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## **'BREXIT' – First Report of the BREXIT Working Group**

**BOARD OF GOVERNORS**

Meeting on 5 – 7 December 2017

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## I. Background

On 29 March 2017, the Government of the United Kingdom notified the European Council of the intention of the United Kingdom to withdraw from the Union.

This notification will have direct and indirect impact on the European Schools.

By invoking Article 50 of the Treaty of the European Union, a two-year negotiation period has started.

In order to follow-up this negotiation process and to analyze the possible scenarios for the intergovernmental system of the European Schools the Board of Governors decided in April 2017 to set up a Working Group to deal with all potential consequences of the 'BREXIT' and a potential denunciation of the Convention Defining the Status of the European Schools.

The Working Group is expected to analyze the legal situation and the potential consequences in the financial, the administrative and in the pedagogical areas. The Working Group should provide a risk assessment and define measures to mitigate identified risks. Finally, the Working Group shall prepare concrete proposals for the Board of Governors in order to ensure the ongoing provision of high quality teaching in all existing language sections in the European Schools.

The Working Group is composed of

- the Secretary-General of the European Schools,
- the Deputy Secretary-General of the European Schools (chairman),
- a representative of the EU Commission,
- three representatives of the Board of Governors (troika),
- a representative of the Directors,
- a representative of the Board of Inspectors,
- a representative of the seconded teaching staff,
- a representative of the locally recruited teaching staff,
- a representative of Interparents.

Pupils' representatives will be invited when pedagogical aspects will be discussed.

Since April 2017 the Working Group met three times in order to have first discussions and to prepare this first report. In two meetings representatives of the UK delegation and the Director of the Europa School UK, Culham participated as guests for part of the meetings.

The Commission stated during the Working Group meetings that no position could be taken prejudging the outcome of the UK " Article 50 negotiations".

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## II. Scope of the First Report of the BREXIT Working Group

This report

- provides an analysis of the legal questions linked to the 'BREXIT',
- addresses the main areas affected by the BREXIT and the risks linked to the BREXIT,
- provides an overview concerning the Article 50 negotiations as far as the European Schools are concerned,
- provides an indicative calendar linked to the BREXIT process and
- identifies areas for a potential agreement between the Board of Governors and the UK Government.

### 1. Legal questions linked to the BREXIT

#### a) 'Denunciation' versus 'BREXIT'

The European Schools are an intergovernmental organisation 'sui generis'. This organisation is based on an intergovernmental convention signed by EU Member States and the European Union represented by the European Commission.

According to Article 1 of the '*Convention Defining the Status of the European Schools*' (hereafter: the 'Convention') it is the purpose of the European Schools "*to educate together children of the staff of the European Communities. Besides the children covered by the Agreements provided for in Articles 28 and 29, other children may attend the Schools within the limits set by the Board of Governors*".

According to Article 31.1 of the Convention "*any Contracting Party may denounce this Convention by written notification to the Luxembourg Government; the latter shall inform the other Contracting Parties upon receipt of the notification. Denunciation shall be notified by 1 September of any year in order to take effect on 1 September the following year.*"

The UK Government did not notify the denunciation by 1 September 2017.

This means that at least the 2018/19 school year will start with the UK being a member of the Convention of the European Schools with all rights and duties.

No decision has been made on the UK's future participation in the European School system. If the UK notifies denunciation by 1 September 2018 it would take effect on 1 September 2019.

As a consequence, it is clear that the 'BREXIT' will take place before a potential denunciation of the Convention will take effect.

This triggers the question whether a contracting party of the Convention of the European Schools might lose its 'status' and its rights and obligations as contracting party due to the fact that it is no longer a Member State of the European Union.

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According to Article 32 of the Convention, only EU Member States can access the Convention. The case that a contacting party is no longer an EU Member State is not explicitly ruled out.

The lawyers of the Office of the Secretary-General and the legal service of the EU Commission were asked to analyse the legal situation. The UK Government also requested legal services for a first analysis.

According to the legal analysis carried out by the OSG legal experts and UK legal services, the Convention of the European Schools leaves room for interpretation.

The Commission highlighted that so far no in depth analysis is available concerning the denunciation of the European Schools Convention versus " BREXIT".

Some members of the WG suggested that the potential legal ambiguity might be overcome by an agreement between the Board of Governors and the UK Government that in particular could address the time between the BREXIT and the date when a potential denunciation of the Convention would take effect if the UK is required to leave the Convention of the European Schools in March 2019.

The potential legal basis and scope of such an agreement will be addressed in Chapter 4 of this report.

## **b) Accreditation process of the Europa School UK, Culham**

The accreditation process of the 'Europa School UK, Culham' started in April 2013 with the approval of the general interest file presented by the UK Authorities.

At its meeting of 2-4 December 2014, the Board of Governors approved the Europa School's accreditation request as regards the nursery and primary cycles and mandated the Secretary-General to sign an Accreditation Agreement covering these cycles for three years.

In April 2017, the Board of Governors expressed a favorable opinion on the report on the audit of the Nursery and Primary cycle at Europa School and decided to mandate the Secretary-General to renew the Accreditation Agreement currently in force for a further two years, in line with the length of the BREXIT negotiations.

The dossiers of conformity for the accreditation of Europa School UK for S1-S5 (2015-02-D-8-en-2) and for the European Baccalaureate (2015-02-D-9-en-2) were approved at the Board of Governors in April, 2015.

The consequent audit was arranged early after the opening of the relevant sections of the Europa School UK, concluding on 29th September 2017 with a positive recommendation for final approval by the Board of Governors.

The BREXIT and the potential denunciation of the Convention raise the question whether this accreditation might be maintained in the future, given the fact that UK would no longer be a part of the EU territory.

The systematic interpretation of the Convention and the Regulations on European Accredited Schools may allow the conclusion that also accredited schools can only be established and maintained on the territory of an EU Member State. Legally, it may be sustained that accrediting schools located outside the European Union's territory, whereas the very existence of the European Schools is linked to the

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construction of the Union and to the education of the children of its agents, would be out of the scope of competence of the Board of Governors, so that the said accreditations would not be valid. Moreover, such accreditations would raise numerous legal problems and there is an assumption that some of them could not be solved within the legal framework set by the Convention of 1994.

The lawyers of the OSG and the Legal Service of the EU Commission were consulted and came to the preliminary conclusion that a continuation of the accreditation process is legally questionable.

Nevertheless, members of the Working Group suggested that a smooth transitory period, respecting the expectations of the pupils concerned, might be subject to a bilateral agreement between the Board of Governors and the UK Government.

## **2. State of play of the Article 50 BREXIT negotiations**

On 22 May 2017, the Council, based on the Commission's recommendations, authorised the opening of the Article 50 negotiations with the UK and nominated the Commission as Union negotiator. It is envisaged that the negotiations will last approximately 18 months from June 2017 until October/November 2018 (see also the indicative calendar in Annex I of this report).

According to the 'Terms of Reference for the Article 50 TEU negotiations' three initial negotiation groups have been established:

- Citizens' rights;
- Financial Settlement;
- Other Separation issues.

Concerning the issue of 'Financial Settlement' the EU COM Task Force for the Preparation and Conduct of the Negotiations with the United Kingdom under Article 50 TEU tabled on 12 June 2017 the position paper "Essential Principles on Financial Settlement".

The position paper is meant to provide the main principles of the EU position with respect to financial settlements. Under Chapter 'VII. Other bodies', as far as the European Schools are concerned, it states that "*until the end of the academic year 2020-2021, the United Kingdom should continue to contribute to the funding of the teachers it seconded to the European Schools in line with the cost sharing agreement related to the secondment of British teachers*".

This implies that at least the financing of the European Schools is part of the negotiations between the EU 27 and the UK Government.

Until the sixth round of these Article 50 negotiations, which took place on 9 and 10 November 2017, whilst there have been some productive discussions no major progress had been achieved<sup>1</sup>.

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<sup>1</sup> Official press statement of Mr Barnier of 10 November 2017.

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### 3. Main areas influenced by the BREXIT

#### a) Financing of the European School System

The system of the European Schools is mainly financed by the Member States via the secondment of staff and by the EU Commission contributing to the budget of the European Schools.

In the 2016/17 school year in total 1,401 staff members were seconded by the Member States. The number of staff seconded by the UK government amounted to 108 (= 7.7 %)<sup>2</sup>.

The contribution of the EU budget to the European Schools system budget 2018 will be decided by the EU Budgetary Authority by the end of November 2017 and will probably amount to 191.304.344 € (= 60,8 % of the total budget). In 2014, the share of the UK contributions to the EU budget amounted to 10.7 %. The UK contribution to the European School system related to the teachers' secondment represents 1.47% of the European Schools' total amount of revenues in 2016.

These figures make clear that the BREXIT and the potential denunciation of the Convention would have a "triple effect".

Firstly, the member states contribution via secondments will be affected.

Secondly, the decrease of secondments will increase the number of locally recruited teachers financed by the EU Commission contribution.

Thirdly, the EU COM might face some difficulties to maintain the current contribution to the budget of the European Schools due to the loss of the UK contributions to the EU budget.

The members of the Working Group recognized the 'triple effect' described above. Some members made a link to the 'cost sharing' mechanism that in their view needs to be reviewed. The majority of the members considered however that the necessity to review the cost-sharing mechanism is independent from the BREXIT, but the latter can exacerbate the difficulties. However, the Estonian presidency has announced its intention to start the process of reviewing the cost sharing mechanism.

Finally, it was highlighted again that already the 2019 budget, to be adopted by the Board of Governors in April 2018, should deal with the potential effects at least as far as a drop in numbers of secondments is concerned.

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<sup>2</sup> Figures from the document 2016-10-D-2-en-2 "Facts and figures on the beginning of the 2016-2017 school year in the European Schools"

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## b) Staffing

The European Schools employ in all staff categories (Seconded Staff, Locally Recruited Teachers, Administrative and Ancillary Staff) staff members with UK nationality. These colleagues are an integral part of the European Schools.

### aa) Seconded Staff Members

The number of seconded staff members seconded by the UK government has decreased over the last years from 247 in the 2010/11 school year to 78 in the 2017/18 school year.

School year	Total number <sup>3</sup>	remarks
2010/11	247	
2011/12	233	
2012/13	217	
2013/14	177	
2014/15	143	
2015/16	119	
2016/17	108	
2017/18	78	Out of them 15 are in their 9 <sup>th</sup> year
2018/19	60	Out of them are 23 in their 9 <sup>th</sup> year and 12 teachers are over the UK state pension age (although many teachers chose to work beyond this age)
2019/20	37	Estimation, Out of them 9 would be in their 9 <sup>th</sup> year
2020/21	28	Estimation, Out of them 6 would be in the 9 <sup>th</sup> year

The majority of the seconded UK teachers in the system are currently in their last 3 years of secondment.

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<sup>3</sup> Figures from the documents “*Facts and figures on the beginning of the 20xx-20xx school year in the European Schools*” related to the relevant school years.

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The UK government provided seconded teachers prolonged as of the 2016/17 school year with a prolongation for another four years, but with the following caveat: “... *this contract will continue for a maximum of four years unless otherwise renewed, or until such time as the United Kingdom is no longer a party of the Convention Defining the Statute of the European Schools*”.

Although the European Schools have already experienced a significant loss of UK colleagues, the effect of losing the remaining colleagues with UK nationality should not be underestimated.

### **bb) Locally Recruited Teachers**

The number of locally recruited teachers in general and the number of locally recruited teachers with UK nationality has increased significantly in the last year. Currently, 196 locally recruited teachers with UK nationality<sup>4</sup> are employed in the European Schools.

Their rights and duties are ruled out in the Service Regulations for Locally Recruited Teachers in the European Schools that entered into force on 1 September 2016.

Neither the BREXIT nor the potential denunciation of the Convention would have direct implications on their existing contractual relations to the European Schools.

Nevertheless, they will lose their EU citizenship and - depending on the outcome of the negotiations on the BREXIT - their freedom of movement will be impacted in future. This will influence the decision of locally recruited teachers to stay or to leave the system.

Moreover, it will also influence the attractiveness of the European Schools as potential employer.

### **cc) Administrative and Ancillary Staff (AAS)**

With the closing of the European School Culham on 31 August 2017, the number of members of the AAS with UK nationality has dropped to 14<sup>5</sup>.

Like the contract for the Locally Recruited Teachers, neither the BREXIT nor the potential denunciation of the Convention will have direct implications on their contractual relations to the European Schools.

Nevertheless, the attractiveness of the European Schools as an employer may be affected by a BREXIT, although the impact on the system will be minor due to the low number of AAS members with UK nationality.

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<sup>4</sup> Figures at 6 November 2017 (Business Objects) – 2017/18 school year.

<sup>5</sup> Figures at 6 November 2017 (Business Objects) – 2017/18 school year.



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## **dd) Discussions in the Working Group**

The Working group discussed in particular the loss of seconded teachers from UK who might fill key roles in the schools.

The loss of English native speakers will not be compensated easily. Nevertheless, it was underlined that non-native teachers can be engaged for all subjects besides L1.

It needs to be discussed how seconded teachers from the UK might be attracted to stay in the European Schools as locally recruited teachers and how to attract new EN native teachers.

In accordance with the Service Regulations for Locally Recruited Teachers in the European Schools there are two conditions that might need to be tackled.

Firstly, previous seconded teachers interested in a contract as locally recruited teacher are treated as any other candidate. They have to follow a selection procedure. But different from candidates coming from outside the system they do not have to pass the one-year probationary period.

Secondly, when staying in the system as locally recruited teachers the former seconded colleagues have to sign a contract under the current conditions. This means that the salary scales as of September 2011 have to be applied. Moreover, their seniority in the system does not count.

These two legal consequences do apply to all seconded teachers who want to stay in the system of the European Schools.

The majority of the members of the Working Group agreed that no particular conditions should be created for teachers with UK nationality. Nevertheless, it was agreed that the Locally Recruited Teachers Working Group should deal with this problematic in a comprehensive way.

In this context Article 31.2 second sentence of the Convention of the European Schools needs to be recalled which states: "*The Board of Governors shall decide which organizational measures, including staff measures, are to be taken as a result on denunciation by any Contracting Parties*".

## **c) School population**

According to the latest report of the Secretary-General out of 26.691 pupils 1.314 students have a UK nationality (= 4.9%).

Most of them are category I pupils. Their parents are civil servants, contract agents or temporary agents working for the EU institutions and therefore entitled to enroll their children in the European Schools as category I pupils.

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Having been appointed before the BREXIT, they are lawfully appointed according to the rules applicable at the time and therefore, their appointment or contract is valid and should continue its natural term.

Nevertheless, their employer could decide to use some clauses of the Staff Regulations such as the 'early retirement' (Article 42 c), 'compulsory resignation' (Article 49), which makes an explicit reference to the loss of the citizenship mentioned in Article 28(a) as a condition for appointment, or the 'retirement in the interests of the service' (Article 50), as well as the provisions related to temporary and contractual staff in the Conditions of Employment of Other Services (Article 47 (c) (ii) and 119 ).

For the moment, it is difficult to envisage the policy approach of the institutions in this matter.

Anyhow, even in case of an end of the contractual relationship with the EU institutions the former staff members concerned could decide to keep their children enrolled as category III pupils in the European Schools.

The Working Group analyzed, whether a potential withdraw of UK pupils could have consequences for the EN sections in the remaining 13 schools.

The figures provided in Annex II of this report demonstrate that in all 13 schools the need for an English section will persist.

#### **d) Quality of Teaching and Learning**

Currently, all European Schools have an English section. With the 'Gaignage Criteria' (document 2015-04-D-18-en-1 "*Criteria for the setting up, closure or maintenance of European Schools*") the Board of Governors has established the criteria for opening and closing language sections.

English is taught as Language 1 (L 1), L 2, L 3 and L 4.  
Several subjects as History, Geography, Economy, Art, ICT, Ethics, Music and Physical Education are taught in English as L 2.

The members of the Working Group recognized the pedagogical value of keeping as many English native pupils in the system as possible.

It was also stressed that the system will lose two national inspectors. These inspectors play a key role in quality assurance and, with reference to the English language, take a subject-specific responsibility for curriculum development, the European Baccalaureate and the professional development of teachers. The remaining Irish and Maltese inspectors cannot easily compensate this.

Nevertheless, the potential future support of the system by the UK could be subject to a special agreement between the Board of Governors and the UK Government.

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## **e) Recognition of the Baccalaureate**

According to Article 5 of the Convention, the contracting parties of the Convention are obliged to recognize the BAC.

This obligation will no longer persist if the UK government denounces the Convention.

In this context, the 'Convention on the Recognition of Qualifications concerning Higher Education in the European Region', signed by the Member States of the Council of Europe on 11 April 1997, had been analyzed in cooperation with experts from DG EAC of the European Commission.

According to this analysis the Convention of the Council of Europe cannot 'replace' Article 5 of the Convention defining the Statute of the European Schools.

Firstly, the European Schools are not a contracting party of the Convention of the Council of Europe.

Secondly, Article III.1 of the Convention of the Council of Europe does not lead to an automatic recognition of the baccalaureate of a contracting party. It only provides the right to a fair assessment of the qualifications.

The Members of the Working Group agreed that the recognition of the European Baccalaureate might not be at risk in practical terms. Nevertheless, a legal analysis on the BAC recognition at the date of the UK exit needs to be conducted.

Some members of the Working Group mentioned that one option could be to address this issue in the Article 50 negotiations in the Council when discussing the mutual recognition of the qualifications provided by the EU 27 and the UK.

Another option mentioned by some members of the Working Group could be to address the recognition of the BAC in a particular agreement between the Board of Governors and the UK Government.

In this context it was questioned whether in future the enrolment in UK Universities should be promoted in the same manner as until now. The role of the UCAS coordinators might be severely affected.

In the past years, approximately 40% of the total number of the European School leavers in S 7 applied for an enrolment in UK Universities. According to latest information, this percentage dropped - possibly in the light of the outcome of the UK referendum - in 2016. Obviously, changes to the freedom of movement, the policy on the university fees, possible quota, the future of the Erasmus+ program etc. will have influence on future students' choice.

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#### 4. Scope of a potential agreement between the Board of Governors and the UK Government

According to the discussions in the BREXIT Working Group and according to the advice given by legal experts consulted by the Office of the Secretary-General, the appropriate way to mitigate certain risks and to overcome legal ambiguities could be an agreement between the Board of Governors and the UK Government.

According to legal experts consulted by the OSG and the UK Government such an agreement, if needed, could be based on Article 29 of the Convention of the European Schools. The legal experts consulted by the EU Commission had doubts whether Article 29 of the Convention could be the legal basis for the transition period (or the future) between the Board of Governors and the UK government.

The members of the Working Group stressed the need to achieve further clarity on this question as soon as possible.

##### A potential agreement could tackle

- (1) the cooperation between the Board of Governors in the time between the BREXIT (29 March 2019) and the date when a potential denunciation of the Convention will take effect and
- (2) the cooperation between the Board of Governors and the UK Government **after** the date when a potential **denunciation of the Convention** will take effect. The main areas which should be addressed in this context are the following:
  - the conditions for a further secondment of UK teachers,
  - the support by UK national inspectors,
  - the recognition of the European Baccalaureate,
  - the recognition of partially achieved primary and secondary studies,
  - the cooperation with the Europa School Culham.

In a best case scenario such an agreement could be concluded already in April 2018 in order to provide legal certainty as soon as possible. This concerns in particular the accreditation process of the Europa School Culham.

This might contradict with the planning of the Article 50 BREXIT negotiations that should last around 18 months and should be finalised only in October/November 2018. A final Council Decision concerning the BREXIT is envisaged for February 2019.

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### **III. Next steps**

The members of the Board of Governors are invited to discuss the draft report and the indicative calendar (Annex I) and the draft 'risk register' (Annex III) attached to this report.

Moreover, the Board of Governors is invited to

- mandate the Secretary-General of the European Schools to explore the possibilities and the legal framework for a potential agreement with the UK Government addressing the potential format of cooperation after the BREXIT and respectively after a potential denunciation of the Convention of the European Schools would take effect.

Indicative Calendar<sup>6</sup>

<b>Date</b>	<b>European Schools</b>	<b>EU Article 50 Negotiations</b>
29 March 2017		Notification of the BREXIT by the UK Government
4 – 7 April 2017	Decision of the Board of Governors to set up a working group dealing with the BREXIT	
29 April 2017		EU Council at EU 27 adopted a set of political guidelines which define the framework for the negotiations
3 May 2017		EU COM recommendations including negotiation guidelines
10 May 2017	1 <sup>st</sup> meeting of the BREXIT Working Group	
22 May 2017		EU Council authorized the opening of the negotiations
12 June 2017		EU COM Position paper “Essential Principles on Financial Settlement” mentioning the ES
19 June 2017		1 <sup>st</sup> round of Article 50 negotiations - Publication of terms of reference
17 – 20 July 2017		2 <sup>nd</sup> round of Article 50 negotiations
28 – 31 August 2017		3 <sup>rd</sup> round of Article 50 negotiations
11 September 2017	2 <sup>nd</sup> meeting of the BREXIT Working Group	

<sup>6</sup> The calendar will be updated on a regular basis.

18 - 21 September 2017		4 <sup>th</sup> round of Article 50 negotiations
9 – 12 October 2017		5 <sup>th</sup> round of Article 50 negotiations
7 – 8 November 2017	Budgetary Committee	
9 – 10 November 2017		6 <sup>th</sup> round of Article 50 negotiations
13 November 2017	3 <sup>rd</sup> Meeting of the BREXIT Working Group	
5 – 7 December 2017	<b>1<sup>st</sup> Report to be presented to the Board of Governors</b>	
January 2018	4 <sup>th</sup> Meeting of the BREXIT Working Group	
March 2018	Budgetary Committee	
April 2018	<b>2<sup>nd</sup> Report to be presented to the Board of Governors</b> <ul style="list-style-type: none"> <li>➤ Discussion of a Draft Agreement with UK</li> <li>➤ Proposals to amend the Service Regulations for LRT</li> </ul>	
October/November 2018		Approximate end of EU Article 50 negotiations
November 2018	Budgetary Committee	
December 2018	<b>3<sup>rd</sup> Report to be presented to the Board of Governors</b>	

February 2019		Council and EP decision on the draft agreement with the UK
29 March 2019	Potential entering into force of an Agreement with UK	<b>BREXIT</b>
April 2019	<b>4<sup>th</sup> Report to be presented to the Board of Governors</b>	



## School population

Elèves dans section anglaise qui n'ont pas dans leur(s) nationalité(s) 'British'.

	<b>M</b>	<b>P</b>	<b>S</b>	<b>Total</b>
<b>Alicante</b>	30	73	123	<b>226</b>
<b>Bergen</b>	30	80	113	<b>223</b>
<b>Bruxelles I</b>	22	116	198	<b>336</b>
<b>Bruxelles II</b>	45	110	160	<b>315</b>
<b>Bruxelles III</b>	34	90	139	<b>263</b>
<b>Bruxelles IV</b>	26	147	251	<b>424</b>
<b>Frankfurt</b>	58	191	183	<b>432</b>
<b>Karlsruhe</b>	23	93	135	<b>251</b>
<b>Luxembourg I</b>	80	168	148	<b>396</b>
<b>Luxembourg II</b>	62	182	185	<b>429</b>
<b>Mol</b>	28	102	163	<b>293</b>
<b>München</b>	19	59	87	<b>165</b>
<b>Varese</b>	41	132	150	<b>323</b>
<b>Total</b>	<b>498</b>	<b>1543</b>	<b>2045</b>	<b>4076</b>

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## Language 2

	<b>P</b>	<b>S</b>	<b>Total</b>
<b>Alicante</b>	271	360	<b>631</b>
<b>Bergen</b>	106	195	<b>301</b>
<b>Bruxelles I</b>	790	1143	<b>1933</b>
<b>Bruxelles I(Berkendael)</b>	75		<b>75</b>
<b>Bruxelles II</b>	624	1083	<b>1707</b>
<b>Bruxelles III</b>	607	1027	<b>1634</b>
<b>Bruxelles IV</b>	669	848	<b>1517</b>
<b>Frankfurt</b>	333	382	<b>715</b>
<b>Karlsruhe</b>	142	182	<b>324</b>
<b>Luxembourg I</b>	697	880	<b>1577</b>
<b>Luxembourg II</b>	590	768	<b>1358</b>
<b>Mol</b>	108	217	<b>325</b>
<b>München</b>	337	573	<b>910</b>
<b>Varese</b>	364	547	<b>911</b>
<b>Total</b>	<b>5713</b>	<b>8205</b>	<b>13918</b>

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### Language 3

	<b>S</b>
<b>Alicante</b>	25
<b>Bergen</b>	7
<b>Bruxelles I</b>	429
<b>Bruxelles II</b>	460
<b>Bruxelles III</b>	379
<b>Bruxelles IV</b>	252
<b>Frankfurt</b>	170
<b>Karlsruhe</b>	91
<b>Luxembourg I</b>	403
<b>Luxembourg II</b>	266
<b>Mol</b>	22
<b>München</b>	561
<b>Varese</b>	43
<b>Total</b>	<b>3108</b>

## Risk Analysis 'BREXIT'

No	Risk	Description	Action	Comment
1	<b>Uncontrolled 'BREXIT'</b>	<p>The 'BREXIT' and the denunciation of the Convention may not take effect on the same time. Moreover, it is not clear whether UK can stay a contracting party of the Convention after the BREXIT.</p> <p>In particular, the second semester of the 2018/19 school year may be concerned.</p>	<ul style="list-style-type: none"> <li>➤ Legal clarification by 12/2017</li> <li>➤ Consultation of the UK delegation</li>   <li>➤ Analysis of the possibility of an 'agreement' based on the Convention by 10/2017</li>   <li>➤ Request for a mandate to explore the possibilities and the legal framework for an agreement, by 12/2017</li>   <li>➤ Proposal for an agreement in 04/2018 if possible</li>   <li>➤ Analysis the situation of other international organizations (Florence)</li> </ul>	<p>UK delegation will be invited for the next meetings of the WG</p> <p>An agreement could be signed by 04/18 if possible</p>

2	<b>Financing of the system</b>	<p>With the 'BREXIT', the financing of the EU will be reviewed. The amount of the future contribution of the EU COM to the budget as of 2019 is unclear.</p> <p>The contribution of the UK delegation via secondments risks going down to zero.</p> <p>In the same time the need for English native, locally recruited teachers, financed by the EU COM, will increase.</p>	<ul style="list-style-type: none"> <li>➤ Preparation of the 2019 budget</li> </ul>	
3	<b>Staffing</b>	<p>The number of teachers second by the UK risks going down to zero.</p> <p>The attractiveness of the European Schools as employer for UK nationals is at risk.</p>	<ul style="list-style-type: none"> <li>➤ Mandate LRT WG to analyze the attractiveness of the 'package' offered to LRT</li> <li>➤ Concrete proposals of the LRT WG by 04/2018</li> </ul>	
4	<b>Loss of teaching and learning quality</b>	<p>The loss of English native teachers and pupils might affect the quality of teaching and learning.</p> <p>The system will lose two inspectors who play a key role in quality assurance.</p>	<ul style="list-style-type: none"> <li>➤ Analysis of the language sections in the 13 schools</li> </ul>	
5	<b>Recognition of the BAC in the UK</b>	<p>With the denunciation of the Convention, the BAC is no longer automatically recognized in the UK.</p>	<ul style="list-style-type: none"> <li>➤ Recognition of the BAC could be part of an 'agreement'</li> <li>➤ Analysis of the 'Convention on the Recognition of Qualifications concerning Higher Education in</li> </ul>	<p>Outcome: The Convention of the Council of</p>

			<p>the European Region'. First step: contact DG EAC by 10/2017</p> <ul style="list-style-type: none"> <li>➤ Define the role of UCAS coordinators</li> </ul>	Europe does not help
6	<b>Accreditation process of the Europa School Culham</b>	The accreditation process of the Europa School Culham might be influenced because the school will no longer be located in an EU Member State.	<ul style="list-style-type: none"> <li>➤ Legal clarification by 12/2017</li> <li>➤ Cooperation with the Europa School Culham could be subject to a particular agreement</li> </ul>	