisted that the rules concerning combined classes should be revised. In its opinion, primary classes/groups should not be put together if there are more than 7 pupils in the group.

The parents' association expressed reservations about the vertical grouping of classes.

In addition, with respect to the definition of SWALS, the Joint Teaching Committee requests the Board of Governors:

- to indicate whether SWALS should be put only into working (DE, EN, FR) language sections. If that is decided, the transition phase should be put in place.
- to reconsider and clarify the 1998 decision:

“If one of the language sections of the European Schools corresponding to a category I or II pupil's mother tongue is not open in the School, this pupil has a right to tuition in the language which is his/her mother tongue (L1). The application of this provision is based on the assumption that the School has at its disposal a duly qualified teacher, or can recruit one.

The above provisions only apply to category III pupils if the course in question has already been created.”

- to define the rules for the situation which arises if the category I or II pupil for whom the course was originally created leaves the group.

The Joint Teaching Committee is bringing this document to the Budgetary Committee's attention for its opinion. The opinions of the Joint Teaching Committee and the Budgetary Committee and the above proposals will go forward to the Board of Governors for approval and decision-making.

Opinion of the Budgetary Committee

At its meeting of 15 and 16 March 2011, the Budgetary Committee scrutinised and took note of the document 'Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools'.

Based on the delegations' comments, the Deputy Secretary-General presented an amended document (version 4), which was approved by the members of the Budgetary Committee.

The following additional comments were noted:

INTERPARENTS and the Directors regretted that the annexes to the document had been distributed to the members at the last minute. It was also envisaged that the proposals concerning Learning Support, SWALS Support and *Rattrapage* (Catching-up support) would be discussed by the Joint Teaching Committee at its October meeting.

The political decision concerning category III SWALS should be taken at Board of Governors level.

The Director's representative had a reservation about the internal structures proposed to the schools.

The Spanish delegation requested that Spanish should be an official second language in the system. The Italian and Netherlands delegations requested the same treatment.

Careers Guidance provision is important for students aiming for admission to Universities and the organisation of Careers Guidance should be revised carefully. The Secretary-General was requested to present a proposal for the Joint Teaching Committee's October meetings.

The costs of processing applications to Universities should be paid by applicants. According to INTERPARENTS, the costs should be shared between the school and the candidate.

The French delegation expressed a reservation about point 1.4.f. The Budgetary Committee took the position that the schools should inform the Budgetary Committee about the derogations approved at Administrative Board meetings.

Portugal expressed concern about the proposal to restrict access to subjects that might be taught in the language of 'small and medium-sized countries', which will be taught in languages that are more widely used in the world, with a higher profile, and offering the possibility of access for students using these languages to national universities. Consequently, Portugal proposed a more radical, more economical and fairer approach, which would involve providing education in English only at the end of the secondary cycle.

The Netherlands delegation made the following statement: "We (always) support the ongoing procedure of examining how education can be organised in a better and more efficient way. However, we cannot accept that some category III pupils are denied the right to education in their mother tongue. From the perspective of the language of the host country it is also disputable that SWALS lose their right to mother tongue when they want to be placed in the language section of the host country."

The Commission representative proposed that the derogations from the rules should be decided by the Budgetary Committee.



Schola Europaea

Office of the Secretary-General

Pedagogical development Unit

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Internal structures in the nursery, primary and secondary cycles

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting in Brussels on 12, 13 and 14 April 2011 – Room -1/15

1. Introduction

The Board of Governors (BoG) has made a great deal of decisions concerning the coordination time for teachers, reduction of teaching hours and the internal structures of the school.

The fundamental principle of the reduction of teaching time for teachers was discussed in the Board of Governors in 1970. The meeting decided “that teaching hours could be reduced only in the case of teachers entrusted by the Board of Governors with a special task of interest to all the European Schools and extending over a period of at least one year. “ This basic decision has been modified several times during the past 40 years.

It is necessary to revise these old decisions and create a new and transparent way of allocating internal structures to the schools.

The first version of this document was presented to the Joint Teaching Committee in February 2011. Due to too short notice, the Joint Teaching Committee asked the Deputy Secretary General to discuss the document proposal with the Staff representatives and the directors. The Careers Guidance Working Group was invited to examine the document in March. All the other actors were asked to send their comments directly to the Deputy Secretary General.

The meeting with the representatives of the Staff committee took place on the 1.3.2011 and the directors will discuss the document in their meeting on the 14th of March. The Careers Guidance Working Group will examine the proposals on their meeting on the 7th of March.

2. Background information

The decisions of the BoG can be classified to at least 10 different categories:

- 1) Statutory timetable reductions for the Staff Committee representatives (BoG, 1993, 2003)
- 2) Internal structures of the nursery and primary cycles (BoG, 2004)
- 3) Subject coordination (BoG, 2000)
- 4) Internal structures for the secondary school administration e.g. the cycle coordinators (BoG, 1987, 1989)
- 5) Specific coordination tasks for specific work
 - a. Intermath (BoG, 1998)
 - b. Eurobio worksheets (BoG 1994, 2002)
 - c. Integrated science worksheets (BoG, 2004)
 - d. The Secretary of the Mathematics syllabus WG (BoG, 2009)
- 6) Learning Support Coordination in the primary and secondary cycles (BoG, 2004)
- 7) Timetabling (Decision of the meeting of Directors, 1985)
- 8) SEN coordination in the primary and secondary cycles (BoG, 2004)
- 9) SWALS coordination in the primary and secondary cycles (BoG, 2004)
- 10) Timetable reductions for Careers guidance and Counselling teachers and an extra lump sum payment of 16 hours for each participating careers teacher (BoG, 1991, 1999)

Some of the decisions are still valid and useful, but some of them are simply outdated and not applicable any more.

3. Discussion

The schools should have an effective middle management structure. The actual situation is not satisfactory. Based on the various decisions of the Board of Governors the schools have distributed the timetable reduction in very small amounts to a maximum number of teaching staff. In some schools each seconded teacher has a different type of coordination task which entitles him or her to have timetable reduction. In bigger schools nearly 100 weekly periods (4-5 full time teaching posts) are used for these purposes.

According to the reform principles the schools should set up a clear and transparent administrative and pedagogical management organisation in which the tasks and the responsibilities of everyone are clearly communicated to the whole school community.

4. Staff Committee representatives

The Board of Governors have made several decisions concerning the reduction of teaching hours for the members of the Staff Committee (1993, 2003). In addition, the Representative of the Board of Governors got a permission to grant the Staff Committee secretary a timetable reduction over and above the one granted to all members of the Staff Committee. This reduction may amount to up to five periods a week in the case of a secondary school teacher and up to five hours a week in the case of a primary school teacher.

The Board of Governors decided in 2003 to grant an additional timetable reduction to the representatives of the Staff Committee, as follows:

- 1 hour for the primary representatives of the Brussels I, II and III, Luxembourg I and II Schools and the School holding the presidency.
- 1 period for the secondary representatives of the Brussels I, II and III, Luxembourg I and II Schools and the School holding the presidency

4.1. Proposal

It is proposed to summarise and clarify the past decisions of Board of Governors concerning timetable reductions for the Staff Committee representatives:

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

- **The weekly timetable reduction for the primary representatives is three hours and for the secondary school representatives three periods.**
- **An additional reduction is granted the primary representatives (one hour) and the secondary representatives (one period) of the Schools with more than 2000 pupils.**
- **The School holding the annual presidency will have an additional one hour (primary) and one period (secondary) reduction.**
- **The Secretary General has a permission to grant the Staff Committee secretary**

a timetable reduction over and above the one granted to all members of the Staff Committee. The Staff Committee secretary may amount to up to five periods a week in the case of a secondary school teacher and up to five hours a week in the case of a primary school teacher

5. Subject Coordination

It was agreed in the BoG in 2000, "that the experiment with subject coordinators conducted in the large schools be extended to all the schools, by granting 25 coordination periods to each of the Brussels schools, 30 to the Luxembourg school and 7 coordination periods to each of the other schools.

The allocation of these periods was left to the discretion of the directors, who would use the following criteria as a basis:

- *The number of teachers involved per subject.*
- *The number of teaching periods per subject.*
- *The specificity of the subjects concerned (e.g.: installation and management of labs).*

It was recommended that timetable reductions should not normally be granted to locally recruited teachers and that no teacher should be designated coordinator for more than one subject.

Each school must draw up a job description itself on the basis of the following list, which sets out only the most important duties."

In the reform process the schools have asked to define their priorities and their main pedagogical objectives and launch concrete action plans to meet the given objectives. The actual way of sharing the limited internal structure resources has proven not to be effective for this purpose. Taking account of the number of subjects and the amount of the subject coordination time, the schools have been obliged to dispatch often 0,5 period or even less of the timetable reduction for each coordinator. This type of timetable reduction practise for subject coordinators has been purely nominal for an individual teacher and very costly for the school system - equivalent of more than 1 full time seconded teacher per school.

5.1. Proposal

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

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

6. Specific system level tasks

6.1. Intermath

The Board of Governors agreed in 1998 to:

- grant each of the two Brussels II teachers a three-hour release from teaching duties to deal with the secretariat and the administration of Intermath.
- grant the 18-hour release from teaching duties to the working groups responsible for devising the Intermath work sheets, on the understanding that the costs of these releases would be defrayed by the Euromath Fund.

6.1.1. Proposition to amend the old decision:

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

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

6.2. Timetable reduction for general revision of the mathematics syllabus

The Board of Governors agreed in 2009 to grant a three-period timetable reduction to the secretary of the Mathematics syllabus working group. **This reduction will end in 2012.**

6.3. EUROBIO and Integrated Science worksheets

The Board of Governors have made decisions (2002, 2004) concerning the production of the EUROBIO and Integrated Science worksheets.

Proposition:

The old decisions concerning the coordination of EUROBIO and Integrated Science Worksheets will be cancelled.

7. LS, SEN and SWALS coordination

The LS, SEN and SWALS coordination hours vary between the schools.

The tasks and the responsibilities of the LS, SEN and SWALS coordinators are defined in the separate documents approved by the Board of Governors or Joint Teaching Committee. The coordination allocation for LS, SEN and SWALS will be part of the Internal Structures resources of the school, so that the schools can allocate these tasks according to the local needs.

8. CAREERS GUIDANCE

The BoG decided in 1991 to approve the timetable reductions, which “*are designed to enable the Schools to arrange for information to be provided about syllabuses and choices of options and to organise an educational and vocational guidance structure for pupils.*”

In 1998 the Board of Governors approved the following text:

- a. *The general allowance which the schools receive for careers guidance should be based on the actual numbers of careers teachers in each section and the budget amount should be divided equally among them. Each national section (not language section) should have a discharge (timetable reduction) allowance for careers guidance.*
- b. *Payment for the 5th Year Careers Guidance programme should be based on the number of classes involved in each school instead of the number of sections. (This method of payment has been proposed for the new 6th and 7th Year Careers Guidance programme)*
- c. *The method of payment for this programme should be harmonised across all European Schools. We recommend that an extra ‘lump-sum’ payment equivalent to 16 hours teaching time at the appropriate rate for the grade be paid to each participating careers teacher.* (*: Directors need to ensure that the time paid for has in fact been spent teaching the programme.)*
- d. *Regarding the compensation of the British careers teachers with responsibility for UK university applications, the Board awaits a specific proposal.”*

In addition, the Careers Guidance practises in the 5th secondary are explained in the Memorandum 2000-M-11 and the Careers Guidance organisation in years 6 and 7 in the document 5511-D-2001.

8.1 Discussion about the Career guidance practices

It is evident, that our students in the upper secondary school need professional careers guidance more than the students in the national school systems. The families need advice and support when making choices in the 5th secondary and it is absolutely necessary that our students in the 6th and 7th grade get correct and updated information about the further education alternatives.

The equal allocation of the timetable reductions between the “national sections” has not proven to be a good idea. Since 1998 the number of the “national sections” has doubled from 15 to 27.

Every European School has its specific school population with specific needs. The work load between the Careers guidance teachers in different language sections is not equal at all.

In general the allocation of the timetable reductions for Careers guidance teachers vary enormously between the schools. In addition, there is a practise to pay a lump sum of 16 periods for the careers guidance teachers which is paid as flat-rate overtime.

In recent years the processing of Higher Education Applications within the European Schools for Students in year 7 have consumed more and more time from careers guidance teachers – especially in some specific sections. Application to university is frequently a complex and time consuming process requiring personal one-to-one interactions with individual students (and sometimes their parents) involving extensive support from careers teachers working at the European Schools. As a result, some teachers need to devote considerable time and energy in addition to their normal teaching duties to provide the levels of support necessary. In many national school systems this type of service is not being provided by the schools, but is instead being outsourced.

8.1.1. The opinion of the Careers Guidance Working Group

According to the opinion of the Careers Guidance Working Group meeting on the 7th of March, it is necessary in the first place to solve the problem concerning the processing of the applications to Universities. In the second phase, it would be envisaged to create a new document concerning the Career guidance organisation.

The WG stated that the Careers Guidance practises have developed since 1990. It is recommended to revise and update the older decisions and practises.

8.1.2. Proposition

The Board of Governors is asked to make a decision concerning the three alternatives to deal with the extra costs related to processing the applications to Universities (see Annex1):

- a. That the Board of Governors decides to provide funding for the European School system to enable the processing of Higher Education applications by pupils within their Schools.**
- b. That the Board of Governors decides that processing is funded by a fee, paid by the European Baccalaureate candidate.**
- c. That the Board of Governors decides that the funding is shared by the schools and the European Baccalaureate candidate, according to a cost-sharing model.**

It is also proposed that the Secretary General should have a mandate to prepare a document concerning Careers Guidance (i.e. in general, in the 5th year, and in the 6th and 7th year) for the October Joint Teaching Committee. The objective of the future document is to:

- **clarify the actual set of rules and decisions;**
- **distribute justified amount of the Careers Guidance resources to each school;**
- **give instructions to the Schools concerning the remuneration of the Careers Guidance teachers and;**
- **present guidelines concerning the processing of Higher Education applications.**

In the School year 2010 the Careers Guidance coordinators had 78 periods of decharge. This could be reduced to 50 periods while waiting for the final outcome of the reform of the Careers Guidance organisation which will be discussed in the October 2011 Joint teaching Committee meeting.

CAREERS GUIDANCE DECHARGE 2010 - 2012			
	Periods 2010-2011	Population	Proposal 2011-2012
Alicante	3,33	559	2
Bergen	2	324	2
BXL I	16,5	1743	8
BXL II	12	1660	8
BXL III	14,85	1700	8
BXL IV	0	71	
Culham	2,65	483	2
Frankfurt	2,25	526	2
Karlsruhe	1,65	541	2
LUX I	14,45	2233	8
LUX II	0	0	
Mol	2	468	2
Munich	4	950	4
Varese	3,15	714	2
TOTAL	78,83	11972	50

The financial impact of this proposal would be a saving of 91.394,66 euro (+ social charges) compared to the draft 2012 budget proposal.

9. Internal Structures – harmonised calculation method

The statutory timetable reductions for Staff Committee representatives as well as the specific reductions (see point 6 of this document) for European School system level tasks are not included in the global amount of Internal Structures of a School.

The proposed calculation method is to allocate 1 hour of Internal Structures for the nursery and primary schools per 65 pupils. This amount includes cycle coordination, subject coordination, LS, SEN and SWALS coordination.

School	Population			Internal structures 2010	Proposed Internal structures
	Nursery	Primary	N+P	Hours	1 hour/ 65 pupils
Alicante	120	356	476	10	7
Bergen	62	222	284	5	4
BXL I	240	1091	1331	25	20
BXL II	306	1123	1429	34	22
BXL III	262	940	1202	18	18
BXL IV	168	570	738	15	11
Culham	45	279	324	6	5
Frankfurt	142	417	559	10	9
Karlsruhe	106	296	402	7	6
LUX I	339	903	1242	20	19
LUX II	213	730	943	23	15
Mol	72	249	321	5	5
Munich	117	834	951	18	15
Varese	102	502	604	11	9
TOTAL	2294	8512	10806	207	166

The proposed calculation method for the secondary cycle is to allocate 1 period of Internal Structures for 40 students in the secondary cycle. This amount includes cycle coordination, subject coordination, timetabling, LS, SEN and SWALS coordination reductions.

SECONDARY			
School	Population	Internal structure 2010 periods	Proposed Internal Structure 1 period/40 students
Alicante	559	25	14
Bergen	324	9	8
BXL I	1743	68	44
BXL II	1660	47	42
BXL III	1700	48	43
BXL IV	71	1	2
Culham	483	12	12
Frankfurt	526	11	13
Karlsruhe	541	13	14
LUX I	2233	85	56
LUX II	0	0	0
Mol	468	14	12
Munich	950	11	24
Varese	714	11	18
TOTAL	11972	355	299

The secondary schools which have over 1000 pupils should have a right to 6 additional periods of Internal Structures.

10. Conclusions

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

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

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

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

11. Proposals

The Board of Governors is invited to make a decision on the following proposals:

- a. The decisions concerning the production of EURO BIO and Integrated Science Worksheets will be cancelled.**
- b. The decision concerning Intermath will be modified according to the proposal in the point 6.1.1.**
- c. The schools will receive an annual amount of internal structure resources based on the school population:**
 - i. nursery and primary cycles 1 hour / 65 pupils. This amount includes cycle coordination, subject coordination, LS, SEN and SWALS coordination.**
 - ii. secondary cycle 1 period / 40 students. This amount includes cycle coordination, subject coordination, timetabling, LS, SEN and SWALS coordination reductions.**
 - iii. The secondary schools which have over 1000 pupils have a right to 6 additional periods of Internal Structures.**

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

- d. The decisions concerning timetable reduction for the Staff Representatives will be amended according to the proposal in the point 4.1.**

To give a mandate to the Secretary General to prepare a document concerning Careers Guidance for the October Joint Teaching Committee. In the School year 2011 - 2012 the Careers Guidance coordinators could have 50 periods of discharge.

- e. The Budgetary Committee is asked give its opinion concerning the three alternatives to deal with the extra costs related to processing the applications to Universities (See Annex 1) :**
- i. That the Board of Governors decides to provide funding for the European School system to enable the processing of Higher Education applications by pupils within their Schools.**
 - ii. That the Board of Governors decides that processing is funded by a fee, paid by the European Baccalaureate candidate.**
 - iii. That the Board of Governors decides that the funding is shared by the schools and the European Baccalaureate candidate, according to a cost-sharing model.**

ANNEX 1

Summary of Higher Education applications made by European School students

Data from school year 2007/08

Total number of European Baccalaureate candidates	1360
Total number of applications	2016
Total number of periods spent processing applications	3473

Average periods spent on applications by advisors per student (=3473/1360)	2.55
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Notes:

- A school period is 45 minutes.
- Many students make multiple applications to various universities and different countries, which explains the higher number of applications than of BAC pupils.
- The figures in the table above fluctuate each year, so a value of 2.5 periods per student is taken and will be known as P.

Costs

Total cost = P x N x 66,8 euro

where N = the number of EB candidates in a year (e.g. 1360 in 2007/08)

P = 2.5 as shown above

66,8 euro = a typical local hourly overtime rate in 2010

giving an approximate total cost to the system of

$2.5 \times 1360 \times 66,8 \text{ euro} = 227.366 \text{ euro}$

Cost per student* = $227.366 \text{ euro} / 1360 = 167.75\text{€}$

* Approximate, dependent on local coefficient and overtime rate for 45 minutes.



European Schools

Office of the Secretary-General

Pedagogical Development Unit

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Learning Support, SWALS support and *Rattrapage* (Catching-up support)

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Meeting in Brussels on 12, 13 and 14 April 2011 – Room -1/15

Introduction

This document was drafted a day before the Budgetary Committee meeting in order to find additional savings to balance the draft budget proposal for 2012.

The measures proposed in this document are foreseen only for the 2011-2012 school year.

These measures were not discussed by the Joint Teaching Committee, but the Budgetary Committee approved the proposed distribution of Learning Support, SWALS support and Rattrapage resources for the school year 2011-2012.

The Secretary-General should have a mandate to draft a proposal for the Joint Teaching Committee's October meeting to address the question of the future support standards in nursery/primary and in the secondary cycle for the financial year 2013 onwards.

Nursery/Primary Learning Support and SWALS support 2011-2012

According to the decisions of the Board of Governors the primary Learning Support ratio is 1 hour /14 pupils. The schools received instructions to calculate Learning Support for the 2012 budget using a rate of €150.3/pupil.

For SWALS support the primary schools receive 20 hours per week (€41,807.40 based on 2090.37/hour).

	NON-SWALS	SWALS	Total
Population in 2011	19 546	1511	21 057
%	93%	7%	

In the 2010-2011 school year, 7% of the category 1 or 2 European School pupil population consists of pupils whose L1 is different from their language section.

2010-2011	SWALS cat 1 &2	%
Alicante	38	3%
Bergen	41	3%
Brussels 1	92	6%
Brussels 2	96	6%
Brussels 3	96	6%
Brussels 4	113	7%
Culham	11	1%
Frankfurt	180	12%
Karlsruhe	63	4%
Luxembourg 1	316	21%

Luxembourg 2	41	3%
Mol	20	1%
Munich	218	14%
Varese	186	12%
	1511	

The SWALS Working Group proposed in February that the current SWALS support distribution should be changed. Its proposal was to distribute SWALS support proportionally to the schools according to the percentage of SWALS in the school (see table above).

PROPOSAL 1:

It is proposed that the Nursery and Primary school support would be calculated using following coefficients:

Nursery and Primary LS = proposition of the Schools for 2012 (normally 150 euro/pupil)

Primary SWALS support = 550 euro/SWALS pupil

A new document will be drafted for the Joint Teaching Committee's October meeting in order to update the current rules concerning Support organisation and distribution.

	Primary LS	Primary SWALS Support	TOTAL SUPPORT
ALICANTE	71.644,00	10.450,00	82.094,00
BERGEN	28.683,00	11.275,00	39.958,00
BRUSSELS I	153.619,00	25.300,00	178.919,00
BRUSSELS II	108.677,00	26.400,00	135.077,00
BRUSSELS III	188.587,56	26.400,00	214.987,56
BRUSSELS IV	98.491,48	31.075,00	129.566,48
CULHAM	26.932,00	3.025,00	29.957,00
FRANKFURT	23.800,00	49.500,00	73.300,00
KARLSRUHE	55.454,30	17.325,00	72.779,30
LUXEMBOURG I	187.795,23	86.900,00	274.695,23
LUXEMBOURG 2	116.248,00	11.275,00	127.523,00
MOL	40.861,00	5.500,00	46.361,00
MUNCHEN	110.757,00	59.950,00	170.707,00
VARESE	45.185,34	51.150,00	96.335,34
	1.256.734,91	415.525,00	1.672.259,91

The financial impact of this proposal would be a saving of 98.568,48 euro (+ social charges) compared to the draft 2012 budget proposal.

Secondary Learning Support, *Rattrapage* (Catching-up support) and SWALS support 2012

The Secondary Learning Support calculation mechanisms are complicated and difficult to monitor. The calculation is based on the number of L1, L2 and Mathematics classes with more than 15 pupils in secondary years 1-3. In actual fact Learning Support is used at all the levels and in all the subjects, and the current

calculation method has very little to do with the use of the Learning Support resources.

In 1986, the Board of Governors decided to create Catching-up support (*Rattrapage*). These *Rattrapage* classes may be organised for pupils who are new arrivals in a school and who do not have an adequate knowledge of Language 2 to make it possible or easy for them to take part in lessons.

The *Rattrapage* rules should be updated. From the budgetary viewpoint it is really difficult for the schools to foresee 18 months in advance the number of new pupils who might need this type of support. In practice the *Rattrapage* resources are very different in the various schools (see table below).

The present SWALS support for the secondary cycle is 10 periods per week/school, which works out to €32 068.30 based on the €3 206.83 rate per period. The SWALS Working Group proposed in February that the present SWALS support distribution should be changed. Its proposal was to distribute SWALS support proportionally to the schools.

These three support rules in the secondary cycle sometimes overlap. The same pupil might be invited to have LS, *Rattrapage* and SWALS support.

PROPOSAL 2:

It is proposed that the secondary school support is calculated using following coefficients:

Secondary LS and Rattapage support = 175 euro/ pupil

Secondary SWALS support = 550 euro/SWALS pupil

	Secondary LS & RATRAPAGE	Secondary SWALS Support	SUPPORT 2012
ALICANTE	100.625,00	10.450,00	111.075,00
BERGEN	48.300,00	11.275,00	59.575,00
BRUSSELS I	326.025,00	25.300,00	351.325,00
BRUSSELS II	300.475,00	26.400,00	326.875,00
BRUSSELS III	314.125,00	26.400,00	340.525,00
BRUSSELS IV	35.350,00	31.075,00	66.425,00
CULHAM	75.250,00	3.025,00	78.275,00
FRANKFURT	93.975,00	49.500,00	143.475,00
KARLSRUHE	95.200,00	17.325,00	112.525,00
LUXEMBOURG I	361.418,75	86.900,00	496.050,00
LUXEMBOURG 2	47.731,25	11.275,00	11.275,00
MOL	83.475,00	5.500,00	88.975,00
MUNCHEN	176.225,00	59.950,00	236.175,00
VARESE	124.950,00	51.150,00	176.100,00
	2.183.125,00	415.525,00	2.598.650,00

The financial impact of this proposal would be a saving of 221.640,23 euro (+ social charges) compared to the draft 2012 budget proposal.

A new document should be drafted for the Joint Teaching Committee's October meeting in order to update the current rules concerning Support distribution.

CONCLUSION

The Budget situation in 2012 is very exceptional. The proposed distribution of Support resources should be introduced starting from 1.9.2011 for the school year 2011 – 2012.

The financial effect of this proposal would be a saving of 320.208,71 euro in the 2012 budget. Additional savings will be made on social charges, which are not included in the calculations.

The Secretary-General is requested to prepare a proposal for the Joint Teaching Committee's October meeting to address the question of the future support standards in nursery/primary and in the secondary cycle for the financial year 2013 onwards.