

Schola Europaea

Office of the Secretary-General

Ref.: 2012-09-D-25-en-4

Orig.: EN

Dossier of Conformity – European School of Copenhagen

Board of Governors of the European Schools

Meeting on 3-5 December 2012 – OSGES, Brussels

Opinion of the Joint Teaching Committee:

At its meeting of 11 and 12 October 2012, the Joint Teaching Committee examined the Dossier of Conformity presented by the Danish authorities concerning the opening, in August 2013, of the European School of Copenhagen and considers that the dossier meets the requirements of the second stage of the accreditation process defined at Mondorf in April 2005.

The Joint Teaching Committee is bringing to the attention of the Board of Governors the Dossier of Conformity presented by the Danish authorities and recommends that it should approve it with a view to moving on to the next stage of the accreditation procedure.



**THE MINISTRY OF
CHILDREN
AND EDUCATION**

02-10-2012

The Secretary-General of the European Schools, Mr. Kari Kivinen

Dear Mr. Kivinen,

In April 2012 the Board of Governors approved the File of Interest from the Danish Ministry of Children and Education concerning the opening of an associated European School of type II in Copenhagen.

It is my pleasure now to ask the Board of Governors for approval of the Dossier of Conformity for the school which is planned to open in August 2013.

Please find enclosed the Dossier of Conformity.

Yours Sincerely,

Christine Antorini

The Board of Governors

Concerning 2012-09-D-25-en-3, Dossier of Conformity of the European School of Copenhagen

As Danish Head of Delegation I should like to confirm that the following statement from the Minister of Children and Education of Denmark from the File of Interest, approved by the Board of Governors in April 2012 is valid also for the Dossier of Conformity, sent to the Office of the Secretary-General of the European Schools in October 2012: "The Danish Ministry of Children and Education is aware of the fact that the contributions from the EU will only have an effect after the accreditation procedure has been completed."

Yours sincerely,

Lars Damkjær
Lars.Damkjaer@uvm.dk

CONTENTS

I. INTRODUCTION.....	7
A. <u>General information</u>	8
1. Contact details of the school	8
2. Status:.....	8
3. Management	9
4. Decision-making/advisory bodies	10
5. Structure of the school	11
B. <u>European schooling</u>	12
School Development Plan	12
1. Organisation of European schooling	13
a) Number of pupils:.....	13
b) Languages.....	15
c) Curriculum	16
Curriculum and timetables	16
Nursery School	16
Primary School	16
Secondary School.....	18
d) Additional information	20
Assessment of pupils and school reports.....	21
2. Staff	23
a) Managerial staff	23
b) Teaching staff	24
3. Buildings and facilities	25
a) Teaching materials and equipment	25
b) Buildings	25
4. Funding of European schooling	26
II. CRITERIA AND RULES FOR EUROPEAN SCHOOLING	28
1. Reason for the introduction of European schooling	28
2. Critical criteria and rules.....	30
a) Languages.....	30
b) Types of teaching	32
c) Teachers.....	32
3. Rules specific to the European Schools which are not critical for accreditation purposes	33

ANNEX	34
<u>List of teachers recruited</u>	34
a) Nursery	34
b) Primary	34
c) Secondary	34
d) Mother tongue teachers	34
e) Teachers with other duties	35

Introduction

This short introduction highlights some of the most important characteristics of the new European School Copenhagen (ESC).

Organisation

The new European School Copenhagen will be part of Sankt Annæ Gymnasium which consists of different departments: A primary school department, a choir school department and a high school department (Gymnasium in Danish). The new Sankt Annæ Campus (including the ESC) will be managed by the Campus Principal and a “Campus Board”.

A Head of the European School Copenhagen will in collaboration with the principal of the Sankt Annæ Campus (who holds the overall responsibility) be responsible for running the ESC, and the Board of the European School Copenhagen will be represented in the Campus Board.

This strong linkage between the European School Copenhagen and the other departments of the Sankt Annæ Gymnasium means that the ESC will benefit from the experiences and network of the Sankt Annæ Gymnasium. Sankt Annæ Gymnasium has a well-known reputation of a unique musical environment, very good academic results and an international profile with partner schools spread worldwide.

Educational levels, language sections and classes

As is the case in all European Schools, there will be a Nursery (in the case of ESC the nursery section will be one year which is in compliance with the Danish system), a Primary section (five years) and a Secondary section (seven years) in the European School Copenhagen.

There will be a Danish and an English Language Section. Also a German or French Language Section will be implemented when the new buildings have the capacity to house it (from 2016 according to plan).

The ESC will start with one class per level for the sections of the Danish and English language. The same goes for a German/French section, when this section is implemented.

Admission Principles

The admission principles of the European School Copenhagen will grant unlimited access of Category I pupils (children of parents working for organisations listed by the Commission). Since ESC is a public school there will be no category II pupils, but there will be school places for category 3 pupils (among these, children of parents working who have been working abroad or are international workers will be prioritized).

Location

The ESC will start with a nursery section from 2013 in a temporary location in a newly built school in the southern part of Copenhagen. From 2016 a new building at the Carlsberg area will be ready for the school. The intention is to move the whole Sankt Annæ Campus to this location when possible in order to benefit from the mutual integration and strengths of the different departments.

DESCRIPTION OF THE SCHOOL

A. General information

1. Contact details of the school

<ul style="list-style-type: none">• Name of the school: European School Copenhagen (is to be finally determined at a later stage).
<p>Address: From 2016 the school will be located in the Carlsberg area in the Vesterbro part of Copenhagen. The school has not yet been built and therefore the exact address is not known at this stage, but it will be located on the street “Ny Carlsberg Vej”. Until the buildings for the school has been built, the European School Copenhagen will temporarily be located at the new public school in Sydhavnen. This means that the address will be as follows: Address from 2013-2016: Støberigade, 2450 København SV. From 2016: Ny Carlsberg Vej, 1760 København V (exact address will be known later).</p>
<ul style="list-style-type: none">• Telephone: Is not known at this stage of the process
<ul style="list-style-type: none">• Fax: Is not known at this stage of the process
<ul style="list-style-type: none">• e-mail: Is not known at this stage of the process
<ul style="list-style-type: none">• Website: Is not known at this stage of the process

2. Status:

<ul style="list-style-type: none">• State (public sector) / Independent (private sector) / Recognised or other status - Teaching levels concerned (<i>Please give details</i>)
<p>The European School Copenhagen will be part of The Sankt Annæ Campus. It will have a status similar to that of other Copenhagen public schools.</p> <p>The European School Copenhagen will have teaching levels leading to a Baccalaureate which is not the case with other public schools.</p>
Funding of the school (public, private or mixed)
<p>Fixed Construction Private funding will provide for the establishment of the school concerning buildings and facilities.</p> <p>Operation economy regarding category 1 children The European Commission will pay a contribution for the children of parents working for organisations listed by the Commission. The children of parents from these organisations will be granted unlimited access and no enrolment rates or tuition fees will be charged to the parents of such children.</p>

There will be no category 2 children in the European School Copenhagen.

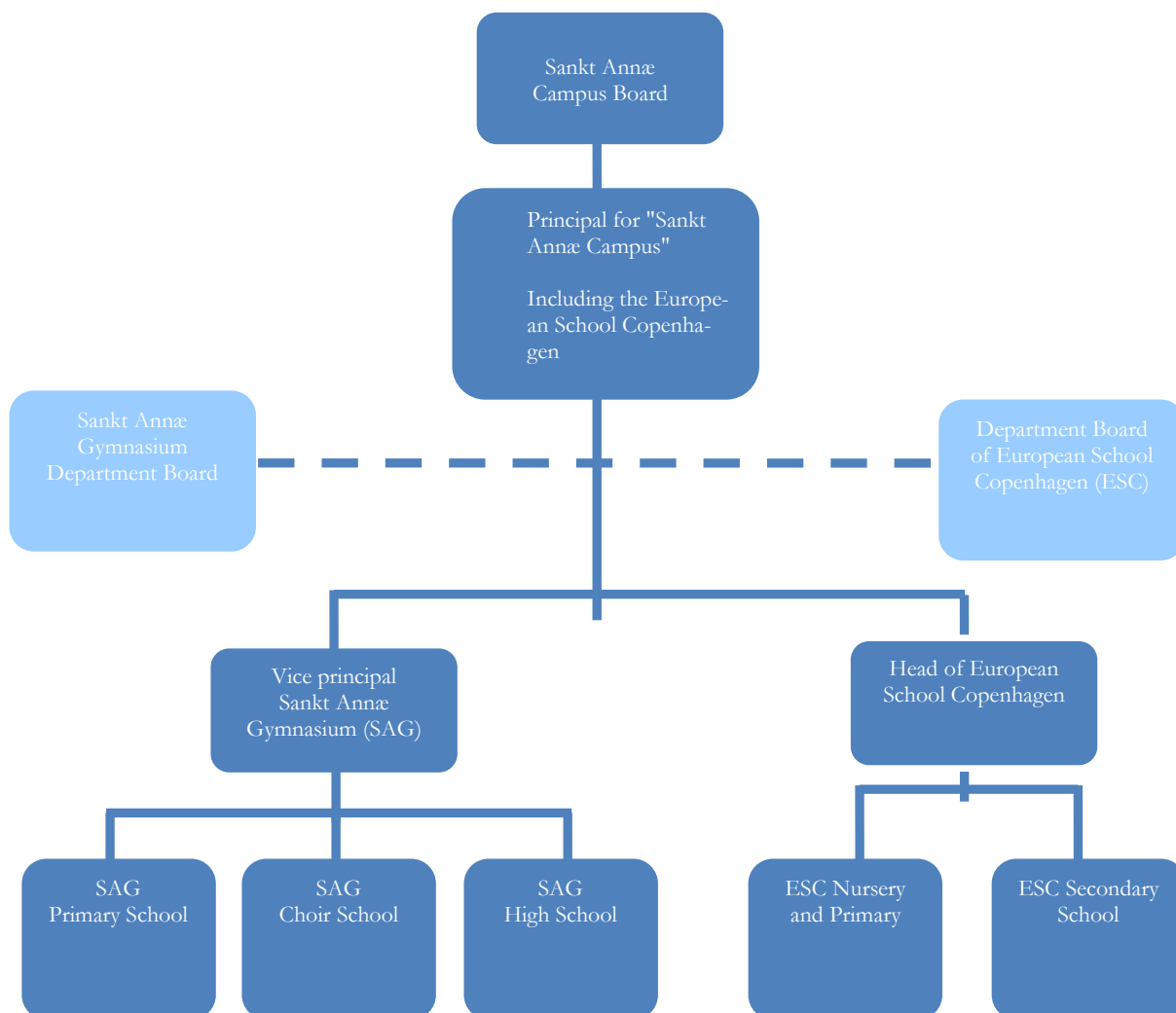
Operation economy regarding category 3 children

The City of Copenhagen will provide the funding for the school places in nursery, primary and secondary 1-7.

The Danish Ministry of Children and Education will contribute to the funding of the school places in secondary 5, 6 and 7.

3. Management

Head Teacher: The Principal of the Sankt Annæ Campus
Deputy Head Teacher(s):
Administrator:
Head(s) of teaching levels:
Head(s) of department (by subject): Since the European School will be part of the Sankt Annæ Campus there will be a head of the European School Copenhagen.
Educational adviser(s): There will be no “Educational Advisers” such as in the European Schools of Type I. In the Secondary School, qualified school counsellors will offer guidance to students with regard to their choice of subjects and their study options in higher education. The Educational Advisers’ functions will be performed by the School Psychologist, the Class Teacher and the Counsellor. If a case would so require, the School would reach for external counsellors.
Other: When the school starts in 2013 with a one year group in nursery the school will start with a Head of the European School Copenhagen, teaching staff and secretarial and support staff. The number of management will be regulated depending on the growth and the complexity of the organisation. The Head of the European School Copenhagen will in collaboration with the Principal of the Sankt Annæ Campus (who holds the overall responsibility) be responsible for the school educational quality, recruitment of staff, the school budget, the overall organisation of the school, the building, relations with parents, other stakeholders and the relations with other European schools. The Children and Youth Administration of the City of Copenhagen will offer central services to the school in the field of human resources (including recruitment support, employee relations, compensation & benefits, payrolling), finance & control, facility management, procurement and IT. The organisation, management and boards of the Sankt Annæ Campus and the European School are shown in the organizational chart below:



4. Decision-making/advisory bodies

a. Decision-making bodies

There will be two decision-making bodies, one Campus Board including the whole Sankt Annæ Campus and one department board only related to the European School Copenhagen.

Name: Sankt Annæ Campus Board.

Composition:

The composition of the Campus Board reflects all parts of the Campus. Hence The Sankt

<p>Annæ Campus Board will consist of representatives of parents, employee representatives and student representatives from all different departments of the Campus. There will also be members of the Board externally appointed by the City of Copenhagen. These will be appointed in regard to their qualifications.</p> <p>Name: Department Board of The European School Copenhagen</p> <p>Composition: Representatives of the parents, the students and the employees of the European School Copenhagen will be part of the Board. There will also be a number of External representatives appointed by the City of Copenhagen.</p> <p>Likewise there will be a department board for the other department of the Sankt Annæ Campus.</p>
<p>b. Advisory bodies</p>
<p>Name: Teaching Committee</p> <p>Composition: European School Copenhagen teachers' representatives</p>
<p>Name: Student Committee</p>
<p>Composition: Students and pupils from the ESC</p>

5. Structure of the school

<p>Teaching levels (<i>Please indicate the age range of pupils corresponding to the teaching level</i>):</p> <p>(<i>Information about the national education system may be appended</i>)</p>			
	Nursery	Primary	Secondary
Number of years	1	5	7
Age range of pupils	from ..5. to ... 6	from ...6. to ... 11	from .11.. to ..18
Number of pupils	50/75 (2/3 language sections)	250/375 (2/3 language sections)	350/525 (2/3 language sections)
<p>Where applicable, links with other schools for teaching levels not catered for by the school itself: (<i>Please give details</i>)</p> <p>All teaching levels are catered for by the school.</p>			

B. European schooling

Introduction of European schooling in the whole school/in one section or one part of the school? (Please give details)

European schooling will be introduced in the entirely new "European School Copenhagen". The European School Copenhagen will, however, be part of the organisation "Sankt Annæ Gymnasium, The Copenhagen Municipal Choir School" which at the moment consists of three different departments - a primary school, a high school and a choir department.

Prior existence in the school of international and/or bilingual schooling other than European schooling? (Please give details)

The "European School Copenhagen" will be a new school. There have been no prior international or bilingual schooling in Sankt Annæ Gymnasium, but compulsory teaching of European languages.

School development plan related to the criteria for European schooling (Please give details of the long-term and short-term objectives, the pedagogical priorities and the European dimension. If necessary, please append other documents.)

School Development Plan

The European School Copenhagen will have a separate, so-called development-contract with the Children and Youth Administration. In the contract specific goals for the school will be outlined. The educational objectives will be explained, set out and implemented, year group by year group, teaching level by teaching level in the school plan.

Mission and objectives

The aim of establishing a European School type II in Copenhagen is to offer a multilingual and multicultural education with high syllabi/curriculum standards to foreign employees' children and the children of Danish employees, especially the children of the EEA staff. Furthermore, the European School will increase the possibility for Danish children to enrol in the European educational system, thereby enhancing European and international competences among the Danish future workforce.

The European School will adhere to the fundamental principles of the European School syllabi, where students will meet high standards in all subjects. The instruction programme will be based on pedagogical principles that cultivate respect and tolerance, emphasising the understanding of different cultures and backgrounds. Furthermore, the vision of the school is to prepare the students to consolidate their role as European citizens in a democratic society - and within a larger global context.

Though Sankt Annæ Gymnasium and the European School hold separate syllabuses, they both share the reputation as educating highly skilled and qualified students for higher educations. Sankt Annæ Gymnasium's core values encompass creativity, professional competence, equality and international orientation and these values have been the driving force for maintaining a high educational standard. Music and singing is of great importance to Sankt Annæ Gymnasium and will also influence the European School Copenhagen. Education in the new school will adhere to the fundamental guiding principles of the European Schools:

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

The Danish tradition of openness, tolerance and freedom of mind is very present in the Danish educational systems. Knowledge and learning are seen as tools which enhance the individual's understanding and appreciation of life. This way of thinking influences the democratic participation that all schools are based upon. Parents, students and teachers all have influence on the running of the school, both on a day-to-day level, and in liaison with each other through their respective representative bodies.

1. Organisation of European schooling

a) Number of pupils:

At this stage of the process the number of category 1 pupils cannot be established with any degree of certainty. The expected number of pupils on the different teaching levels and language sections can be seen in this table:

Number of pupils per teaching level in each language section	Danish Section	English Section	German/French Section	Total
Nursery	25	25	(25)	50/75
Primary	125	125	(125)	250/375
Secondary	175	175	(175)	350/525

Hence, the total number of pupils in the school will be...650/975 (2/3 language sections)...

		Danish section			English section			German/French section		
		On roll	Cat. I	% Cat. I	On roll	Cat. I	% Cat. I	On roll	Cat. I	% Cat. I
Nursery	Class ...									
	Class ...									
	Class ...									
	TOTAL:									
Primary	Year 1									
	Year 2									
	Year 3									
	Year 4									
	Year 5									
	TOTAL:									
Secondary	Year 1									
	Year 2									
	Year 3									
	Year 4									
	Year 5									
	Year 6									
	Year 7									
	TOTAL:									
TOTAL:										

b) Languages

Pupils whose mother tongue is different from that of the language section in which they are enrolled (SWALS)

- o Pupils' mother tongues – Number of pupils involved:

At this stage of the process the number of SWALS cannot be establish with any certainty.

<i>Lang.</i> <i>Teaching level</i>	<i>Languages</i>									

Nursery										
Primary										
Secondary										
TOTAL										

- o Number of SWALS receiving tuition in their mother tongue:

At this stage of the process the number of SWALS cannot be establish with any certainty.

<i>Lang.</i> <i>Teaching level</i>	<i>Languages</i>									

Nursery										
Primary										
Secondary										
TOTAL										

All pupils:

Pupils' first foreign language (L2).

The pupils and their parents will get to choose their first foreign language. the pupils are not yet enrolled, their L2 cannot be established. There is reason to believe, however, that most pupils enrolled in the Danish Language Section will choose English as their L2 (the same goes for the pupils enrolled in the German/French Section, when this is established). Whether the pupils in the English Language Section will choose French or German cannot be known at this stage of the process.

<i>Lang.</i> <i>Teaching level</i>	<i>Languages</i>			
	English	French	German	...
Nursery				
Primary				
Secondary				
TOTAL				

Tuition in the language of the country? (compulsory? optional?)

Not compulsory
Tuition in the language of the country is not compulsory if the pupil is not in the Danish Language Section.

Number of pupils studying the language of the country, as:
L1 (mother tongue): 350
L2 (only if DE, EN or FR): 0
L3: ?
L4: ?

c) Curriculum

<p><u>Curriculum in primary education: national? European Schools'? mixed? specific? (Please give details)</u></p>
<p>Curriculum and timetables</p> <p>According to the rules regulating the European Schools, a school year should have a minimum of 180 school days. The European School Copenhagen will, in accordance with the Copenhagen school system, operate with a school year of 200 days. The following timetables and curricula are made in accordance with the European School system (reflecting 180-days a year), but will be transformed into a 200 days-a-year schedule when the school starts up. The students will, however, on a yearly basis receive the equivalent amount of school hours, hence following the rules of European Schooling.</p> <p>The European School organisation will be followed and there will be a Nursery of one year, a Primary of five years and a Secondary School of seven years.</p> <p>Nursery School</p> <p>As far as the nursery section is concerned, the various mother tongue programmes will be respected. The same applies to the recently approved Early Education Curriculum Programme. In the European Schools the teaching timetable for nursery is now 25.5 hours per week, breaking down into 20 hours for learning activities and 5.5 hours for recreational activities of an educational nature and snack time.</p> <p>Primary School</p> <p>Respecting the decisions of the Board of Governors, this timetable will be followed at the new "European School Copenhagen"</p>

Primary school year 1 & 2

The duration of lessons is 30 minutes

Classes 1 and 2	Number of hours	Number of periods (30 minutes)
Mother tongue (L1)	8	16
Mathematics	4	8
L2	2,50	5
Discovery of the world	1	2
Art	2	4
Music	1,5	3
Physical Education	2	4
Religion ¹	0,75 + 3 hours	1,5 + 6 extra periods
Recreation	3,5	7
Total hours per week	25,5	51

Primary school year 3-5

The duration of lessons is 45 minutes

Classes 3, 4 and 5	Number of hours	Number of periods (45 minutes)
Mother tongue (L1)	6,75	9
Mathematics	5,25	7
L2	3,75	5
Discovery of the world	3	4
Art	0,75	1
Music	0,75	1
Physical Education	0,75	1
Religion ²	0,75 + 3 hours	1 + 4 extra periods
European Hours (social, cultural & recreation)	2,25	3
Recreation	2,50	
Total hours per week	27,25	33

¹ Religion will follow the Danish curriculum which is non-confessional and the Danish amount of hours.

² Religion will follow the Danish curriculum which is non-confessional and the Danish yearly number of lessons.

Curriculum in secondary education up to secondary year 5 (inclusive): national? European Schools'? mixed? specific? (Please give details)

The curriculum follows the European School's curriculum, with the exception of the teaching of religion, which is specified on page 30.

Secondary School

Secondary School, 1, 2 & 3

Periods of 45 minutes

Classes	1	2	3
Mother tongue (L1)	6	5	4
Mathematics	4	4	4
L2	5	4	4
L3 ³	-	3	3
Physical Education	3	3	3
Religion ⁴	1 + 4 extra periods	0	1 + 4 extra
Human Sciences ⁵	3	3	3
Integrated Sciences	4	4	4
Latin	-	-	4
Art	2	2	2
Music	2	2	2
ICT	1	1	-
Total number of	32	33	31/33/35

Secondary School, 4 & 5

Classes	4	5
Mother tongue	4	4
Mathematics ⁶	4/6	4/6
L2	3	3

³ As L3 Danish, English, French, German, Italian and Spanish will be offered. For any other European official language the minimum number of 8 pupils would need to be achieved.

⁴ Religion will follow the Danish curriculum which is non-confessional and the Danish amount of lessons.

⁵ This subject will be taught in the section language in years 1 and 2, in the vehicular language in year 3

⁶ Pupils can either choose the "normal" (4 periods) or the "strong" (6 periods) mathematics. Concerning the six-period mathematics course: if a pupil and his parents should realize that a wrong choice was made, he can change the math-6 into the math-4 course, with the agreement of the Principal and the class council. This change must be made before the Christmas break in S4 and is only possible, if the student has at least 33 weekly periods.

L3	3	3
Religion	1 + 4 extra periods	See S6&7
Geography ⁷	2	2
History ⁸	2	2
Biology	2	2
Chemistry	2	2
Physics	2	2
Physical Education	2	2

The following options can be organised on the condition that at least 7⁹ pupils will follow it:

Latin	4	4
Economics ¹⁰	4	4
L 4 ¹¹	4	4
Art	2	2
Music	2	2

Pupils must have at least 31 periods.

Secondary School, 6 & 7

Classes	6	7
Secondary School		
L1	4	4
L2	3	3
Mathematics ¹²	3/5	3/5
Religion ¹³	See note	See note
Physical Education	2	2
History	2/4	2/4
Geography	2/4	2/4
Philosophy	2/4	2/4
Biology ¹⁴	2/4	2/4

⁷ Geography and History will be taught in L2.

⁸ Geography and History will be taught in L2.

⁹ Number of periods can be reduced if there is less than 7 students choosing the optional subjects, following the rules of doc. 2011-04-D-7-en-3 p. 25-28 "Organisation of Studies: Class Sizes – Grouping – Division of Classes – Regrouping Divided Classes".

¹⁰ Economics will be taught in L2 or Danish.

¹¹ As L4 Danish, English, French, German, Italian and Spanish can be taken.

¹² Depending on the choice for the "normal" (3 periods) or "strong" (5 periods) mathematics

¹³ Religion will follow the Danish curriculum which is non-confessional and the Danish amount of hours. For secondary 5, 6 and 7 religion the total amount of hours is 75. These can be placed on any of the three year or divided among the years according to the school's planning.

¹⁴ Biology is not compulsory, if the options physics and/or chemistry are taken.

Elective subjects¹⁵

Latin	4	4
Ancient Greek	4	4
L3	4	4
L4 ¹⁶	4	4
Physics	4	4
Chemistry	4	4
Economics	4	4
Art	4	4
Music	4	4
Advanced L1	3	3
Advanced L2	3	3
Advanced	3	3

Students have to take a minimum of 31 weekly periods. At least two elective subjects are compulsory.

<u>European schooling in secondary years 6 and 7</u>		
Intention to organise the European Bacculaureate in the school	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Date of opening of secondary year 6: August 2024		
Date of organisation of the first European Bacculaureate session: 2025/2026		

d) Additional information

Timetable – Weekly timetables and school calendar

See the timetables above.

¹⁵ Courses in elective subjects will be organised for a minimum of 7 students. For exceptions number of periods might be reduced (see note 20).

¹⁶ Pupils may only choose these courses if they have taken them as options in classes 4 & 5.

¹⁷ Can only be taken together with mathematics 5 as a compulsory subject

Assessment of pupils

Assessment of pupils and school reports

Primary School:

The formative assessment at primary school level is based on both cross-curricular competences and subject-specific competences. A good cooperation between School and Parents is important. Already at the beginning of the school year, the class teacher and the L2 teacher will explain the year programme, the method of assessment, the skills to be developed during the year and the teaching strategies to be used to ensure the acquisition of the end-of-the-year goals. On the request of the parents, they can have a discussion with the teacher during the weekly consultation hour. Email addresses of all the teachers will be mentioned in the School guide, in order to facilitate direct contacts. There will be an official discussion with the parents on the development of the competences of their child in November. A written school report – the European Schools model will be used – will be sent by February. In the school report it will be indicated if a skill is not acquired, partially acquired, applied proficiently or applied proficiently and independently transferred into new situations. A warning letter is sent to the parents in April, if there is any risk of their child having to repeat the year. At the end of the school year the Class Council will decide whether a pupil may move up to the year above or is required to repeat the year. The decision will be based on the basis of the pupil's profile - the standard of the attainment of the relevant competences - as described in the June school report. The final page of the June report will summarize all the information of the whole school year, indicating the following grades: insufficiently, partially, sufficiently or excellently acquired for the four main subjects (mother tongue, mathematics, language 2, discovery of the world). On this page details will be given of the date of the November meeting with the parents, of absences and the support the pupil received. On the same page will be indicated the decision of the class council as to whether the pupil should be promoted or should repeat the year.¹⁸

The June school report will be sent to the parents after the Class Councils.

At the end of the Primary School, the pupils who will be able to follow a secondary school (either in the European or in a national system), will receive a school certificate accompanied by the official school advice given by the head.

Secondary School:

For the secondary cycle, which consists of seven years, the school year shall be organised in two¹⁹ For the classes 1, 2 and 3, a first impression report will be given before the Autumn break. School reports with marks (0 – 10) will be given three times a year: before the Christmas holidays, before Easter and at the end of the school year. A warning letter is sent to the parents in April, if there is any risk of their child having to repeat the year. The final report, which will be the basis for promotion, will be given at the end of the school year, after the class councils.

For the classes 4 – 6, a first impression report will be given before the Autumn break, a report with marks will follow by the end of January; a global impression report that expresses the expectations for the end of the school year will be given in April and if there is any risk of their child's having to

¹⁸ General Rules of the European Schools, p. 36, art. 56

¹⁹ General Rules of the European Schools, p. 34, art. 54

repeat the year, parents will receive a warning letter together with the report. The final report, which will be the basis for promotion, will be given at the end of the school year, after the class councils. The criteria for promotion will be the same as in the European Schools of type I.²⁰

During the 5th year secondary, harmonized exams will be organised between the language sections²¹ and a certificate will be given to the pupils who obtained sufficient results.

By the end of the 5th year, students who have chosen Latin, will take the European exam: *Examen Europaeum Latinum*, and will get an official certificate, if the results are sufficient.

Provision for SEN (special educational needs) pupils

Special educational needs

The European School documents on Learning Support will be the guideline for the organisation of the integration of SEN-pupils in the European School Copenhagen²². Danish legislation on the integration of students with special educational needs in regular education will be respected as well.

Pupils with learning disabilities will be carefully monitored. At a first informative meeting it will be decided if the school will have the possibilities to offer a good education to the pupil concerned and if this pupil can be integrated in a class of the same age. If this is the case, an individual education plan will be established. In this plan the goals will be clearly defined and at least every three months there will be a meeting with the management team, the class teacher and the parents to discuss if the goals should be adapted. As is the case in type I schools, a SEN-pupil can be promoted, if he follows the normal programme (with adaptations, where needed). If this proves to be impossible, the school will do its utmost to prepare the pupil for entry into a Danish school that is more suited to work with the SEN-pupil's needs. The school will have in-depth discussions with the parents in order to reach the most suitable solution for the pupil. Special attention will also be given to highly gifted pupils.

There might be pupils who, because of their learning or other disabilities (for instance physical disabilities), will not be able to benefit sufficiently from the education of The European School Copenhagen. In these cases it might be necessary for the school to find a more suited educational institution for the pupil. The head will, in dialogue with the pupil and parents, make the final decision in these matters.

Information for pupils and course and careers guidance for secondary school pupils

From year 3, a career guidance action programme will be put in place. During the school year, a general orientation programme will be compulsory for all the students in order to make them familiar with the consequences of the choice of subjects and options for later studies. At the end of the 5th year, a two-week apprenticeship in a company or a public institution will be compulsory. In the 6th year a more specific university-orientated programme will be offered; students will have the possibility to attend the "Information meetings" organised by Danish universities; career counsellors from universities abroad will be invited to come to the "European School Copenhagen" to inform the students about the study possibilities.

For years 6 and 7 the European Baccalaureate regulations will be respected.²³

Extra-curricular/after-school activities (Please give details of the type of activities, by whom they are organised and the charges or otherwise made for participation)

²⁰ General Rules of the European Schools, pp. 39 – 42, art. 62

²¹ The cooperation with the other European Schools of type I and II will make it possible to offer exams of the same difficulty as in the other Schools.

²² Integration of pupils with special needs into the European Schools –Doc. 2009-D-619-en-3

Special arrangements for the Baccalaureate for candidates with special needs – Doc. 20909-D-559-3

²³ Doc. [2009-D-292-en-1](#) and also the recently approved doc.: 2010-D-289-en-4 concerning the Reform of the European Baccalaureate.

Organisation of extra-curricular sports and artistic (music) activities will be encouraged.

If possible, the “European School Copenhagen” will take part in inter-school activities organized. The “European School Copenhagen” will participate as much as possible in school activities and events organised by the Municipality of Copenhagen.

“European School Copenhagen” will especially collaborate with Sankt Annæ Gymnasium (SAG) for extra-curricular activities. SAG has a wide range of activities and resources linked to The Copenhagen Municipal Choir School and music in general which the pupils from “European School Copenhagen” can benefit from.

For organising school trips the relevant decisions of the Board of Governors for the European Schools will serve as a pedagogical guideline.²⁴

Exchanges between pupils from other European Schools (Type I and II), SAG-partner schools, Danish schools and Danish international schools will be encouraged to foster the all important value of European and international mindedness.

Communication with parents: Means used – Frequency of meetings – Types of meetings or discussions

At the “European School Copenhagen” there will be a close cooperation between the school and the parents which is in correspondence with Danish as well as European schooling traditions and principles.

This means for instance that the Head and senior management will have meetings with representatives of the school board (where the parents are represented) on a regular basis. For all parents special evenings will be organised by the school board.

The School will provide an email address for every member of staff. These email addresses will be communicated to the parents and can be used for direct contact between parents and staff. Parents can make an appointment via the teachers’ email addresses.

In addition to this, parents evenings will be organised regularly, for the whole class and for individual consultation.

In addition the School’s web site will give general information and will inform the parents about important current issues or news.

Links with the European Schools system

There have already been very positive contacts with several European Schools of Type I and II and it is obvious that partnerships with European Schools are needed. The City of Copenhagen has been in contact with several European schools, including Bruxelles I, Strassbourg and Karlsruhe.

In-service trainings organised by the European Schools that are open to staff of type II schools might be attended by the staff of the “European School Copenhagen”. The cost will be paid from the budget of the “European School Copenhagen”. Likewise staff from other European Schools will be invited to attend the “pedagogical days” which will be organised in Copenhagen.

The parents of the school will be encouraged to make contact to parent organisations in other European Schools to learn from their engagement and traditions for involvement.

2. Staff

a) Managerial staff

²⁴ Guidelines for school outings and trips organised by the nursery and primary departments of the European Schools, Doc. 2002-D-54-en

<p>Managerial staff: Are staff appointed specifically for European schooling? (Please give details)</p> <p>When the school starts in 2013 with a one year group in nursery the school will start with a Head of the European School Copenhagen. The number of managerial staff will be regulated depending on growth and the complexity of the organisation over time.</p>
<p>Head Teacher (for each teaching level): Has not yet been decided</p> <p>Deputy Head Teacher (for each teaching level): Has not yet been decided</p>
<p>Head(s) of language section(s): Has not yet been decided</p>

b) Teaching staff

<p>Number of teachers <i>(Please complete the tables appended)</i></p>
<p>Remuneration of teachers: By whom are the teachers paid?</p> <p>The European School Copenhagen is responsible for the recruitment process and the payment of teachers. Legally the teachers will be working for the City of Copenhagen.</p>
<p>Recruitment of teachers <i>(Please give details of the recruitment procedures)</i></p> <p>The City of Copenhagen in collaboration with ESC will be responsible for the recruitment of teachers. The recruitment procedures will follow national legislation.</p>
<p>Evaluation of teachers' performance</p> <p>Conducted by the Head Teacher? The national Inspectors of the subject? The Inspectors of the European Schools?</p> <p>The school will apply a quality management system. It is the school's vision that quality management is not a separate policy area, but that it is an integral part of the school's policy on education, organisation and human resources. First and foremost the document <i>Quality Assurance and Development in the European Schools</i>²⁵ will be used as a guideline. Underlying the quality management system is the cycle of "plan-do-check-act", a system of goal-setting and evaluation for all staff in the school and a basic model for continuous improvement. Of course tools are needed to measure quality, but it also requires the presence of a set of quality standards, preferably in cooperation with other European schools type I and II. It also requires the active involvement of students, staff, parents and external stakeholders. The school has the understanding that underlying quality management there must be a constant and sincere wish to improve and a deeply-felt ambition to be a top-quality school in every respect.</p> <p>The head will report on quality and will provide the outcome of satisfaction and quality surveys, self-evaluations, internal and external audits to all relevant stakeholders, if necessary with plans for improvement. This is to supplement the reports on quality produced</p>

²⁵ Doc. 2000-D-264-en-2

<p>by the City of Copenhagen. For staff an appraisal system will be used with annual performance interviews and classroom visits.</p> <p>The School will develop a system of self-evaluation, especially to ensure the European dimension of the pedagogical programme. A “child protection document”²⁶ will be developed on the basis of the existing document for the European Schools.</p> <p>As a Copenhagen public school, the pedagogical and administrative activities will be closely supervised by the Children and Youth Administration of Copenhagen. The European inspectors will be involved in audits, accreditation and re-accreditation.</p>
<p>Frequency? The frequency of the visits from The Inspectors of the European Schools will follow the normal procedure for type II school, which means that the inspectors will visit every three years.</p>
<p>In-service training of teachers: Who organises and runs it? What is the frequency?</p>
<p>The in-service training of teachers is run by The City of Copenhagen, The Children and Youth Administration. One time a year the “Summer University” is organized which will provide for the training of teachers by professional teachers (in 2012 from different University Colleges).</p> <p>The European School Copenhagen will adjust the in-service training of teachers according to the need and resources of the school. If possible the ESC would like to make arrangements for the in-service training in cooperation with other European Schools.</p>

3. Buildings and facilities

a) Teaching materials and equipment

School books and textbooks, computers, multimedia libraries, library books/works of reference, scientific experimentation equipment/apparatus, etc. *(Please give a short description for each teaching level)*

b) Buildings

Purpose-built or specially fitted out premises for European schooling <i>(Where applicable)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Area:		
Number of classrooms per teaching level: The number of classrooms will follow the number of classes.		
Libraries: Yes		
Gymnasia: Yes		
ICT rooms: None – see below under “Number of computers in classrooms” for explanation.		
Art rooms: Yes		

²⁶ Child Protection, Doc. [2007-D-441-en-5](#)

Music rooms: Yes
<p>Other:</p> <p>The City of Copenhagen will provide a building that will meet the needs of a European School. There will be classrooms, gymnasiums, music rooms and laboratories where the teaching programmes can be carried out. A library will be at the pupils' disposal. All criteria set by Danish Law regarding the dimensions of class rooms will be respected. Playgrounds and outdoor sport facilities will give the opportunity to the pupils to go outside for sports activities and the breaks. A special room will be used as the school canteen. The catering service will be organized in the same way as other Copenhagen public schools (the EAT-system). Either the gymnasiums or a specially equipped room will be used for performances. For the secondary school pupils there will be a possibility to study during their time table gaps.</p> <p>The "European School Copenhagen" will start on a temporary location (in a newly build school with excellent facilities), but from 2016 a completely new building will be provided for the school.</p>
<p>Number of specially equipped laboratories for science lessons:</p> <p>3 laboratories used for physics and chemistry and 1 laboratory especially for biology</p>
<p>Number of computers in classrooms:</p> <p>The number of computers in classrooms is to be decided at a later stage. In general The City of Copenhagen works towards a model, where desktop computers at the schools are being replaced by laptops. This is also the reason for having no special ICT rooms</p>

4. Funding of European schooling

By the supervisory body	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Local authorities <input type="checkbox"/> Private		
<input type="checkbox"/> School's own funds <input type="checkbox"/> Parents		
School fees	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other charges (should schooling be free of charge):		
<input type="checkbox"/> Voluntary contribution <input checked="" type="checkbox"/> European Commission <input type="checkbox"/> European agency or institution <input type="checkbox"/> International institution		
<p>Financial burden-sharing arrangements:</p> <p>Fixed Construction</p> <p>Private funding will provide for the establishment of the school concerning buildings and facilities.</p>		

Operation economy regarding category 1 children

The European Commission will pay a contribution for the children of parents working for organisations listed by the Commission. The children of parents from these organisations will be granted unlimited access and no enrolment rates or tuition fees will be charged to the parents of such children.

Operation economy regarding category 3 children

The City of Copenhagen will provide the funding for the school places in primary and secondary 1-4.

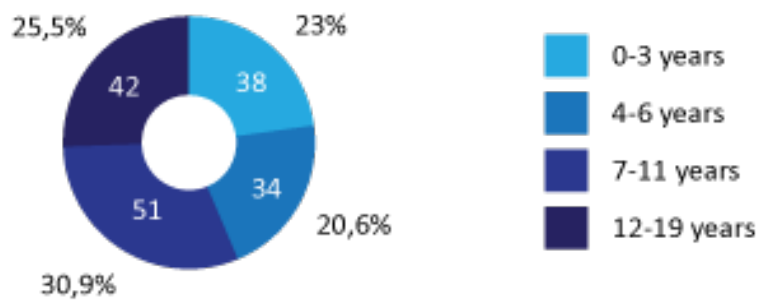
The Danish Ministry of Children and Education will, together with The City of Copenhagen provide the funding for the school places in secondary 5, 6 and 7.

II. CRITERIA AND RULES FOR EUROPEAN SCHOOLING

1. Reason for the introduction of European schooling

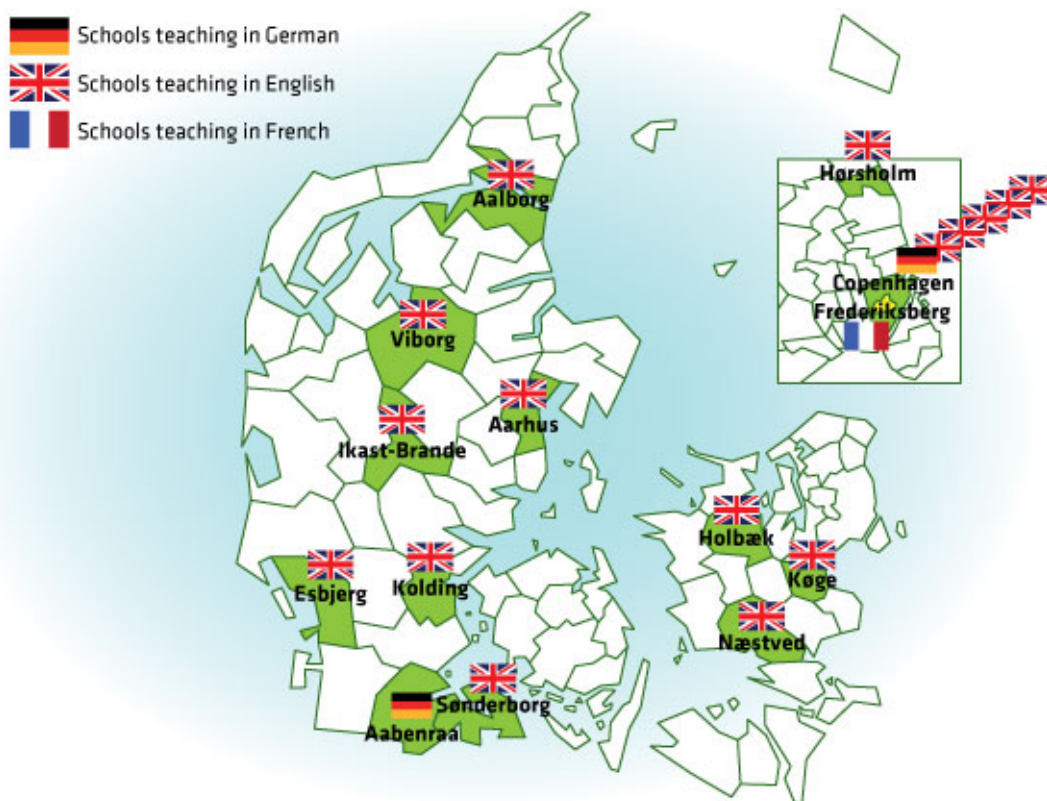
Existence of a European institution or agency? If so, which one? European Environmental Agency
Existence of an international organisation? If so, which one? The European Parliament Information Office (EPIO) and The European Representation Office in Denmark (ERO).
Other reason? European Agency and institutions and the need for international school places The regulation establishing the European Environment Agency (EEA), the European Environment Information and Observation Network (EIONOT) was adopted by the European Union in 1990 (Council Regulation, ECC, no. 1210/90 of 7 May 1990) and came into force in late 1993 immediately after the decision was taken to locate the EEA in Copenhagen. The agency commenced its official operation in 1994 and now has 32 member countries. Furthermore, there are two European institutions in Copenhagen: The European Parliament Information Office (EPIO) and the European Representation Office in Denmark (ERO). The EEA's location in Copenhagen has <u>elicited</u> a need for a European School in Copenhagen, as the children of EEA employees are of European backgrounds. Additionally, the rising <u>influx</u> of expatriates to Denmark adds to the increasing need for international school places. Thus, the need for greater capacity in international schools is considered a serious problem in relation to attracting and retaining highly skilled labour. In order to prevent <u>exacerbation</u> of Denmark's <u>competitiveness</u> , close attention is being paid to meet the needs and demands of the international community in Copenhagen. Number of pupils Increasing demand for education that meets a curriculum of international standards has peaked with the rising employment at the <u>EEA</u> . The EEA estimates that its recruitment of personnel from different parts of Europe would be considerably easier, if it could provide an accredited European school and thereby make it easier for students to transfer to and from national school systems in other EU member states. The agency has grown significantly during the past five years, from 65 to 200 employees with approximately 148 children under the age of 18 years. <i>In November 2011, the total number of children rose to approximately 165 when including the children of employees working at EPIO and ERO.</i> There are 38 children in the age group 0-3 years; 34 in the age group 4-6 years; 51 in the age group 7-11 years and 42 in the age group 12-19 years.

Total number of children by different age groups EEA, EPIO, ERO



On the basis of the data made available by the European organisations, *the Danish and English speaking children will stand out in number*. There is an almost equal distribution of children with a German and French mother tongue, which highlights the issue of making a decision that benefits and accommodates the further development of a European School type II. As part of the ongoing dialogue with the European organisations, *further investigation is to be conducted internally in order to justify the choice of either French or German*. The organisations have already announced that the choice of the third language section (French or German) should find its justification in the total student number and the overall demand in one of the given language sections. *The preferred third language will be announced in 2013. The implementation of the third language section will start in 2016.*

International Schools in Denmark



Denmark supports private schools with a substantial government *subsidy*. In large part, international schools in Denmark are private and charge tuition fees, while some of the schools that offer the International Baccalaureate Diploma Programme are run by the state and are free of charge. Private tuition fees in Denmark range from DKK 18.000 (approx. 2500 €) to DKK 117.000 (approx. 15.500 €) per year. At present, there are 22 schools offering international primary education and 15 offering the international upper secondary education. There is only one school (Copenhagen International School) in the Greater Copenhagen Area that are fully accredited to offer a full scale IB programme, covering the Primary Years, Middle Years and the IB Diploma Programme. International schools in Copenhagen such as the French and German school offer their own national programmes. In addition, there are several international schools, which offer an English curriculum equivalent to the ones in the US and the UK. Eleven of the international schools are located in and around the larger metropolitan area of Copenhagen and the remaining are located in Jutland. *Within the metropolitan area of Copenhagen, there are approximately 3300 pupils enrolled in private international schools.*

2. Critical criteria and rules

a) Languages

Number of language sections? (<i>non-binding objective: 3 language sections</i>)		
<ul style="list-style-type: none"> Languages(s) of the language sections: Danish, English and German/French (the language of the third language section is to be decided in 2013. The third section is to be implemented in 2016). 		
<ul style="list-style-type: none"> Vehicular language sections: <input type="checkbox"/> FR <input checked="" type="checkbox"/> EN <input type="checkbox"/> DE (<i>at least one is compulsory</i>) French or German will be decided at a later stage (see above). 		
In which language(s):		
<ul style="list-style-type: none"> Section in the language of the host country (<i>non-binding</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
In which language:		
<ul style="list-style-type: none"> Specific courses in the language of the section for pupils whose mother tongue is different from the language of the section in which they are enrolled (<i>priority</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<ul style="list-style-type: none"> Tuition in their mother tongue for SWALS (i.e. pupils whose mother tongue is different from the language of the section in which they are enrolled) (<i>priority</i>): 		
given by a teacher from the actual school	<input checked="" type="checkbox"/>	
using distance learning techniques	<input checked="" type="checkbox"/>	
in cooperation with the European Schools	<input checked="" type="checkbox"/>	
in cooperation with other schools or embassies	<input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Vehicular languages offered as L2 (<i>compulsory</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Which ones: FR <input checked="" type="checkbox"/>		
EN <input checked="" type="checkbox"/>		
DE <input checked="" type="checkbox"/>		
<ul style="list-style-type: none"> Subjects taught in L2 up to secondary year 5 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> History and geography 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> Other: ...Economics (Economics may also be taught in Danish)..... 		
These subjects:		
<ul style="list-style-type: none"> represent a <u>timetable</u> at least equivalent to that for history and geography 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> require good communication skills in the language concerned 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> After secondary year 5, history and geography taught in L2 (<i>compulsory</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> Possibility of learning a Language 3 offered from secondary year 2 (<i>compulsory</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> Possibility of learning a Language 3 offered <u>before</u> secondary year 2 	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> If so, as from which year: 		

b) Types of teaching

<ul style="list-style-type: none"> • European schooling up to secondary year 5 (inclusive) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> ○ Teaching following the European Schools' curriculum for the primary cycle 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> ○ Teaching following the European Schools' curriculum for the secondary cycle up to secondary year 5 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Teaching following national curricula (Please give details):</p> <p><i>The teaching of religion will follow Danish law. The teaching in Denmark is non-confessional. The Danish teaching of religion also addresses an ethical dimension. Therefore "ethics" will not be an individual subject (see below).</i></p>		
<ul style="list-style-type: none"> ○ Other 		
<ul style="list-style-type: none"> • European schooling in secondary years 6 and 7 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> ○ Teaching organised in cooperation with a fully-fledged European School 	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> ○ Teaching exactly following the European Schools' curriculum 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> ○ Preparation of candidates for the European Baccalaureate 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> ○ Options organised in secondary years 6 and 7 with a view to the Baccalaureate (Please give details) <p>See page 19</p>		

c) Teachers

• **Qualifications**

<p>Teachers are native speakers of the language in which they teach The European School Copenhagen will follow the rules of The European Schools, which means that for non-native speakers the c2 level is required; Doc.: 2008-D-3510-en-3</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> ○ Teachers are holders of the academic and professional qualifications required to teach the subject in question in the country or countries (case of a language spoken in several countries) in the language of which they teach 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<ul style="list-style-type: none"> • Recruitment of teachers 		
<ul style="list-style-type: none"> ○ The recruitment of teachers is organised in cooperation with 	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

the educational authorities of the country in which they are qualified and registered to teach.		
---	--	--

NOTE: The Board of Governors has foreseen that the educational authorities of the teacher's country will be responsible for pedagogical monitoring – and possibly administrative monitoring also – of these teachers, as part of cooperation whose operating arrangements still have to be determined.

3. Rules specific to the European Schools which are not critical for accreditation purposes

• Possibility of provision for SEN (special educational needs) pupils	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Organisation of learning support provision foreseen	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
• Organisation of religion and/or ethics courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If not, teaching: <input checked="" type="checkbox"/> about religions <input type="checkbox"/> of civics</p> <p>The teaching of religion will follow Danish law. The teaching in Denmark is non-confessional. The Danish teaching of religion also addresses an ethical dimension. Therefore “ethics” will not be an individual subject.</p>		

List of teachers recruited

No teachers have been recruited at this stage of the process.

a) Nursery

<u>Teachers</u> ²⁷	<u>Section</u>	<u>Nationality</u>	<u>Academic and professional qualifications</u>	<u>Date taken on</u>
1.				
2.				
3.				
4.				

b) Primary

<u>Teachers</u>	<u>Section</u>	<u>Nationality</u>	<u>Academic and professional qualifications</u>	<u>Date taken on</u>
1.				
2.				
3.				
4.				

c) Secondary

<u>Teachers</u>	<u>Section</u>	<u>Nationality</u>	<u>Academic and professional qualifications</u>	<u>Date taken on</u>
1.				
2.				
3.				
4.				

d) Mother tongue teachers

<u>Teachers</u>	<u>Section</u>	<u>Nationality</u>	<u>Academic and professional qualifications</u>	<u>Date taken on</u>
1.				
2.				
3.				
4.				

²⁷ Please use numbers as shown in the table. No names should appear in this column.

e) Teachers with other duties

<u>Teachers</u>	<u>Section</u>	<u>Nationality</u>	<u>Academic and professional qualifications</u>	<u>Activities</u>	<u>Date taken on</u>
1.					
2.					
3.					

