Basic information

2002/2083(INI) INI - Own-initiative procedure	Procedure completed
The future financing of the European Schools **Subject** 4.40.03 Primary and secondary school, European Schools, early childhood	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
BUDG Budgets	BÖSCH Herbert (PSE)	28/07/1999

Committee for opinion	Rapporteur for opinion	Appointed
CONT Budgetary Control	The committee decided not to give an opinion.	
CULT Culture, Youth, Education, Media and Sport	PERRY Roy (PPE-DE)	18/04/2002

Key events

Date	Event	Reference	Summary
13/06/2002	Committee referral announced in Parliament		
12/11/2002	Vote in committee		
12/11/2002	Committee report tabled for plenary	A5-0395/2002	
17/12/2002	Decision by Parliament	T5-0605/2002	Summary
17/12/2002	End of procedure in Parliament		
05/02/2004	Final act published in Official Journal		

Technical information

Procedure reference	2002/2083(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Initiative
Legal basis	Rules of Procedure EP 55
Stage reached in procedure	Procedure completed

Committee dossier	BUDG/5/16297

Documentation gateway				
European Parliament				
Document type	**Committee**	**Reference**	**Date**	**Summary**
Committee report tabled for plenary, single reading		A5-0395/2002	12/11/2002	
Text adopted by Parliament, single reading		T5-0605/2002 OJ C 031 05.02.2004, p. 0029-0091 E	17/12/2002	Summary
European Commission				
Document type		**Reference**	**Date**	**Summary**
Follow-up document		COM(2005)0482	11/10/2005	Summary

The future financing of the European Schools

2002/2083(INI) - 11/10/2005 - Follow-up document

PURPOSE: to present the first Annual report on the functioning of the European Schools system. CONTENT: Following a request from the European Parliament in the Bösch Report in 2002 on the future financing of the European Schools (ES), this report presents an overview of the principal aspects of the functioning of the ES today (with comparative figures to identify major trends), and focuses on an examination of the pupil population, the staffing, the main pedagogical issues and financing. The Report goes on to highlight the key challenges facing the ES: the consequences of enlargement, the need to take account of the creation of EU Agencies and widen the availability of the European Baccalaureate, the governance of the school system, the difficult conditions of the large ES in Brussels and Luxembourg and the future of the small schools, particularly in view of the very small number of cat 1 pupils in the latter.

The ES system has operated successfully for just over half a century, providing a high quality education primarily to the children of the staff of the European Union (i. e. about 51% of the ES total pupil population in 2004 were children of EU staff) The system operates on an intergovernmental-type basis under a Convention signed by all Member States (MS) and the European Commission. As the said intergovernmental Convention clearly specifies, the very purpose of the ES is “to educate together children of the staff of the European Communities”. Besides them, “other children may attend the Schools, within the limits set by the Board of Governors”. Because of their combined roles as providers of nearly 60% of the funding of the ES system and as responsible employers with an interest in ensuring the continuing good functioning of a system which remains a vital element in attracting and recruiting staff of the highest calibre, the EU institutions have in recent years taken a growing interest in the European Schools.

Following the Bösch Report adopted by the European Parliament in 2002, the Commission in 2004 put forward a discussion document on the future of the ES system, which raises a number of issues relating to their governance, financing and educational services. This has opened a wide debate on the issues and challenges facing the European Schools as they enter their second 50 years of operation, existing as they are in a context of considerable change. The continuing enlargement of the Union and the creation of new EU bodies across Europe, coupled with changing approaches to education, pose new challenges which the ES system should address if it is to remain as visionary over the coming 50 years as it has been over the past. This report presents an overview of the system today, and addresses a number of key challenges for the future:

-enlargement;

-decentralisation policy & Agency needs

-governance

-category 3 pupils and the question of the viability of the small schools.

The future financing of the European Schools

2002/2083(INI) - 17/12/2002 - Text adopted by Parliament, single reading

The European Parliament adopted a resolution based on its own-initiative report by Herbert BOSCH (PES, Austria) on the financing of the European schools. Parliament felt that the globalisation of the world economy and the high intrinsic value of the European baccalaureate justified the wider spread of the European baccalaureate. The 'raison d'étre' of the existing European Schools should be reconsidered as some of the smaller schools have a very limited number of pupils who are children of staff of a European body (between 5 and 11%). The importance of the European Schools for the 'proper functioning of the European Institutions' must now be the subject of an independent evaluation. The current 'raison d'étre' should be expanded to take into account the added European value of the schools. Parliament went on to invite local, regional or national authorities that appreciate having a European School to explore additional ways of practical and financial cooperation and participation. It also insisted on more independence for each of the European Schools, which should allow them to undertake fund-raising activities, such as providing language courses, and which should improve the integration of the schools in the regions in which they are operating. Accordingly, Parliament favoured a budget structure that makes funding available per school according to agreed and objective criteria. It noted that the budgetary authority of the European Communities decides on the Communities' contributions under the budget procedure. The Commission is asked to present by 1 March 2003 a legislative proposal setting out ways to bring to an end the present discrepancy between the legislative provisions, that are intergovernmental in nature, and the budgetary provisions, which are, in part, supranational (Community) in nature. The Commission is also asked to put forward a proposal that foresees that the subsidy paid to the European schools out of the Community budget should become a lump sum subsidy instead of a balancing subsidy. The Board of Governors of the European Schools, together with the Commission, is asked for a report with proposals on: - how the European baccalaureate can be offered, without being dependent on the existing European Schools, in those Member States which may wish to do so; - how to achieve methods of cooperation between the existing European schools and regional primary and secondary schools, or on other organisational solutions; - how the existing European schools and future European schools (which might become necessary following the creation of new Union agencies, particularly with regards to enlargement) may be financed in the future, paying particular attention to the possibility of increased co-financing by third parties for all European Schools, the possibility of contributions through fund-raising and the adjustment of tuition fees; - the impact of enlargement on the future development and financing of the European Schools; The Commission is asked to issue a call for tenders for an independent and objective evaluation of the European Schools system, to cover: - their importance for the recruitment of staff to the European Institutions, - the strengths, weaknesses and 'added value' of the EuropeanBaccalaureate as an education for pupils who go on to study in higher education, for pupils who do not proceed to higher education, and in comparison with the International Baccalaureate. The Board of Governors is also asked to present to the budgetary authority a financial and budgetary proposal for the creation of the new European Schools in Alicante and Frankfurt. The Board should in future seek the prior approval of the budgetary authority for decisions it intends to take that have considerable multi-annual implications for the budget of the Union. Finally, the Board of Governors is asked to present to the budgetary authority a proposal to bring the tuition fee which is requested from the parents of the pupils, more into line with the real cost per pupil. The tuition fee should be at least equal to the allowance which EU officials receive for children in full-time education. On the educational aspects, Parliament felt that nursery and primary school classes, taught by a single qualified teacher should not be larger than 30 pupil equivalents. Further, a coefficient should be developed in respect of children with special educational needs and of pupils whose mother tongue is different from the language in which they receive most of their instruction. This coefficient should be applied when class sizes are calculated. The Board must actively explore the suitability of qualifications other than the European Baccalaureate, for which pupils with certified special educational needs might study. Parliament made additional recommendations on the Board's administrative procedures in the interests of transparency.