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Report

drawn up on behalf of the Committee on Youth, Culture,
Education, Information and Sport

on the European Schools

Rapporteur: Mr G. PAPAPIETRO

PE 79.168/fin.



On 15 January 1981 the enlarged Bureau authorized the Committee on Youth, Culture, Education, Information and Sport to draw up an own-initiative report on the European Schools.

At its meeting of 24 February 1981, the committee appointed Mr PAPAPIETRO rapporteur and decided to deal in this report with the motion for a resolution tabled by Mr PAPAPIETRO and others on an enquiry into the European Schools (Doc. 1-863/80), referred to the committee by the European Parliament at its sitting of 9 February 1981, and with Petition No. 66/80 by Mr Jürgen ORT on the social disadvantages for parents of slender financial means resulting from the introduction of the five-day week at the European School in Luxembourg.

The committee considered the present motion for a resolution at its meetings of 28-29 September 1982, 18-19 October 1982, 4-5 November 1982, 19-20 January 1983, 16-17 March 1983, 25-26 April 1983 and 26-27 May 1983, and unanimously adopted it at the last meeting.

The following took part in the vote: Mr BEUMER (chairman); Mr HAHN and Mr SCHWENCKE (vice-chairmen); Mr PAPAPIETRO (rapporteur); Mr ALEXIADIS, Mr BROK, Miss BROOKES, Mrs BUCHAN, Mr MARCK (deputizing for Mr PEDINI), Mrs PERY, Mr SIMMONDS and Mrs VIEHOFF.

This report was tabled on 1 June 1983.

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The Committee on Youth, Culture, Education, Information and Sport hereby submits to the European Parliament the following motion for a resolution together with explanatory statement:

MOTION FOR A RESOLUTION

on the European Schools

The European Parliament,

- (a) - having regard to the motion for a resolution tabled by Mr PAPAPIETRO and others on an enquiry into the European Schools (Doc. 1-863/80),
- (b) - having regard to Petition No. 66/80 by Mr Jürgen ORT on the social disadvantages for parents of slender financial means resulting from the introduction of the five-day week of the European School in Luxembourg,
- (c) - recalling the principles set out in the resolutions adopted by the European Parliament on the European schools (Doc. 113/75)¹, on the European University Institute (Doc. 1-478/81)², on a Community programme in the field of education (Doc. 1-845/81)³ and on the education of the children of immigrant workers (Doc. 1-329/81)⁴,
- (d) - having regard to the report by Mrs Gaiotti de Biase on the Community programme in the field of education (Doc. 1-845/81) and in particular to paragraph 20 of the resolution³ in which the European Parliament expressed the opinion 'that special attention should be paid to plurinational educational experiments, such as the European schools system or the international baccalaureat, as instruments for the

¹ OJ No. C 239/11, 20.10.1975

² OJ No. C 144/27, 15.6.1981

³ OJ No. C 87/90, 5.4.1982

⁴ OJ No. C 260, 12.10.1981

closer approximation of educational systems' and stated its intention of submitting specific proposals on this',

- (e) - having regard to the increase in the number and quality of the European Schools since the opening of the first school in 1953,
- (f) - having regard to the fact that they are the only multinational, multi-lingual schools in the world and that, having been created to provide an education for the children of officials of the Community institutions, they have become a sociological and pedagogical laboratory of major interest and have considerable potential for the development of a rich and cohesive system of multi-cultural and multi-lingual education,
- (g) - welcoming the results so far achieved by the reform still being implemented but considering it necessary also to assess carefully and promptly the problems which remain or which have arisen as a result of this reform,
- (h) - considering that most of these problems relate to the unique characteristics of the schools, that is: the adjustment by the pupils to a different social, cultural and linguistic environment; arrangements for integration which do not destroy the roots linking pupils to their own country; the adjustment by the pupils to different educational systems; the difficulties encountered in re-entering the school, industrial and social life of the individual countries of origin; the limitations imposed by courses which lead exclusively to the baccalaureate, and, in particular, the unwieldy administrative and decision-making structures of the school system,
- (i) - convinced that, if there was the political will to find and implement solutions to these problems, the European Schools could take a qualitative step forward towards a third phase (following its first phase as a basic school for the children of Community officials and its second as an interesting but limited pedagogical and didactic laboratory) which would see the further development of its role by making it open to a much larger number of young people, and an effective scholastic structure at the heart of the experience of developing a common European spirit,

- (j) - taking into account the outcome of the numerous contacts with the persons concerned and the replies to the questionnaire on the European schools addressed by the Committee on Youth, Culture, Education, Information and Sport to all persons concerned,
 - (k) - having regard to the report of the Committee on Youth, Culture, Education, Information and Sport (Doc. 1-390/83),
1. Considers that the teachers and those responsible for the syllabuses should devote greater attention to the problems connected with the teaching of languages, since the language used by pupils at home is rarely that of the society in which they are living; these problems emerge more clearly and in a more severe form at the point of transition from the stage where a language is viewed merely as a means of communication to the stage where it is experienced as a medium of expression and the reflection of a particular culture;
 2. Believes that a thorough examination of the legal, administrative and organizational structures of the European School system is essential, together with a similar analysis of its educational objectives and achievements, and questions relating to teachers' general conditions, in order to assess the extent to which the schools have fulfilled their original purpose, and to establish what changes are necessary if the system is to be effective in satisfying the needs of the future;
 3. Calls on the Commission to undertake the necessary steps to ensure such an assessment, and to provide a written report for Parliament by December 1984, which would also assess the impact of the recent 'reform', in addition to making concrete proposals for future reforms;
 4. Believes, in this context, it is necessary to assess the causes and extent of the downward shift in the proportion of children of parents employed by the Community institutions and the increase in numbers coming from other homes;

5. Considers that, pending such a report and the implementation of any changes proposed in it, the points below should be taken into consideration;
6. Feels that the substitution of human sciences for the teaching of history and geography in the first three years helps to transcend a cultural outlook which views an individual nation as the exclusive focus of cultural and political history, and to widen the framework of historical development and of the interaction between various national civilizations; therefore proposes that this arrangement should be extended to include the pre-orientation and orientation periods, when the pupils are better able to understand historical events presented in this wide perspective;
7. Considers it appropriate that history, geography and human sciences should be taught in a working language but also feels that care must be taken when teaching these subjects to ensure that a national outlook based on the mother tongue and culture is not replaced by the national outlook of the country in whose language they are taught, and that no attempt is made to present an abstract ideal history of Europe divorced from actual events;
8. Considers that economic and social science should be taught in the mother tongue, since it is inseparably linked to a vocabulary inherent to the culture and economic and social structure of the country to which pupils who have chosen this subject as one which accords with their main interests are most likely to return to complete their studies or to exercise a profession;
9. Takes the view that the system of recruitment and preparation of teachers for the European Schools should be harmonized on the basis of their awareness of the didactic and pedagogical methods used not only in their national schools but also in schools of other European countries, and of their ability to draw a comparison between them, and that national legislation concerning the number of years' secondment allowed to teachers at these schools should also be harmonized;

10. Considers that regular in-service training should be introduced for the teaching staff and that it is essential to coordinate at European level the controls carried out by the school inspectors, who frequently have too many responsibilities to fulfil in the national sector; they should work both individually and as a team within the European schools and should be given more responsibility and authority;
11. Considers it necessary to prepare textbooks designed specifically for each stage of these schools, so as to prevent the practice of using predominantly typewritten courses or texts or of dictating notes, which increases the difficulties, particularly for pupils who join the school at a late stage; however, the provision of such textbooks should not limit an individual teacher's right to develop his or her own teaching materials;
12. Calls for classes of 25 pupils instead of 32 as at present for learning the second language in which subjects as important as history, geography and human sciences are taught at secondary level;
13. Requests that remedial teaching at primary school level for children with learning difficulties - as is practised successfully at only one school (Brussels I) should be extended to the other eight schools;
14. Requests that posts of librarians should be set up in the four out of eight schools which have no such posts since this lack means that extensive library assets remain unused;
15. Calls for recognition of the inadequacies of the teaching and scientific material and for measures to be taken as soon as possible to remedy the most serious shortcomings;
16. Expects the pedagogical shortcomings long recognized by the school inspectors to be fully remedied at the earliest opportunity;
17. Is concerned at the decline in several schools and in individual language sections;

18. Feels that the mutual provision of information by the institutional bodies of the schools and the families concerned should be intensified and placed on a systematic basis, and that the existing parents' associations are inadequate and should therefore be reviewed in accordance with the principles and requirements set out in the document on participation;
19. Is of the opinion that, to enable the European Schools to raise their standards and to reach the level required by the role they are called upon to fulfil, an attempt should be made to establish stronger links with European society and with the existing permanent education structures;
20. Believes that the experiment of the European School as an establishment of bicultural or multi-cultural education must be continued and that the successful aspects of this experiment must be communicated to other schools with a multi-cultural approach (e.g. schools for the children of migrants);
21. Proposes that the European Schools should provide a wider range of education, beyond that directed to the baccalaureate alone;
22. Calls for the existing schools to admit the maximum number of pupils during the transitional period and for brothers and sisters of children already attending a European School to be considered within the framework of a selection procedure without a decision by lot;
23. Refers the governments to the text of the basic agreement of 12 April 1975, Article 2 of which provides for the opening of European Schools to the children of nationals of the contracting parties, that is to all children in the Community, and maintains that the only limit placed by the Board of Governors should be the capacity of these schools to admit children of persons who are not officials of the European Communities;

24. Considers that the European School should be linked to other multinational and multilingual schools in the European Community; in this context, recalls the Commission's proposals for a system of 'European Community Schools' which would be ordinary schools under public administration which would provide facilities for language learning to indigenous children, offer an appropriate education to mobile children, and also extend opportunities for learning in a multi-cultural context;
25. Believes that such a system could also be appropriately introduced in those Member States which have no European School, particularly in Florence, to be linked up with the University Institute in Fiesole, and which would compensate for the closure of the 'European School' in Switzerland, which took 250 pupils, and calls on the Commission to make concrete proposals to this end;
26. Considers that in view of such an enlargement of the structure and objectives of the European Schools, Article 4 of the Intergovernmental Protocol of 13 April 1962 which provides for the drawing up of agreements between the schools and the European Communities should be implemented and that the institutions of the European Communities should be more adequately represented on the Board of Governors since at present they supply two-thirds of the financial resources of these schools but only hold one seat compared to the ten seats held by the governments of the Member States;
27. Calls for the Board of Governors of the European Schools to be invited to submit detailed annual reports to the European Parliament on its activities and principal decisions in order to enable Parliament to understand the problems of these schools and to enable the latter to remain in contact with the consultative organ of the Community. In the meanwhile it considers that it will be useful for provisional and periodical forms of collaboration to be negotiated as quickly as possible between the European Parliament Committee on

Youth, Culture, Education, Information and Sport and the decision-taking and directing organs of the European Schools: for example, meetings on specific problems, periodic visits of parliamentary delegations to the individual schools etc.

28. Believes that any extension of the European School system will require a re-examination of the method of financing the schools;
29. Proposes that, when the European Foundation eventually becomes functional, it should include a section responsible for the preparation and transmission at international level of pedagogical and didactic experience in secondary schools and for the measures associated with the in-service training of teachers; also proposes that this section should form a link between the European Schools, considerably extended and represented in all the Community countries, and intellectuals and all elements committed to the construction of a more united, civilized and cultured Europe;
30. Considers that the recommendations of the Court of Auditors relating to financial and administrative management procedures must be implemented, and would like to see a report on internal audit problems at the schools;
31. Recommends that the governments concerned amend the Protocol of 13 April 1962 and restore Article 2 of the Statute of the European Schools of 12 April 1957 in order to ensure that the aims of these schools are in line with the educational, social and economic requirements of the Community;
32. Believes that in accordance with Article 4 of the Protocol negotiations must be opened as a matter of urgency in order to create a balance between the financial contribution of the Communities and the decision-taking procedure in the organs of the European Schools;
33. Instructs its President to forward this resolution to the Commission and Council and to the governments of the Member States.

EXPLANATORY STATEMENT1. Institutional framework of the European SchoolsThe development of the European Schools

The first European School was opened in Luxembourg on 4 October 1953 through the initiative of the officials of the ECSC, who decided to set up a nursery school and primary school for their children. The need for this educational experience to be extended to secondary school level inevitably changed the private status of the school. Thus in September 1954 the first two years of secondary school were established as a result of action taken by the Education Ministers of the six Community Member States.

In 1957 the plenipotentiaries of the Member States signed a protocol concerning the Statute of the European School, which provided a legal basis for an institution which was totally new and original in concept. The Statute provided for the baccalaureate awarded by the European School to be recognized as equivalent to the diplomas awarded at the end of secondary education by schools in the Member States and hence for citizens of these States who obtain the European Baccalaureate to be admitted to any university on the territory of the contracting parties.

The European Baccalaureate is also recognized by Austria and by certain university institutes in the United States and Switzerland. The Statute was ratified by the national authorities of the signatory countries in accordance with their respective constitutional requirements. An Annex entitled 'Regulations for the European Baccalaureate' was signed in Luxembourg on 15 July 1957 and similarly ratified by the signatories.

In 1958 the European Economic Community and the European Atomic Energy Community were established. This prompted the setting up of the European School in Brussels and, subsequently, of the school in Varese for the children of the staff of the EAEC research centre in Ispra (1960), in Mol (Belgium) for the children of the staff of the EAEC research centre in Geel (1960), in Karlsruhe for the children of the staff of the EAEC research centre in Karlsruhe (1962), and in Bergen (1963) for the children of the staff of the EAEC research centre in Petten (Netherlands).

This drew attention to the need to extend the legal basis, granted under the 1957 Statute solely to the European School in Luxembourg, to include all the newly created European Schools. Hence on 13 April 1962 the Protocol on the Setting-up of European Schools was signed, which also provided the basis for the schools established during the 1970s - a second school in Brussels (1976), a school in Monaco for the children of the staff of the European Patent Office (1977), and finally a school in Culham (United Kingdom) for the children of the staff of the Jet project. Following on Denmark, Ireland and the United Kingdom, Greece became a party to the Statute on 1 September 1980.

The European Schools were thus set up to provide an education for the children of officials of the Community institutions. From the outset these schools have exhibited very specific characteristics: without breaking away entirely from the various national school systems, into which their pupils could have been reintegrated at any moment, they undertook the difficult task of educating young people of various nationalities with no common mother tongue and, in many cases, from totally different cultures and schools.

These characteristics, together with what now amounts to twenty-five years' experience give these schools the quality of a unique community, a meeting place and a genuine sociological and pedagogical laboratory of major political and cultural interest.

2. Legal structure

The European Schools do not form a Community institution but an inter-governmental body, administered by the following organs:

(a) Board of Governors of the European Schools; the supreme decision-making body as regards educational, budgetary and administrative matters. It is a Council of Ministers in the same sense as the Council of Ministers of the Community. It comprises the Ministers of Cultural Relations and/or Education of the Member States whose role it is to guide their national delegations (in practice the Ministers are virtually always represented by senior officials from their Ministries) and who alone are entitled to vote. The following are active members of the Board: the representative of the national delegation, the national school inspectors (one for primary schools and one for secondary schools in each Member State), financial experts

from the Member States, one representative of each Community institution, one representative of the European Patent Office and the Heads of the various European Schools.

Eighteen staff representatives and representatives of the parents attend Board meetings and are entitled to speak but not to vote. Each delegation has one vote only and decisions must be unanimous. Every year the Board of Governors appoints its representative to the relevant bodies.

The Board of Governors delegates some of its educational, administrative and budgetary powers to the Administrative Board and the Heads of the schools.

(b) Board of Inspectors (primary and secondary schools)

These Boards carry out supervisory duties and draw up proposals concerning syllabuses and teaching methods. They meet several times a year (usually twice).

There are two Boards, one for the primary schools and one for the secondary schools, and each comprises ten national inspectors.

The Boards are attended by the Representative of the Board of Governors and usually include the Headmasters of the schools, one representative of the Commission, two representatives each of the primary school staff and the secondary school staff, and two representatives each of the parents of primary and secondary school pupils, and as such constitute Education Committees.

They draw up proposals concerning syllabuses and teaching methods which are submitted to the Board of Governors for approval.

(c) Administrative and Financial Committee AFC

Financial body consisting of the representative of the Board of Governors and the financial experts of the Member States. It meets once a month and very often convenes to its meetings a representative of the staff and Headmasters of the schools.

(d) Administrative Board

This body draws up the budget and supervises its implementation. It is also responsible for ensuring that the school functions in the most favourable practical conditions and atmosphere.

It is chaired by the Representative of the Board of Governors and the following have automatic membership: the Head of the school, two teachers' representatives (one for the primary school and one for the secondary school), two parents' representatives, one representative of the Commission, the representatives of the intergovernmental organizations or institutions with which the Board of Governors has concluded an agreement, and the representatives of the organizations or institutions which have been granted a seat by the Board of Governors on the basis of an agreement.

The following attend meetings of the Administrative Board, usually by invitation: the Deputy Representative of the Board of Governors, a Deputy Head of the secondary school, a Deputy Head of the primary school and the school Bursar.

(e) The Head of the school

The Head is responsible for administering both the primary and the secondary school in accordance with the instructions of the Board of Governors, the Boards of Inspectors and the Administrative Board.

He is usually assisted by Deputy Heads and, as regards both the primary and the secondary school, he takes up the proposals put forward by the Education Councils, which are joint bodies, one for the primary and one for the secondary school, comprising teachers', parents' and pupils' representatives and chaired by the Head.

They are consultative bodies which meet at least twice a term. Their principal role is to discuss the most important matters concerning the school, to provide and obtain information on the life of the school and to propose to the Head solutions to any problems which might arise in any area of the school's activity.

The teachers at the European Schools are provided by the governments of the ten Member States and are temporarily seconded from their national system (through the Ministry of Education or the Foreign Ministry).

(f) Parents' Associations

The Statute of the European Schools recognizes parents' associations, which put forward parents' wishes or suggestions concerning the organization of the school. The representatives of the parents' association sit on the Administrative Board of their school. They attend meetings of the Board of Governors and the Education Committee as observers.

(g) Staff Committee

The Staff Committee, comprising representatives elected by the teaching staff, helps to ensure the proper running of the school and enables the staff to make their views known. The staff representatives are members of the Administrative Board of the school and attend meetings of the Board of Governors and the Education Committee as observers.

3. Organization of studies

(A) Nursery school

The nursery school takes children from 3-4 to 6 years old and attendance is voluntary. Depending on the number of children enrolled, it may comprise up to seven language sections.

(B) Primary education (from 5 to 11)

Primary education lasts five years and introduces the study of a second language, chosen from French, English and German, which becomes the 'working language'. This second language is taught on a regular basis from the third year onwards, although at this stage the emphasis is still primarily on oral communication and the teacher therefore uses audio-visual equipment. Teaching of the written language begins during the fourth year. Languages are taught to mixed classes of various mother tongues and nationalities.

Modern mathematics are taught at primary school. In addition, the pupils are organized into mixed groups, according to criteria other than nationality or mother tongue, for the purpose of educational activities (European hours) involving gymnastics, music, art and handicrafts, during which they communicate with each other exclusively in a working language. These hours thus provide an opportunity for contacts and encourage pupils from different societies who do not have a common mother tongue to meet and establish mutual understanding.

(C) Secondary education (from 11 to 18)

The reform of the secondary school, which lasts seven years, divides the school into three periods: observation (three years), pre-orientation (two years) and orientation (two years). The reform relating to the observation period has been implemented progressively since September 1978. In December 1979 the Board of Governors approved the reform concerning the pre-orientation period (fourth and fifth years), which has been implemented since September 1981. The educational aspects of the reform of the sixth and seventh years have already been approved and it will be implemented from 1983 onwards. Finally there will be a number of changes to the existing European Baccalaureate: an outline regulation has been prepared for this purpose and will be completed in 1983.

During the pre-orientation period the pupils follow a number of basic courses which are compulsory for everyone and two or three optional courses (a total of 4-6 hours a week for each month). As shown in the following table, this phase introduces:

TABLE 1

Observation phase			
SUBJECT	NUMBER OF HOURS		
	First year	Second year	Third year
Mother tongue	5 (4+1)(a)	5 (4+1)(a)	4
Basic mathematics	4 (3+1)(a)	4 (3+1)(a)	4
Language II - working language (studied from the end of the first year of primary school)	5 (4+1)(a)	4 (3+1)(a)	4
Language III		3	3
Latin (optional)			4(b)
Human sciences	3	3	3
Natural sciences and technology	4	4	4
Education in graphic and plastic arts	2	2	2
Music	2	2	2
Physical education	3	3	3
Religion or ethics	2	2	2
Complementary activities	2(c)	2(d)	2(d)
Remedial course	3(e)	3(e)	3(e)
TOTAL	32	32	31

- (a) the second figure in brackets indicates the number of hours where the class is divided into two groups because it comprises more than 25 pupils;
- (b) pupils studying Latin may drop education in graphic arts or music;
- (c) pupils may change activity at the end of the first half-year;
- (d) in the second and third years complementary activities are optional;
- (e) these courses as a whole may not involve more than 25% of the pupils and may be organized only for classes of more than 20.

- (a) human sciences, consisting of the rudiments of history, geography and social education, taught by the same teacher;
- (b) natural science and technology, consisting of aspects of biology and the basic concepts of chemistry and physics;
- (c) additional activities, covering a vast range of interests designed to bring out in pupils abilities other than strictly intellectual ones.

One of the aims of this reform is to provide the pupils with a course of study which reflects their interests without, however, abandoning subjects which are still considered to be essential for the education of the young, as shown in the table below.

This trend will of course be continued in the orientation period as conceived by those responsible for the reform. In the sixth and seventh years the pupils will study certain basic subjects (mother tongue, a foreign language, philosophy, history, geography, mathematics, natural science - above all biology - physical education and religion or ethics) together with the subjects chosen during the pre-orientation period, optional courses extending the study of certain basic subjects such as philosophy, history, geography, etc., and complementary courses such as art, music, sociology, etc. The basic timetable for these latter subjects will vary between a minimum of 31 and a maximum of 35 hours, depending on the choices made by the pupils.

TABLE II

Pre-orientation period			
CORE SUBJECTS:		ELECTIVE SUBJECTS:	
Religion/ethics	1 hour	Language IV	4 hours
Language I	4 hours	Latin	4 hours
Language II	3 hours	Greek	4 hours
Language III	3 hours	Economic and social science	4 hours
Physical education,		Plastic arts	2 hours
BIOLOGY	2 hours	Music	2 hours
Geography, history,		Technology	2 hours
CHEMISTRY	2 hours		
Natural sciences,			
PHYSICS	6 hours		
Mathematics	4 or 6 hours		

4. Organizational structure

On 1 January 1982 there were 11,358 pupils at the European Schools, including 899 at nursery school, 4,315 at primary school and 6,144 at secondary school.

5. Pedagogical and didactic problems

An initial analysis seems to reveal problems relating to:

- (a) the adjustment by the pupils to a different social, cultural and linguistic environment;
- (b) arrangements for integration which do not totally uproot pupils from their own country;
- (c) the adjustment by the pupils to different education systems;
- (d) the difficulties encountered in reintegrating pupils into national secondary schools during the course of their studies (because the parents move) or into national universities after they have obtained the baccalaureate;
- (e) the difficulties of reintegration into the industrial, cultural, social and political life of the individual countries, which clearly does not have the natural relationship with the education system of the European School that it has historically with the national education system;
- (f) the difficulties encountered by many pupils in following courses which lead exclusively to the baccalaureate.

5.1 Language teaching

As regards language teaching, consideration must inevitably be given in the first instance to the mother tongue. The lack of concordance between the linguistic environment in which the young person lives and the language he uses at home clearly explains the shortcomings that are sometimes

encountered in this field and the particular attention which teachers and those responsible for curricula should devote to the problem. In addition, some families speak in dialect, which is not the proper basis on which to learn the language correctly.

The teaching of the second language is helped by the fact that, in order to communicate with each other, the pupils are obliged to use this language on all the frequent occasions when they find themselves with children of other nationalities.

Here too there are problems, however. They arise at the point of transition from the stage where a language is viewed and used as a means of assimilating another culture and of conveying knowledge to the stage where it is experienced as a medium of expression and presented as a reflection of a particular culture. This is a major problem, given that the European Schools are designed to educate young people who no longer have only a 'national' but also a 'European' culture.

These difficulties are encountered in a much more acute form by children who join the European School not at the very beginning but at the pre-streaming level and, not infrequently, in the first year of the streaming phase (IV).

5.2 Curricula

The curricula are intended to transcend the cultural outlook which views an individual nation as the focus of political and cultural history and, in a wider context of historical events and of the interaction between the various national civilizations, to include other aspects frequently absent from the curricula of secondary schools as we have hitherto known them in Europe. Human sciences, which during the first three years only have replaced the teaching of history and geography, are intended to present the children not only with these subjects, but also with the economic and social sciences. It is thus an appropriate means of testing the possibility of extending the scope of the study of man, his history and the way he has organized himself in nature and in society.

To promote the kind of education advocated above, human sciences are taught in a working language, that is, in French (which is the traditional

language of cultural exchange in Europe and is widely used as a working language in the Community institutions), English (the language with the greatest currency in the business, technological and scientific world), or German (an official language in three Member States: the FRG, Luxembourg and Belgium).

One cannot but wonder at the reintroduction of history and geography as separate subjects during the pre-orientation and orientation periods, precisely when the children are at an age to understand more readily the events of history in the social and economic context referred to above. It is to be hoped that, despite the change in name, the method of teaching remains the same. It must, in any event, be pointed out, since it is unique to the European schools, that history and geography continue to be taught in a working language and, moreover, that history, together with philosophy, could represent the most important intellectual exercise through which young people could overcome certain nationalistic prejudices, acquire a critical attitude to culture and society seen in an historical context, and come to share in one of mankind's greatest moral achievements, the concept and practice of tolerance.

The achievement of this aim, which is, moreover, not inevitable but dependent on the methods used to teach these subjects, also involves certain risks. There is the danger of:

- (a) replacing a national outlook based on the mother tongue and culture by the national outlook of other countries as a result of using a working language;
- (b) trying to present an ideal history of Europe divorced from actual events, thereby removing from the child's education the practical awareness of his national culture and filling this gap with a fictitious and illusory version of events;
- (c) exacerbating and sometimes rendering insurmountable the difficulties facing pupils who, having joined the school during the course of their studies, clearly have language problems and are therefore unable to read and to criticize documents or to give an account of their reading and research.

Economic and social sciences are also taught in a working language to those pupils who have chosen them as subjects which accord with their main interests. In this case, however, the decision to teach in a working language does not reflect a particular aspect of cultural policy so much as specific administrative requirements, and it involves considerable risk. The teaching of such subjects in a working language tends to emphasize their theoretical aspects to the detriment of specific practical factors which are always bound up with the historical and scientific vocabulary inherent to the culture and economic and social structure of each individual country.

Since most of the pupils attending the European Schools will return to their country of origin to complete their studies and to find work, it would be desirable for economics to be taught in the mother tongue.

The three principles on which the European School is based are in themselves sound but extremely difficult to apply. This does not mean that they should be rejected but that the way in which they are currently implemented must be subjected to critical analysis. These three principles are:

- (1) 'In education and instruction the conscience and the convictions of individuals shall be respected' (Art. 4(5) of the Statute);
- (2) the pupils should not be totally cut off from their national cultural heritage;
- (3) every pupil should be able to communicate with all others.

On the basis of these principles, religious education is provided for all denominations with, as an alternative, courses in ethics. The curriculum is organized in such a way as to establish a proper balance between the mother tongue and foreign languages. For these principles to be fully implemented care must be taken to ensure that the teaching methods, the syllabuses, and relations between teachers and pupils and between the school and families concord with them.

In this connection the more serious problems concern in particular the training and in-service training of teachers, the text books used and the degree of democracy in the relations referred to above.

5.3 Training and in-service training of teachers

In view of its unique nature the European School needs teachers who not only are acquainted with the pedagogical and didactic methods used in their country's schools but are also capable of familiarizing themselves with the methods used in schools in other European countries and of drawing comparisons between them. Moreover, the teaching in a European School cannot be the same as in schools in the various countries in view of the different cultural concept on which the curricula are based, the wide variety of backgrounds from which the pupils come and, in particular, the different objectives which must be pursued. Since Europe is not the sum of its Member States, the pedagogical and didactic methods used in the European Schools must be based on a simple compromise between those used in the national schools.

This means that the Member States must use a special system of recruitment and preparation for the teaching staff of the European School and harmonize their legislation concerning the number of years' secondment allowed to teachers at these schools.

Finally, it would be desirable to introduce regular in-service training for the teachers and to coordinate at European level the controls carried out by school inspectors who, because of their responsibilities in the national sector, are unable to fulfil these duties on a regular basis.

5.4 Text books

The preparation of text books specifically for the European Schools comes up against difficulties of two kinds:

- (a) difficulties of a didactic and scientific nature, since the books must correspond to the level of courses unique to the European School, the problems of which have been described above;

(b) in addition to this difficulty concerning the preparation of the books, the small number of buyers means that the market is not sufficiently large to justify the economic investment required.

In general, therefore, the European Schools employ text books used in the various national schools and only in very few cases books prepared specifically for them. The teachers rarely follow these text books systematically and frequently make use of typewritten courses or texts. This has advantages and disadvantages; there is no doubt, however, that the pupils frequently encounter difficulties and feel that the lesson is being taught at a higher level than the class is capable of. This then raises even greater problems for pupils who join the school at a late stage and are unable to make up for lost time by studying a text book.

5.5 Relations between teachers and parents

This is one of the most vexatious aspects of the life of the European Schools. There is widespread dissatisfaction amongst the families of pupils which is partly due to the lack of information on the Statute of the schools and their organizational structure, as a result of which certain shortcomings are frequently attributed to the administrative bodies or to the teaching staff. This too is a problem facing the schools, since the provision of information is an essential part of healthy democratic relations between the institutional bodies of the school and the families concerned.

The situation is much more serious for families whose position in society makes it particularly difficult for their children to become fully integrated into the school and who have no opportunity to attend schools working in their mother tongue.

In some European Schools the percentage of pupils failing the exams has recently been unusually high and this has helped to create tension between school and parents.

Although some action has been taken in this field - as shown for example by the document on participation within the European Schools, discussed and adopted at a recent meeting of the Board of Governors - the problem should, at least as far as the parents are concerned, be reviewed and discussed until new and more satisfactory solutions are found.

6. Conclusions

In the twenty-five years since they were first set up, the European Schools have made enormous progress. As has been seen, the first school simply met the need to provide education for the children of officials of the Community institutions. The European Schools as a whole now form a rich and cohesive educational structure with around 12,000 pupils, and with major pedagogic and organizational problems which are totally different and in some cases far more complex than those encountered at the outset by those who had the extremely difficult task first of founding and then of developing these institutions. We now have a system of large, multinational and multilingual schools with characteristics which cannot, perhaps, be found in any other secondary education institute in the world.

This education system, its role as an innovator and the experience it offers have now reached a critical point. Unless there is a leap forward aimed at improving the quality and role of the schools, the complex problems with which they are dogged may become even more complicated and drain their vitality.

The European Schools have developed over a quarter of a century during which the crisis facing young people in Europe has worsened and it has become increasingly difficult for them to find a place in society. These developments are closely linked with problems in schools, since it is no coincidence that it is precisely in schools that they have generated increasingly violent tensions. At the same time, the demand and need for education have constantly increased and the school population has risen substantially, although in the European Schools it is now falling. Complex problems have therefore arisen concerning the relationship between the school and the formative environment experienced before and outside school, i.e. society. Healthy school education requires a process of exchange between school and society in accordance with the principle of 'permanent education'. Problems have also arisen in relations between school and society with regard to the prospects offered to young people.

These problems are perhaps even more acute in the European Schools: the crisis in the cohesion of the Community, which consists not in the threat of disintegration but in the practical need for greater solidarity

and unity, poses particular problems with regard to the development of a 'European culture' and, as a result, to the application of pedagogical and didactic principles, which, as it would now appear, seem to widen the gap between the 'school culture' and 'social culture' of young people and exacerbate maladjustment and tensions.

There are four vital sectors where action is required:

- (a) the original restricted definition of the European Schools as instituted for children of officials of the Community and other European organizations must be abandoned and they must be made, however gradually, to live up to the vocation of all genuinely democratic schools which is to be open to as many young people as possible without discrimination of any kind;
- (b) in this way too, a more solid relationship must be established with European society and with permanent education structures;
- (c) the system, which should comprise more and larger schools, should be oriented towards other objectives in addition to the baccalaureate. Experiments in this area have been made and have failed, but this was to be expected given the fact that the social range of these schools is still extremely narrow;
- (d) European Schools should be built in all the Community countries, beginning with the setting-up of a school in Florence to be linked with the University Institute in Fiesole and also to compensate for the closure of the Swiss school which took 250 pupils;
- (e) the European Schools, including the private ones, should form links with other multinational schools in the European Community;
- (f) this school structure should be set in a context of cultural, pedagogical and didactic communication extending to the whole of European society; it could be the central issue of a debate and of analytical studies involving all the Member States of the European Community. Its administrative bodies and the teaching staff would absorb and develop information provided by the various organs responsible for education in the individual countries and would constitute a dynamic body capable of conveying to those European

sectors concerned with education the achievements and experience gained in a school framework which, as society evolves, could also be established in the various Member States. In this way the European Schools would become not only a 'meeting point' or 'pedagogical laboratory', but a genuine cultural framework for the education of European citizens in a new idealistic spirit, using new methods, and where national traditions and the European idea would logically come together.

It is therefore proposed that the recently created European Foundation should include a section responsible for the preparation and transmission at international level of pedagogical and didactic experience in secondary schools and for all measures associated with the in-service training of teachers, and that it should form a link between this enlarged school structure and European intellectuals and the most committed cultural forces in every area of knowledge.

This would mean enabling the European Schools to overcome the limits we have sought to describe, extending their range of activities and studies, and giving them a genuine role to play in cultural policy by setting them effectively in the modern European context.

This will require a major financial effort on the part not only of the European Community but also of the individual Member States, since this kind of quantitative and qualitative leap forward could never be achieved with the resources currently available.

Finally, we should like to express admiration for the staff who administer the schools and teach in them, most of whom fulfil what is undoubtedly no easy task, and particular appreciation for the pupils, who deserve a school which progresses and teachers who are properly trained and provided with constant retraining. These young people, who come from such different cultural and, sometimes, social environments and who frequently have had to resolve and are still resolving individually conflicts of all kinds, are a major potential which the school can shape with a view to building a more united, more civilized and more cultured Europe.

3 February 1981

MOYION FOR A RESOLUTION (DOCUMENT 1-863/80)

tabled by Mr PAPAPIETRO, Mr SCHWENCKE, Mrs VIENOFF, Mr ARFE', Mr PEDINI,
Mr HAHN and Mr BROK

pursuant to Rule 25 of the Rules of Procedure
on an enquiry into the European Schools

The European Parliament,

- whereas the European Schools are largely financed from the Community budget,
 - whereas the European Schools set themselves progressive aims which are often disregarded because of the shortcomings in the practical running of the schools,
 - whereas under the existing hierarchical system the European Schools are not subject to any form of democratic parliamentary control,
 - whereas recent events such as the dispute over the five-day week have clearly shown how serious these problems are,
 - whereas an enquiry could provide the rapporteur of the Committee on Youth, Culture, Information, Education and Sport with useful information on the European Schools,
1. Instructs its Committee on Youth, Culture, Information, Education and Sport to carry out an enquiry into the European Schools with special reference to teaching aspects and the running of the schools, and to propose the appropriate improvements and reforms;
 2. Instructs its President to forward this resolution to the Commission and the Council of the European Communities.

EUROPEAN PARLIAMENT

PETITIONS

pursuant to Rule 48 of the Rules of Procedure

Petition No. 60/80

by Mr Jürgen ORT

- Subject: Social disadvantages for parents of slender financial means resulting from the introduction of the five-day week at the European School in Luxembourg
- Preface: The Board of the European School in Luxembourg has decided to introduce the five-day week as the standard working week for the school in 1981.
- Request: The introduction of the five-day week means that pupils have to buy their mid-day meal in a canteen at a cost of around 100 Flux per head. This creates an extra financial burden for those parents of slender financial means who, as servants or officials of the European Community, send their children to the European School or who are already obliged to pay school fees (designated minorities).
- The Committee on the Rules of Procedure and Petitions is asked to consider the justified concern of these minority groups.
- The signatories therefore also request the Committee on Social Affairs and Employment to give its opinion on the above petition.

Luxembourg, 8 January 1981

JÜRGEN ORT

Employee of NAMSA

Nationality: German

Rue Jean Schneider, 15

NAMSA

Luxembourg

The petition bears two signatures.

