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Annual Report of the Secretary-General to the Board of Governors of the European Schools

Presented to the Board of Governors of the European Schools at its meeting of 14, 15 and 16 April 2010, in Brussels

This report refers to the following documents:

- Facts and figures on the start of the 2009-2010 school year in the European Schools (Ref. 2009-D-2910-en-3)
- Policy on enrolment in the Brussels European Schools for the 2010-2011 school year (Ref. 2411-D-2009-en-3)
- Fact sheets on Types II and III Schools (Ref. 2010-D-35-en-1)

These documents are available on the website of the Office of the Secretary-General of the European Schools: www.eursec.eu (General information/Reports and Statistics).

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I. INTRODUCTION

The year 2009 was an important one for the European Schools system, as at its April meeting in Stockholm, the Board of Governors adopted document 2009-D-353-4 on 'Reform of the European Schools System'.

This document has been published on the website of the Office of the Secretary-General of the European Schools (Ref. 2009-D-353-en-4).

Further to this decision, whereby two meetings of the Board of Governors are scheduled rather than three as was previously the case, the report of the Secretary-General is now presented to the Board of Governors at its April meeting instead of the January one.

This report covers the 2009 calendar year. Its objective is to provide the members of the Board of Governors with consolidated information about the European Schools system as a whole, in the different areas of activity of the General Secretariat and of the schools, with particular reference to the following:

- Pedagogical aspects
- Baccalaureate
- Legal aspects
- Budgetary aspects
- ICT
- Human resources

Statistical data on the start of the 2009-2010 school year, showing the pattern of development of the pupil population, of the number of seconded staff and locally recruited teachers and of administrative and ancillary staff (AAS), as well as the breakdown of pupils by nationality and languages, were presented to the Board of Governors at its December 2009 meeting (Ref. 2009-D-2910-en-3).

This report also contains information about the infrastructure in the different schools, about the results of the work of the internal audit service, set up under the new Financial Regulation approved in 2007, and about the operation of the Central Enrolment Authority.

Finally, it presents the current status and progress of implementation of the reform, the 2009-2010 school year being considered a transition year, to put in place the new organisation of governance and to adapt the regulatory texts.

The culmination of several years of reflections and discussions following the European Parliament's 2002 and 2005 resolutions, there are three main thrusts to the reform of the European Schools:

- Opening up of the European Schools system and reform of the European Baccalaureate
- Governance, at central level (role and function of the different organs of the European Schools) and at local level (autonomy of the schools)
- The system's funding (cost sharing),

each of which is addressed in a specific section in this report.

II. STATISTICS ON THE START OF THE 2009-2010 SCHOOL YEAR (Ref. 2009-D-2910-en-3)

III. PEDAGOGICAL ASPECTS

The Joint Report of the Swedish Chairs of the Boards of Inspectors and Teaching Committees for the 2008-2009 school year paints a very comprehensive picture of the results of the work undertaken and of the pedagogical developments in the system.

The Report of the Secretary-General can therefore concentrate on certain fast-changing areas which are already, or will be in the near future, the focus of discussions.

The enhancement of the Secretary-General's role, sought by the reform of the European Schools system decided in Stockholm in April 2009 (ref. 2009-D-353-en-4), led to a change of name for the Pedagogical Unit of the Office of the Secretary-General, now known as the Pedagogical Development Unit, which was accompanied by the granting of a post of assistant for this unit with effect from 1 January 2010.

This is the logical culmination of a long-term development, which accelerated after completion of the work the 'Issue of Languages' Working Group and led to the General Secretariat's increasingly being assigned the task of preparation and coordination of work in order to resolve complex questions.

As far as the issue of languages is concerned, this applies to:

- the situation of so-called SWALS (Students Without A Language Section) and questions relating to the organisational aspect and the extent of teaching of Language 1 (L1), and to support measures for their integration into the section of their Language 2 (L2),
- the different Languages 3 (L3), and involves harmonisation of their syllabuses and of assessment arrangements, respecting the Common European Framework of Reference for Languages developed by the Council of Europe, and the scope for possibly bringing forward by one year the start of the teaching of L3,
- the question of support measures to preserve the teaching of Latin and Ancient Greek,
- the possibility of introducing the language of the host country as Language 2 (L2) in the schools located in countries whose language is not one of the three vehicular languages (the eight European Schools in Belgium, Italy, the Netherlands and Spain are concerned) or the discussion on other possibilities of increasing pupils' knowledge of the language of the host country.

Work on these matters is very far advanced and the outcomes are expected to be submitted in autumn 2010 to the Boards of Inspectors and the Joint Teaching Committee and, if appropriate, to the Budgetary Committee and subsequently to the Board of Governors for decision-making.

By cutting the funds earmarked in the budget of the General Secretariat for the inspectors' different activities, the Budgetary Committee and the Board of Governors sent a clear signal: even in the area of quality assurance and development of educational provision, resources are limited and the inspectors' freedom of action is subject to budgetary constraints and to the need to determine priorities for their activities.

In fact, it is the responsibility of the Deputy Secretary-General, as authorising officer, and of the Pedagogical Development Unit to ensure that priorities are set and respected, that the inspectors

budget for their activities (individual visits to the schools, in particular for evaluations of teachers' performances, as required by the relevant sets of regulations, participation in team inspections, organisation of working groups and of in-service training courses for the subjects for which they are responsible) and that the budget is not exceeded.

The fact that this decision was taken at the time when different work directives have been issued by the Board of Governors itself (see above) and have to be implemented and when reform of the Baccalaureate, the necessary updating of a large number of syllabuses and evaluation of locally recruited teachers' performances all have to be undertaken increases the difficulty of setting new priorities with a smaller budget and at the same time shows how difficult it is to foresee and plan certain pedagogical activities and their costs more than a year and a half in advance.

The reduction in budgetary resources and the pedagogical imperatives already identified at many levels necessitate proper establishment of priorities and determined efforts to implement them before embarking upon new pedagogical projects in schools which are undoubtedly amongst the most rigorously monitored in Europe.

Analysis of repeat rates

The analysis of repeat rates and of unsatisfactory (fail) marks requested by the Board of Governors was conducted in conjunction with and thanks to the preliminary work of the ICT and Statistics Unit of the Office of the Secretary-General. For the first time, it gives a clear picture of school failure in the different schools, language sections and subjects, elements which will enable statistical deviations to be identified at the level of each school and of the system and their causes to be analysed and strategies to remedy the problems arising subsequently to be developed.

The working group set up to handle follow-up will propose, on the basis of this analysis and of the work of the 'Natural Sciences' Working Group, a range of measures designed to reduce the incidence of school failure as much as possible, in the short and medium term.

The discussions, which will focus on secondary years 4 and 5, will probably lead to a broader discussion concerning a definition of the basic knowledge and skills, the famous common core, which pupils are expected to have acquired at the end of year 5 in order to embark upon the 'specialisation cycle' leading up to the Baccalaureate.

SEN (special educational needs) pupils

The SEN policy of the European Schools, as defined in the document 'Integration of pupils with special needs into the European Schools' (ref. 2009-D-619-en-3), was particularly severely tested by an appeal, initially administrative, lodged with the Secretary-General, and subsequently contentious, lodged with the Complaints Board, first in summary proceedings, then at a public hearing, against a school which, after a trial period, had declared itself incompetent to provide schooling and education for a child.

The Complaints Board upheld the decision of the Secretary-General and of the school concerned and thus also confirmed the policy on integration of special needs pupils as followed and developed by the European Schools.

The new analysis of the SEN statistics, entitled 'Statistics on the integration of SEN pupils into the European Schools' (ref.: 2010-D-431-en-3), which was submitted to the Joint Teaching Committee in February 2010, shows that this policy is still developing and that it is expanding rapidly. A growing number of special needs pupils requiring intensive support and provision are now being integrated under this policy.

The number of SEN pupils increased by more than 25% between 2008 and 2009 and costs rose even more quickly.

With the adoption of the document 'Special arrangements for the Baccalaureate for candidates with special needs' (ref.: 2009-D-559-en-3), the Board of Governors took account of this

development and transferred competence for certain decisions on this subject from the Board of Inspectors (Secondary) to the schools, as part of their new autonomy.

The Office of the Secretary-General and the newly appointed inspectors responsible for the application and development of SEN policy are joining forces to achieve a common reading of this policy and its more harmonised application across the schools by acting jointly, at the level both of the Directors and of in-service training provision for Deputy Directors and SEN coordinators (SENCOs).

Reform and adaptation of the syllabuses

The report produced by Professor EKHOLM, Chairman of the 2009 European Baccalaureate Examining Board, which praises the organisation of the Baccalaureate, a very complex operation, but is highly critical of the 'set in stone' content of the examination question papers and the lack of integration of the objectives of the Lisbon Strategy and other pedagogical developments which they reflect, arrived just in time to have a salutary influence on the discussion on reform of the European Baccalaureate, which had been somewhat neglected hitherto compared with the administrative and financial aspects.

It thus encouraged the working groups charged with reform of a fairly large number of syllabuses to include the outcomes of recent European pedagogical work in the syllabuses and to take account of the forms of assessment of pupils' knowledge and skills proposed.

There has been particularly marked progress in the foreign language teaching area, with respect, inter alia, to harmonisation across the three vehicular languages and to methods of assessment of pupils' competences, at both primary and secondary levels.

IV. BACCALAUREATE

The 2009 European Baccalaureate

As has been the case in recent years, the 2009 Baccalaureate session produced very good results, with a pass rate of 97.99% amongst the 1491 candidates who entered for the examination and an average final mark, for all the candidates, of 7.65.

A report on the organisational, pedagogical and financial aspects was produced by the Baccalaureate Unit and presented to the Board of Governors at its December 2009 meeting.

The information contained in this Report makes it possible to monitor and track candidates' performances year on year and also the aspects associated with the cost of the Baccalaureate. The cost per candidate was down compared with the 2008 session. Nevertheless, it is still considered to be high.

Scuola per l'Europa in Parma

For the very first time, a type II school entered candidates for the European Baccalaureate examination.

A transitional solution was agreed between the Board of Governors and *Scuola per l'Europa* in Parma to enable 12 candidates to take the 2009 European Baccalaureate session written and oral examinations.

The arrangements for the candidates' participation were determined by the Board of Governors and by a protocol concluded between the European School, Varese and *Scuola per l'Europa* in Parma.

The Parma students were registered for the European Baccalaureate at the European School, Varese, while the written and oral examinations took place in Parma.

All the candidates entered by *Scuola per l'Europa* in Parma passed the Baccalaureate and were awarded the certificate by the European School, Varese, the certificate being identical with the one awarded to its own students by the Varese School.

The costs to be defrayed by *Scuola per l'Europa* were calculated on the basis of the additional expenditure incurred especially for this school and amounted to the sum of €14,493.01, which was duly paid by *Scuola per l'Europa* in Parma.

Scuola per l'Europa in Parma will enter four candidates for the 2010 Baccalaureate session.

Remote correction

At its meeting of 20 and 21 January 2009, the Board of Governors emphasised the need to reduce the cost of organisation of the Baccalaureate, amongst other things, by having examination scripts corrected remotely.

For the 2009 Baccalaureate session, 21 external markers of 16 different nationalities and covering 12 different subjects participated in the correction of 140 examination scripts, which had been photocopied for that purpose. The cost of this operation totalled €12,367.98, instead of €14,700.34, the estimated expenditure which would have been incurred if the markers had come to the European School, Brussels I to correct the scripts.

The marks awarded by the markers who had corrected scripts in their respective countries were made available to the schools at the same time as those of the external markers who had corrected scripts at the European School, Brussels I.

The exercise using photocopies of scripts will be repeated for the 2010 Baccalaureate session.

Experiment with dematerialisation of Baccalaureate examination scripts

An experiment with dematerialisation of Baccalaureate examination scripts was conducted at the Office of the Secretary-General of the European Schools in March 2009. The purpose of the experiment was to determine the pros and cons of such a correction method in terms of our needs for correction of European Baccalaureate examination scripts. The markers' reaction was very positive.

In the view of the 'European Baccalaureate' Working Group, of University of Cambridge – International Examinations [which conducted the external evaluation] and of the Chairmen of the 2008 and 2009 Baccalaureate Examining Boards, dematerialisation would appear to be the way forward for correction of written examination scripts in the future.

Admission of European Baccalaureate-holders to universities in the Member States

Questions concerning the equivalence of the European Baccalaureate, in relation to national upper secondary leaving certificates, and the criteria for admission of European Baccalaureate-holders to Universities in the EU Member States or in other countries were raised by parents or by the Commission and put to the Baccalaureate Unit.

The Baccalaureate Unit brought these questions to the attention of the national authorities of the countries concerned, requesting them to take appropriate steps to ensure that the rights of Baccalaureate-holders, mentioned in the Convention defining the Statute of the European Schools, are respected in the different Member States.

One particular problem encountered by European Baccalaureate-holders is their admission to certain university faculties, such as medicine, which operate a quota system. The limit on the number of students who can be admitted imposes the introduction of more stringent admission criteria for all candidates, whether they are holders of a national upper secondary leaving certificate or of the European Baccalaureate.

Students of the European Schools who are candidates for admission to the Faculties of Medicine of universities in some countries are obliged to take an additional written paper in order to meet the admission requirements of these medical faculties, namely three science subjects in addition to mathematics. This situation will be resolved if the number of written examinations to be taken in the Baccalaureate is six rather than five as is the case at present.

A favourable solution for our students to some of the problems is found thanks to the assistance of the national authorities of the different countries. This is the case for Sweden, which recently agreed to recognise the European Baccalaureate as being of the same level as the national leaving certificate.

In other cases, discussions between the Office of the Secretary-General and the national authorities are continuing so that Baccalaureate-holders can continue go onto the course of study of their choice in higher education in their country of origin or elsewhere.

The transformation of the European School, Culham into an Academy forming part of the education system of England (Wales, Northern Ireland and Scotland having different education systems) requires an urgent solution, so that the European Baccalaureate can be accredited by Ofqual (Office of Qualifications and Examinations Regulation), the body responsible for monitoring and auditing the quality of school examinations in the UK [apart from Scotland].

V. LEGAL ASPECTS

Since 1 January 2009, the Office of the Secretary-General has been able to use the services of a legal assistant, who is charged in particular with monitoring and following up on administrative and contentious appeals. This new collaboration offers interesting prospects, along the lines of the recommendations of the European Commission's Internal Audit Service (IAS), in so far as new procedures are gradually being put in place, whilst other existing ones are being improved.

In the light of the recommendations of the IAS, priority is being given, as regards the procedures to be put in place, to protection of privacy and to questions of administrative transparency and of management of the educational and administrative files of the seconded teachers. In addition, a number of documents or memos have been circulated, these being designed to facilitate the job of the staff of the schools, to promote good administrative practices and to remind the schools of the legal framework of their action.

For instance, in April 2009, templates of letters and minutes were proposed, designed to guarantee the validity of the decisions of Class Councils. The procedure introduced was established on the basis of existing model letters used by certain schools, the objective being to make available to all the schools templates which could be personalised, thus guaranteeing compliance with the provisions of the General Rules.

The instructions for the conduct of Discipline Councils were also updated, whilst the schools were made aware, through the circulation of memorandums, of the importance of issues such as the protection of privacy in the conduct of meetings of the Administrative Boards, the content of the educational and administrative files of seconded teachers (to take account of the recent case law of the Complaints Board) and respect for privacy and the right of personal portrayal on the taking and publication of photos and video images in the school environment.

The schools were also questioned about how they deal with data of a personal nature which they are led to collect for the purposes of management of their relations with their pupils and their staff

or, where applicable, for other purposes. Their collaboration was sought in order to take stock of the current status of the regulations and the different national legislation applicable.

From a legal viewpoint, it should be reported that the so-called Category II Contracts, i.e. contracts proposed to Category II organisations, were thoroughly revised. This revised version was approved by the Board of Governors by written procedure No 2009/38, which ended on 6 January 2010.

Finally and more generally, the day-to-day management of the schools is giving rise to increasing numbers of questions of a legal nature, impinging on many different areas of the law (intellectual property rights, right of personal portrayal, employment law, procurement, etc.), and often also of an international nature, adding to the complexity of the questions raised.

Appeals

In 2009, the Office of the Secretary-General dealt with 120 administrative appeals and 69 contentious appeals, 18 of the latter having already been dealt with by the Office beforehand as administrative appeals. Details of all the appeals are given below, by area or decision-making organ:

➤ Administrative appeals:

- 28 appeals concerning seconded staff, including 26 financial appeals
- 1 appeal concerning locally recruited staff
- 21 appeals concerning an application for enrolment in schools other than the Brussels ones
- 60 appeals against the decision of a Class Council
- 3 appeals against the decision of a Discipline Council
- 4 appeals against the European Bacculaureate results
- 2 appeals against a decision concerning the integration of a SEN child
- 1 appeal against a decision of the Board of Governors

➤ Contentious appeals:

- 6 appeals concerning seconded staff
- 4 appeals concerning an application for enrolment in schools other than the Brussels ones, including 1 in summary proceedings
- 6 appeals against the decision of a Class Council, including 1 in summary proceedings
- 2 appeals against the decision of a Discipline Council
- 1 appeal against the European Bacculaureate results

- 2 appeals against a decision concerning the integration of a SEN child, including 1 in summary proceedings
- 1 appeal against a decision of the Board of Governors

- 47 appeals against decisions of the Central Enrolment Authority, including 15 in summary proceedings.

A fall in the number of appeals against the decisions of Class Councils is to be noted in 2009, something which can be attributed to better application by the schools of the general regulatory provisions, following the sending out by the Office of directives designed to guarantee the validity of the decisions of Class Councils.

The number of appeals concerning enrolment in Brussels remains high. Dealing with appeals during the summer months involves a very great deal of effort on the part of the persons concerned in a comparatively short time. It is therefore essential for legal staff to be on duty throughout the summer holiday period.

The creation of a post of legal assistant to the Secretary-General on 1 January 2009 led to a notable improvement in the situation at the Office compared with previous years.

The annual report of the Chairman of the Complaints Board for the year 2009, which is on the agenda for the April 2010 meeting of the Board of Governors, presents a detailed picture of the situation from that organ's viewpoint.

VI. BUDGETARY ASPECTS

The tables below, published in the report of the Financial Controller, are reproduced in this document because of the overview which they give of the costs of the system and of their distribution amongst the different contributors.

Development of costs – expenditure by school and for the Office of the Secretary-General

Table 1 shows the development of costs from 2004 to 2009. The figures show an increase of 25.3% over the five-year period and an increase of 3.7% from 2008 to 2009. It should be remembered that the pupil population increased by more than 12% from 2004 to 2009 and by 3% between 2008 and 2009.

| |
|--|
| Table 1: Development of costs from 2004 to 2009 – Expenditure (€) |
|--|

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | % 04 - 09 | % 08 - 09 |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|
| Al | 8,265,623 | 9,271,918 | 10,398,783 | 11,097,943 | 11,265,097 | 12,239,292 | 48.1% | 8.6% |
| Be | 10,664,213 | 9,272,479 | 9,129,940 | 9,262,303 | 9,017,315 | 8,968,346 | -15.9% | -0.5% |
| Br I | 24,166,319 | 25,479,692 | 26,923,771 | 29,960,478 | 31,691,818 | 32,662,981 | 35.2% | 3.1% |
| Br II | 26,384,610 | 26,055,082 | 27,537,597 | 29,080,260 | 31,336,148 | 31,919,158 | 21.0% | 1.9% |
| Br III | 23,512,316 | 24,189,135 | 24,873,606 | 25,590,807 | 28,679,058 | 28,380,298 | 20.7% | -1.0% |
| Br IV | | | | 1,462,371 | 3,451,431 | 4,751,620 | | 37.7% |
| Cu | 10,855,737 | 10,684,414 | 10,698,087 | 10,846,654 | 9,846,605 | 9,379,797 | -13.6% | -4.7% |
| Ff | 7,427,133 | 8,484,316 | 10,043,162 | 9,958,371 | 10,425,896 | 11,069,502 | 49.0% | 6.2% |
| Ka | 11,196,364 | 11,250,667 | 11,388,828 | 11,355,904 | 12,483,991 | 12,746,086 | 13.8% | 2.1% |
| Lux I | 32,645,494 | 30,861,306 | 33,445,420 | 34,775,570 | 37,009,986 | 39,003,585 | 19.5% | 5.4% |
| Lux II | 2,048,889 | 6,156,171 | 6,477,238 | 6,861,971 | 6,989,029 | 7,424,545 | 262.4% | 6.2% |
| Mol | 10,235,123 | 10,150,934 | 10,410,155 | 10,511,380 | 11,219,276 | 11,789,404 | 15.2% | 5.1% |
| Mun | 16,810,115 | 17,147,567 | 17,755,501 | 18,135,372 | 18,941,426 | 20,258,094 | 20.5% | 7.0% |
| Var | 15,584,147 | 16,214,257 | 16,533,942 | 17,687,629 | 18,296,045 | 19,096,570 | 22.5% | 4.4% |
| OSG | 6,904,443 | 7,535,694 | 8,006,764 | 8,967,345 | 9,071,996 | 9,208,210 | 33.4% | 1.5% |
| TOTAL | 206,700,526 | 212,753,632 | 223,622,794 | 235,554,358 | 249,725,117 | 258,897,488 | 25.3% | 3.7% |

The figures for 2004-2008 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled.

The figures for 2009, which include appropriations carried forward to 2010, are the best figures available at the year end and are subject to adjustment.

Table 2 shows the development of the cost per pupil over the same five-year period. It should be remembered that the Alicante and Frankfurt schools only reached their full complement of year groups with the 2005 enrolment, so 2006-2007 is the first year for which they are comparable with the other schools. Luxembourg II and Brussels IV are for the moment primary schools only, so their costs are not comparable with the other schools. For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2009, the costs per pupil of the two groups of schools are almost identical.

The average cost per pupil per annum across the schools, including the costs of the Office of the Secretary-General, is €11,835, an overall increase of 11.4% over the five-year period and an increase of 0.6% from 2008 to 2009. These increases are very close to the index of inflation over the same period.

| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | % 04 - 09 | % 08 - 09 |
|-----------------|-------|-------|--------|--------|--------|--------|--------------|--------------|
| Alicante | 9,294 | 9,635 | 10,525 | 11,109 | 11,033 | 11,929 | 28.4% | 8.1% |

| | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|-------|--------|
| Bergen | 15,576 | 14,236 | 15,091 | 16,540 | 16,170 | 15,679 | 0.7% | -3.0% |
| Brussels I | 10,330 | 10,323 | 9,865 | 10,039 | 10,394 | 10,621 | 2.8% | 2.2% |
| Brussels II | 9,250 | 8,834 | 9,234 | 9,992 | 10,818 | 10,835 | 17.1% | 0.2% |
| Brussels III | 8,711 | 8,715 | 9,091 | 9,702 | 10,903 | 10,500 | 20.5% | -3.7% |
| Brussels IV | | | | 25,506 | 13,241 | 9,697 | | -26.8% |
| Br I, II, III & IV | 9,386 | 9,242 | 9,391 | 10,023 | 10,769 | 10,605 | 13.0% | -1.5% |
| Culham | 12,166 | 12,169 | 12,616 | 13,063 | 11,868 | 11,233 | -7.7% | -5.3% |
| Frankfurt | 10,179 | 10,206 | 11,205 | 10,475 | 10,395 | 10,407 | 2.2% | 0.1% |
| Karlsruhe | 10,316 | 10,574 | 11,195 | 11,631 | 12,564 | 13,033 | 26.3% | 3.7% |
| Luxembourg I | 9,147 | 9,858 | 10,381 | 10,489 | 10,897 | 11,314 | 23.7% | 3.8% |
| Luxembourg II | 7,432 | 7,257 | 7,186 | 7,510 | 7,818 | 8,292 | 11.6% | 6.1% |
| Lux I & II | 9,024 | 9,303 | 9,683 | 9,846 | 10,255 | 10,691 | 18.5% | 4.2% |
| Mol | 15,934 | 15,961 | 16,454 | 16,048 | 16,564 | 16,165 | 1.4% | -2.4% |
| Munich | 11,425 | 11,269 | 11,302 | 11,185 | 11,168 | 11,338 | -0.8% | 1.5% |
| Varese | 11,785 | 12,308 | 12,548 | 13,430 | 13,808 | 14,373 | 22.0% | 4.1% |
| All schools | 10,271 | 10,243 | 10,545 | 10,931 | 11,335 | 11,414 | 11.1% | 0.7% |
| OSG | 355 | 376 | 392 | 433 | 427 | 421 | 18.6% | -1.5% |
| Schools + OSG | 10,626 | 10,619 | 10,937 | 11,364 | 11,763 | 11,835 | 11.4% | 0.6% |
| Expenditure is based on the figures in Table 1. | | | | | | | | |
| Pupils: Weighted average. $(\text{No in October of year } n-1 \times 8/12) + (\text{No in October of year } n \times 4/12)$ | | | | | | | | |

Table 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2004. The figures show a decrease in the share of the Member States, an increase in the share of the Commission, and a decrease in the share accounted for by category III school fees, no doubt reflecting the fall in the number of pupils in this category within the system. It should be noted that costs of the buildings made available by the Member States and the salary costs of the national inspectors do not appear in the budget.

| | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|----------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| Member States | € | 47,269,665 | 50,273,816 | 50,998,425 | 52,480,536 | 54,454,918 | 53,750,977 |
| | % | 22.60% | 23.6% | 22.4% | 22.7% | 22.1% | 20.8% |

| | | | | | | | |
|--------------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|
| Commission | € | 118,357,034 | 116,388,279 | 127,124,086 | 127,096,284 | 138,910,044 | 151,717,386 |
| | % | 56.70% | 54.7% | 55.7% | 55.0% | 56.5% | 58.8% |
| EPO | € | 13,487,395 | 14,092,602 | 14,679,899 | 14,882,438 | 15,338,041 | 17,354,240 |
| | % | 6.50% | 6.6% | 6.4% | 6.4% | 6.2% | 6.7% |
| Category II fees | € | 9,908,563 | 10,984,317 | 12,387,964 | 13,662,767 | 13,894,567 | 13,590,701 |
| | % | 4.70% | 5.2% | 5.4% | 5.9% | 5.7% | 5.3% |
| Category III fees | € | 16,437,967 | 17,338,757 | 18,438,111 | 17,788,809 | 17,723,591 | 16,907,854 |
| | % | 7.90% | 8.1% | 8.1% | 7.7% | 7.2% | 6.5% |
| Other | € | 3,427,202 | 3,856,530 | 4,454,397 | 5,221,693 | 5,540,086 | 4,818,328 |
| | % | 1.60% | 1.8% | 2.0% | 2.3% | 2.3% | 1.9% |
| TOTAL* | € | 208,887,826 | 212,934,301 | 228,082,882 | 231,132,527 | 245,861,247 | 258,139,486 |

For the years 2004 to 2008, the figures show revenue as recorded in the final accounts; those for 2009 are the best figures available at the year end and are subject to adjustment.

* The figures exclude the surplus carried forward and use of the reserve fund.

• Budget of the General Secretariat

The budget of the Office of the Secretary-General covers the operating costs of the system at the central level. The table below shows the development of the budget of the Office of the Secretary-General from 1994 to 2010.

This development reflects EU enlargement from 12 Member States in 1994 to 27 in 2007, the consequences of which are, inter alia, an increase in the costs of translation of documents into the various languages, in interpretation costs and in mission expenses, an increase in the number of schools, an increase in and the diversification of administrative tasks and of cases of litigation and an increase in the number of meetings and of working groups.

Development of some significant budget items and of the total budget of the OSGES

| | 1994 | 1996 | 1998 | 2000 | 2002 | 2004 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| CHAPTER I | | | | | | | | | | | |
| Seconded staff | 612,589 | 635,595 | 630,990 | 687,136 | 678,561 | 678,878 | 817,962 | 887,785 | 988,316 | 998,479 | 1,052,203 |
| AAS | 869,982 | 922,529 | 1,091,398 | 1,195,862 | 1,444,837 | 1,679,257 | 1,975,078 | 2,189,053 | 2,197,028 | 2,646,025 | 3,053,213 |
| Total Chapter I | 1,482,571 | 1,558,124 | 1,722,388 | 1,882,998 | 2,123,398 | 2,358,135 | 2,793,040 | 3,076,838 | 3,185,344 | 3,644,504 | 4,105,416 |
| CHAPTER II | | | | | | | | | | | |
| Rent, etc. | 129,815 | 437,415 | 395,807 | 403,202 | 420,570 | 548,241 | 769,032 | 809,303 | 844,710 | 933,494 | 891,350 |
| Office equipment | 74,390 | 69,984 | 52,589 | 79,997 | 70,037 | 84,999 | 85,942 | 79,455 | 79,785 | 70,589 | 85,000 |
| Telephone, post, etc | 47,916 | 102,389 | 121,179 | 136,771 | 85,333 | 79,438 | 39,009 | 13,846 | 18,280 | 20,753 | 19,200 |
| Translation | 145,693 | 297,399 | 297,967 | 340,000 | 379,672 | 794,850 | 746,243 | 970,425 | 1,110,867 | 1,017,692 | 1,050,000 |
| Interpretation | 160,847 | 179,779 | 269,912 | 260,127 | 255,227 | 295,781 | 336,485 | 304,726 | 300,929 | 238,830 | 315,000 |
| Mission expenses | 47,121 | 41,639 | 49,235 | 46,279 | 82,820 | 80,516 | 64,298 | 60,090 | 50,900 | 53,978 | 50,000 |
| In-service training | 148,208 | 135,551 | 179,681 | 224,796 | 281,204 | 612,885 | 294,979 | 319,085 | 270,000 | 270,003 | 360,000 |
| Board of Governors | 81,752 | 123,920 | 153,842 | 140,042 | 193,858 | 266,752 | 184,779 | 224,997 | 249,951 | 183,497 | 260,000 |
| AFC | 50,264 | 45,009 | 55,052 | 58,680 | 50,887 | 73,574 | 63,761 | 59,998 | 55,224 | 53,273 | 65,000 |
| Inspectors' meetings | 189,692 | 312,499 | 394,595 | 334,996 | 322,262 | 300,000 | 486,375 | 372,993 | 488,000 | 379,000 | 369,000 |
| Inspectors' inspections | 117,500 | 148,500 | 179,456 | 184,612 | 219,425 | 199,820 | 198,814 | 167,998 | 259,000 | 275,000 | 180,000 |
| Baccalaureate | 337,156 | 415,613 | 451,914 | 542,439 | 686,652 | 703,772 | 779,925 | 859,992 | 839,990 | 870,830 | 840,000 |
| Litigation costs | 56,068 | 107,199 | 94,064 | 107,066 | 153,456 | 215,272 | 161,204 | 205,581 | 192,000 | 269,833 | 235,000 |
| Complaints Board | 0 | 0 | 0 | 0 | 0 | 0 | 37,671 | 92,701 | 107,000 | 102,536 | 137,000 |
| Total Chapter II | 1,506,429 | 2,382,129 | 2,643,661 | 2,985,304 | 3,319,491 | 4,388,093 | 4,365,015 | 4,616,805 | 5,097,482 | 4,855,532 | 5,048,050 |
| CHAPTER VII | | | | | | | | | | | |
| ICT | 457,777 | 394,433 | 639,175 | 612,622 | 906,110 | 525,526 | 979,468 | 1,180,410 | 602,133 | 771,773 | 752,000 |

| | | | | | | | | | | | |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| TOTAL | 3,746,069 | 5,222,526 | 5,049,424 | 5,675,667 | 6,399,617 | 7,286,970 | 8,172,894 | 9,063,703 | 9,117,314 | 9,208,210 | 9,920,466 |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|

A breakdown of the costs of the main meetings in the year 2009 charged to the budget of the Office of the Secretary-General of the European Schools appears below.

**EXPENDITURE ON THE MEETINGS OF THE BOARD OF GOVERNORS,
THE BUDGETARY COMMITTEE AND THE INSPECTORS**

a) EXPENDITURE ON THE MEETINGS OF THE BOARD OF GOVERNORS

| <u>Date</u> | <u>Travel/subsistence expenses</u> | <u>Interpretation</u> | <u>Technical</u> |
|--|------------------------------------|-----------------------|------------------|
| January 2009 | 31,785 | 20,404 | 600 |
| April 2009 | 34,666 | 42,078 | ----- |
| December 2009 | 28,680 | 26,692 | 800 |
| Working Groups, Troika, Steering Committee, Cost Sharing, Reform, CEA Selection Committees,*) | <u>56,700</u> | <u>48,590</u> | <u>10,800</u> |
| SUBTOTAL: | 151,831 | 137,764 | 12,200 |

b) EXPENDITURE ON THE MEETINGS OF THE BUDGETARY COMMITTEE

| <u>Date</u> | <u>Travel/subsistence expenses</u> | <u>Interpretation</u> | <u>Technical</u> |
|------------------|------------------------------------|-----------------------|------------------|
| March 2009 | 16,355 | 10,846 | 800 |
| June 2009 | 11,920 | 4,483 | 300 |
| October 2009 | <u>16,427</u> | <u>6,170</u> | <u>600</u> |
| SUBTOTAL: | 44,702 | 21,499 | 1,700 |

c) EXPENDITURE ON THE MEETINGS OF THE INSPECTORS

| <u>Date</u> | <u>Travel/subsistence expenses</u> | <u>Interpretation</u> | <u>Technical</u> |
|---------------------------|------------------------------------|-----------------------|------------------|
| BI, TC 02.2009 | 33,932 | 17,725 | 1,500 |
| BI, TC 06.2009 | 24,232 | 10,654 | 900 |
| BI, TC 09.2009 | 15,965 | 7,563 | 500 |
| BI, TC 10.2009 | 27,563 | 18,988 | 1,200 |
| Working Groups+SEN+ICT *) | 177,996 | 4,675 | 600 |
| Courses (solely 2607) | 13,800 | ----- | ----- |
| Inspections | <u>219,507</u> | <u>-----</u> | <u>-----</u> |
| SUBTOTAL: | 512,995 | 59,605 | 4,700 |

Other meetings (= *)

| | | | |
|---------------|----------------|----------------|---------------|
| TOTAL: | 709,528 | 218,868 | 18,600 |
|---------------|----------------|----------------|---------------|

GRAND TOTAL: 946,996

VII. ICT

Information and communication technologies play an important role in all areas in the schools. ICT are considered to be a tool common to all the schools which preserves their autonomy but also harmonises to a large extent their administrative management (accounts and financial aspects, as well as staff and pupils).

Administrative applications

The European Schools use a range of computer application programs for the administrative and financial management of the schools. Those applications have reached the end of their useful life and must be renewed as soon as possible.

This renewal is by far the most important task of the ICT development unit but it is also a very complex mission: we have a fairly unique administration system that does not allow us to easily adopt any commercial software. The beginnings of the project seemed very promising. After a call for tenders procedure in 2005, the company to which the contract had been awarded started its work in January 2006. During the first half of the year 2006 a complete analysis, including the integration of all modules, was made, resulting in process re-engineering. The development phase started in the second half of the year 2006 and was scheduled to finish by June 2007. By July 2007 (on schedule), the ICT Unit started a pilot in the new Brussels IV School because it seemed an ideal situation: a small school with a reduced number of pupils, a reduced number of staff to train and brand-new ICT infrastructure.

However, by January 2008 we were forced to stop the pilot at Brussels IV and our conclusion was that part of the project (the financial package produced by one of the firms in the consortium which had won the call for tenders, *ORDIGES*) did not meet the requirements of the European Schools. As all the modules of the new application were closely interlinked with the financial packages, the project initially planned was halted.

This failure seriously damaged the project. After several meetings with the lead contractor, NSI, an amicable agreement was reached to avoid further dispute and resolve the problem by making a change to the project, in order to redirect all the financial part of the project by adopting a new approach, based on a new development, more ambitious than initially planned, in order to have a customised application to incorporate the accounting part into the same environment as the new developments for the other lots in the invitation to tender. Unfortunately we lost almost a year and a half in the redefinition of the project.

In the year 2009, the external development team held a series of meetings with the key people in the schools and in December 2009, a new detailed analysis was finally approved by the staff of the Office of the Secretary-General and the two pilot schools, Varese and Luxembourg.

Pedagogical applications

By January 2010, the classrooms of our 14 schools were equipped with a large number of personal computers, projectors, interactive whiteboards and other ICT hardware. All schools have deployed ICT rooms that are used not only for teaching ICT but for many other subjects. Many schools also use mobile ICT rooms with laptop trolleys that can be easily moved from class to class.

Many teachers have interactive whiteboards in their classrooms so they can not only project the content of their PCs but can also use interactive educational software, enabling pupils to work on the board. Moreover, these interactive boards include an authoring tool that allows teachers to devise their own interactive exercises themselves. The inter-school pedagogical portal, Learning

Gateway, is also available for all teachers, pupils, inspectors and staff to share any kind of digital content and work collaboratively.

Some advanced teachers also use Learning Management Systems (LMS), which allow teachers to communicate with pupils out of the classroom; the teacher can prepare and send to each pupil different assignments and complementary work for their digital homework. Ideally, in the future absolutely all teachers and pupils should work with a corporate system that will update log-ins and permissions daily according to the school administration databases. This form of organisation will allow 'business continuity' of the school in case of closure of the schools due to emergencies (snow falls, epidemics, transport strikes). These virtual classrooms will allow us to continue working in the case of pupils who are absent from school because of long-term illness or of absences of teachers.

Computer hardware is becoming cheaper and cheaper, so the availability of equipment will not be a problem; we can assume that almost 100% of our pupils have at least one personal computer connected to the internet at home. The big challenge will be the effective training of the teachers; according to the latest surveys, almost all teachers are comfortable using a personal computer, accessing the internet, emailing and using a projector to display a presentation. However, only a few teachers are able to generate their own contents for interactive whiteboards and very few are familiar with LMS.

The training should address not only new technologies but also how to use new technologies to transform classroom teaching methods. For instance, if the teacher has prepared some content it could be distributed electronically instead of having the pupils copy what is written on the screen. If we embed ICT in the curriculum, classroom dynamics as a whole are bound to change.

The 'Distance Learning' Working Group is continuing its work with the aim of offering pupils more possibilities of taking distance learning courses when it is not possible to find a teacher on the spot. In that sort of situation, several schools use video conferencing and web conferencing.

The e-Learning contest was held for the third time. The objective of this contest was to reward the best initiatives in use of new technologies in the schools. All the projects entered by the contestants can be consulted on Learning Gateway, for use as teaching aids.

VIII. INFRASTRUCTURE

1. Alicante

Some work has been done in different school buildings: primary school meeting room, new chemistry laboratory, school theatre, fitting of false ceilings to soundproof all Secondary classrooms and common rooms in the Primary.

Outside, more trees have been planted to provide additional – much needed – shade in warm weather.

2. Bergen

The school's new facility maintenance services provider, Oranjewoud BV, have conducted a detailed inspection of all school buildings and of the Sports Hall. They have also developed an annual maintenance plan for the next ten years.

At a meeting held on 31 August 2009, the priorities for this year were established, including major renovation and repair work, of the electrical installations in particular.

The work planned for 2010 will be very expensive. Additional funds will be needed to carry out other non-essential work.

3. Brussels Schools

The capacity issue in Brussels is becoming more serious by the year. Postponement until 2012 of delivery of the Laeken site for the European School, Brussels IV – presently located at its transitional site of Berkendael since 2007 – has only served to further exacerbate the situation in the other three schools. It is therefore important for the Belgian authorities to take all necessary steps as part of an emergency plan, in order to be able to provide additional accommodation for the beginning of the 2010-2011 school year, if necessary.

Such a request for additional capacity forwarded to the new Belgian Government pursuant to a decision of the Board of Governors taken in January 2009 has so far remained unanswered. This request was reiterated at a Follow-up Working Group meeting on 18 September. The *Régie des Bâtiments* (Belgian Public Buildings Authority) then indicated that it had started considering solutions.

A further letter was sent to the Prime Minister by the Secretary-General on 9 November 2009, requesting an official position of the Belgian Government on the subject. In a letter dated 26 November 2009, the Belgian Government undertook to provide additional accommodation on the basis of an estimate of the requirements, to be provided as soon as possible.

The estimates requested were duly provided. They confirm that additional accommodation will indeed be essential in September 2011, in order to be able to cope with an intake of several hundred more pupils, whose admission is already foreseeable. The necessary arrangements must be envisaged here and now to guarantee that the additional accommodation required will be available in good time.

Postponement until 2012 of delivery of the Laeken site for the European School, Brussels IV and the resulting issues have delayed the initiation of talks with the Belgian Government on the setting-up of a fifth European School in Brussels.

Following a decision of the Board of Governors to initiate such talks, the Secretary-General wrote a letter to the Deputy Prime Minister, Mr Reynders, who responded favourably to the request but made the opening of talks contingent upon renegotiation of the host country agreement.

Projected school population trends show that by 2016, the four schools will have reached their maximum capacity and that a fifth school will by then have become absolutely essential. Even factoring in the spare capacity available at Berkendael would only postpone this deadline by three years.

Given the invariably very long lead times for the opening of a new European School, it is essential to give this issue full attention without delay.

The infrastructure situation in Brussels has unquestionably reached a critical point and in the absence of appropriate measures, a severe crisis will occur in the very short term.

The main recent, present or planned renovation and maintenance works in the four schools under the auspices of the *Régie des Bâtiments* are presented below.

Brussels I

Implementation of the Master Plan continues. The most important works (besides the implementation of the Master Plan) include building renovation, IT network upgrades and repairs to the lawn, plant beds, playgrounds and fitness circuits, as well as the installation of CCTV cameras and the adaptation of the security plan.

Also renovated were toilets, signage, alarm systems and security cameras, lighting, a fitness room and the technical settings monitoring and remote control room used by technical staff.

The school's furniture renewal and renovation process is ongoing, as is implementation of the ICT plan in the primary and the installation of beamers and smart boards in the secondary.

Brussels II

Nursery and primary accommodation capacity is being severely tested by the growing pupil population, in particular since additional teaching provision including mother tongue tuition (for SWALS) and SEN and LS courses must be organised in separate classrooms. The school has one designated music room and one ICT laboratory – which is inadequate – and does not have any dedicated rooms for other subjects including Art and Discovery of the World (DoW). In the secondary, the school has had to move some groups into classrooms located in the old prefabricated building this year.

A number of renovation and other works were carried out by the *Régie des Bâtiments*; more are planned in future.

Use of the primary playground as a parking area for school buses is causing obvious difficulties for P3-P5 pupils who use this space as a playground. It is not at all suited to the needs of the children. In order to improve pupil safety, the *Régie des Bâtiments* has agreed to build a parking area for school buses in a field opposite the school campus. This bus park should be up and running by the end of 2010.

Meanwhile, school buses continue to park in the playgrounds.

Brussels III

Despite repairs by the *Régie*, the tiling problem has spread to the whole school: tiles are now coming loose everywhere.

Many works are under way or will be soon: classroom and corridor painting, fitting of security cameras and installation of outdoor games. The functionality of the (primary and secondary) library rooms has been improved.

As all **Nursery School classrooms** are in use, these strict criteria should be maintained for enrolments in the nursery.

As far as the **Primary** is concerned, two of its groups continue to be accommodated in the nursery building. In the **Secondary**, the sports halls are operating at full capacity. Some lessons have to be relocated and outdoor arrangements need to be made on campus or with the ULB or VUB.

Use of the Art and Music room and ICT and science laboratories is maximised. The secondary school has a study room and three common rooms.

Brussels IV

The main issue this school year 2009-2010 is that contrary to plan, it has not been possible for the school administration to move into 'Berkendael 66' because the *Régie des Bâtiments* postponed completion of the work in this building until June 2010, by which date all the work on the fitting-out of offices, of a laboratory, of Secondary classrooms and of a playground will finally have been completed.

This delayed removal of the administration has inevitably led to an additional, temporary and very costly removal, as well as to intensive use of the rooms in the Hallsdorf building, which are made available to the Commission for the after-school centre. The amount of space available to accommodate the sick room and the nurse's office and the Parents' Association's offices has thus become even smaller.

All Nursery classrooms are now located in the main building (levels -1 & 0). The Primary is now operating on levels 1, 2 & 3 of the main building.

Acoustics issues persist in the Canteen; no solutions have been found, partly for financial reasons.

The school access control system used last year is still in operation. CCTV cameras have been installed along the barrier adjacent to the residential buildings on Avenue Brugmann. The annexe structure at the top end of the garden has been improved by the *Régie des Bâtiments* to provide additional storage capacity.

4. Culham

No major construction took place in 2008-2009. Use of capacity is still being adjusted to reflect the phasing out of the Dutch and Italian sections and the resulting need for bigger classrooms. Works were conducted during this year to make structural improvements to buildings and modernise the heating, water and power systems. More works will take place in 2009-2010 to bring fire safety equipment into compliance with the relevant legislation and to extend the perimeter fence around the school.

A replacement programme for obsolete furniture in class and meeting rooms is ongoing and ICT facilities have been improved in a variety of ways. In addition, teaching materials and equipment have been purchased for language provision in the primary and secondary.

5. Frankfurt

The overall situation regarding the buildings and lack of space has not improved. The school is still awaiting final approval by the German authorities of a campus redevelopment project submitted last year. If it is carried out, this project should adequately address emergency requirements in Primary and Secondary, in particular through an increase in the number of classrooms and sports facilities.

Work started this year on construction of a new perimeter fence around the whole campus. Construction of new rooms has also started in the main **Secondary** School building. Last year, improvements were made to the **Primary** building, including the fitting of new storage systems in the corridors, the installation of six new smart boards and the putting in of a new noise reduction system in the canteen. The playground and outdoor sports equipments were also improved.

The cost of repairing the heating system following damage sustained in December 2008 was paid by the City of Frankfurt.

6. Karlsruhe

Management constantly works with the City of Frankfurt as owners of the buildings to ensure that it progressively conducts much needed comprehensive renovation of the school buildings and campus. The City of Karlsruhe has set aside €2.1 million in the budget to build the canteen and has renovated the nursery school facilities. The dining room of the restaurant has been operational since the last school year.

The European School, Karlsruhe contributes a share of the “maintenance costs arising from use”. For instance, it paid for all lighting renovation costs in almost all buildings. A wide variety of additional fitting and renovation efforts went into improving pupil safety, refurbishing rooms and renovating facilities and equipment.

The local public services in charge of plantations also planned and supervised various works.

7. Luxembourg

Delayed availability of the Bertrange/Mamer site for the European School, Luxembourg II until 2012 is causing a difficult situation to prevail in both European Schools as they are facing a lack of capacity and increasingly difficult organisation conditions.

The European School, Luxembourg I is in dire need of more classrooms: there was a need for four additional classrooms this year already and four more will be required in each of the years 2010 and 2011.

In the Nursery School, 95% of available accommodation is presently in use despite the provision of an additional prefabricated structure in 2004.

In the Primary School, management and allocation of classrooms as well as timetabling are increasingly difficult because of the growing number of groups, of the need to assign classrooms for SWALS lessons and of a loan of 18 classrooms in bloc F to the Secondary School. Consequently, classrooms need to be used for different subjects.

It will be crucial by September 2010 to provide the Secondary School – which presently accommodates the secondary pupils of both schools – with 8 new classrooms. Supply of a prefab building has been requested.

The Luxembourg authorities have undertaken to provide 12 new classrooms for the beginning of the 2010-2011 school year in anticipation of the more substantial requirements at the beginning of the following school year in September 2011.

It should also be pointed out that a new Sports Hall has been built; additional works are scheduled to address the problem of sound reverberation and improve security (main entrance).

The European School, Luxembourg II is accommodated in the prefabricated buildings of the *Village pédagogique* located at Kirchberg next to the European School, Luxembourg I and will remain there until 2012. These facilities accommodate all but one of its primary classes, while the nursery is housed in the nursery building of Luxembourg I.

Five additional classrooms and an extension of the canteen were built in time for the start of the 2009-2010 school year. Furthermore, the *Centre de la Petite Enfance* (Early Childhood Centre) makes three rooms available to the school as required in the mornings for individual and small group LS and SEN lessons.

8. Mol

The *Régie des Bâtiments* has carried out a number of improvements to the existing facilities. For instance, the ICT laboratory of the Secondary School was moved from the Administration building to the DOMUS and the former was converted into a distance learning room fitted with videoconferencing equipment. Finally, the DOMUS building now includes a multi-purpose hall for examinations and performances and several multi-purpose rooms.

The ceilings in the Secondary School building will be replaced during the summer.

In the Primary School building, new classrooms have been fitted out – one for the Anglophone section and one for correspondence courses – as well as a new office for the Parents' Association.

9. Munich

The 2008-2009 school year was dominated by the building site for the new Eureka building (Canteen, kitchen, offices, and Science laboratories) and the work caused much disruption to the school, in particular in the Secondary. The new connecting bridge was installed in the spring.

The current kitchen and canteen are being converted into a joint secondary/primary staff room. The current building site access will remain in place to service this building work. The second area to be renovated is the current Science area in the green star. The lower laboratories will become a dedicated Music area and the ground floor laboratories will become rooms for subject teaching, computer science and a relocated supervision room for younger secondary pupils. The building site for this work will be via the public highway leading to the local *U-Bahn* station. This work should not take longer than a year. One result will be that several rooms will become available for conversion into subject rooms both in the primary and secondary, and following the relocation of the Directors' offices to the new building, several small rooms will be available in the Europa building.

The temporary needs for accommodation were slightly reduced by the delivery of the fourth container block – the blue container – which was placed next to the current canteen in the autumn of 2008. This allowed the accounts department to relocate. In addition, the ground floor of this container has been a valuable resource to expanding the refectory areas.

This being said, the school also requested a further container with 11 classrooms and extra toilet facilities for the start of 2009-2010 school year. It is to be located behind the Europa building.

The School has also moved forward with the process of providing an annexe. The intended site, in the Fasangarten area, has been allocated, and the planning for the rooms, etc., has moved in a positive direction, as have the financial aspects. The school has firmly expressed the need for the annexe to be fully available for primary school use by the 2015-2016 school year, and all partners are striving to meet this wish.

The need for this annexe site is becoming increasingly great. The Perlach site has undergone building work in phases over the last decade, and the areas for pupils' recreation, play and free time have been reduced. Following the handover of the Fasangarten annexe, the five temporary buildings will be removed and the current site will be landscaped to an appropriate standard level. The relocation of the primary school will free the three star arms it currently uses. In all probability, the works will last for a period of seven school years.

10. Varese

The many letters sent to the Italian Government emphasising the urgent need for adequate facilities at the European School, Varese have remained unanswered.

Since the financial year 2007, the School has leveraged the specific contribution of the Italian Government to carry out over several years the development project submitted on 30/05/2006, i.e. construction of 8 small and 4 large classrooms in the Primary School.

Accordingly, appropriations for extraordinary building maintenance have been reduced.

During the financial year 2010, construction of a tunnel under via Mameli (necessary to allow pupils to cross the street safely) will be financed using the Italian contribution for extraordinary building maintenance.

IX. INTERNAL AUDIT SERVICE

The Commission's Internal Audit Service, to which the internal audit function within the European Schools system was entrusted for a three-year period in 2007, carried out a consultancy on internal control standards and procurement rules during its mission.

In accordance with the multi-annual action programme approved by the Board of Governors, it subsequently conducted an audit of human resources management at the Office of the Secretary-General and in three schools: Brussels I, Luxembourg I and Varese.

The outcome of these audits was the production of six separate reports:

- one report for each school,
- two reports for the Office, one concerning human resources management proper at the Office, the other, entitled 'Corporate Responsibilities', identifying across-the-board aspects concerning the system as a whole,
- a report for the Board of Governors, entitled 'Cross-Cutting Issues', in which are mentioned a number of points concerning the system as a whole and inviting the Board of Governors to allocate responsibility for follow-up on the recommendations to the most appropriate organs.

The latter report, accompanied by the Secretary-General's proposals, was presented to the Board of Governors at its December 2009 meeting.

In the case of the reports directly associated with human resources management, after several exchanges on the draft reports, the Office and the schools sent their action plans, based on the recommendations made in the final reports, to the IAS. These action plans have now all been approved by the IAS.

All the reports, the responses and the action plans have been brought to the attention of the Budgetary Committee and are to be presented to the Board of Governors at its April 2010 meeting.

Several recommendations have already been implemented, involving recruitment and evaluation procedures in particular.

In addition, as indicated in point V above, 'Legal aspects', directives have been issued to the schools, in the form of letters or memorandums from the Secretary-General, in several areas identified by the IAS.

Without doubting the interest value of having clear procedures for human resources management and in other areas of activity, the fact remains that the internal control standards in force in an institution such as the Commission do not necessarily seem appropriate for an organisation such as the General Secretariat and even less so for the schools, which do not have the resources or skills required for their introduction.

In that connection, the IAS, to which we made that comment, suggested recruiting a person for a fixed period to assist us with this task.

X. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS

Objectives and priorities for 2009-2010

The Central Enrolment Authority has now been operational for three years, which have been characterised by the devising of an annual enrolment policy. In December 2009, a review of the results of the 2009-2010 enrolment policy was produced by the Secretary-General, on the basis of which the Board of Governors defined the guidelines for the 2010-2011 enrolment policy.

The review of the results of the enrolment policy for the 2008-2009 school year having shown that the objective of filling the Brussels IV School had been achieved to a reasonable extent and in view of the postponement of the availability of the Laeken site until 2012, the objectives of the 2009-2010 enrolment policy were adapted.

On that basis, the Central Enrolment Authority devised a policy taking account of a structure defined for each school, which was used as a benchmark for the award of places, taking care to ensure a balance in the distribution of the pupil population between both schools and language sections.

Results of the 2009-2010 enrolment policy

The main data on the 2009-2010 enrolment session are as follows:

- 1951 enrolment applications were received and processed, including 89 for category III children, 13 of whom had siblings,
- 90.38% of the applications were successful in being granted admission to the first preference school,
- 273 applications for the enrolment of categories I and II children with siblings already attending the schools were received,
- 12 applications were submitted for children whose families were returning from assignments.

| | Number of places accepted on 15 September 2009 |
|----------------------------|---|
| Brussels I School | 474 |
| Brussels II School | 485 |
| Brussels III School | 498 |
| Brussels IV School | 172 |
| Total | 1629 |

- 178 offers of places were refused,
- 144 enrolment applications were subsequently withdrawn by parents, 74 of them corresponding to an offer of a place in the first preference school. These withdrawals were often the result of applications for enrolment in several schools, including Belgian schools, parents often making their choice on the basis of the replies received.

Thanks to the introduction of the order of preference of schools criterion, the offer of places was perceived more positively this year. For instance, pupil numbers in the nursery and primary year classes of the language sections of the Brussels I, II and III Schools which are also open at Brussels IV (DE, EN, FR, IT and NE) increased, thus allowing consolidation of the results of the measures taken during the 2008-2009 session, which were designed to ensure the continuing existence of those language sections in the former three schools.

Of the 76 applications for a transfer between Brussels Schools, for which, under the provisions of the policy, supporting evidence, based on particular circumstances, had to be provided, 44 came from the Brussels IV School, 24 of them requesting a transfer to the Brussels III School.

As for applications for the enrolment of children of accredited assistants to members of the European Parliament, whose change of status became effective on 14 July 2009, 21 were submitted. This small number can be attributed to the late date of entry into force of the new status but also to the profile of parliamentary assistants.

Finally, 22 applications for the enrolment of category III pupils were accepted in accordance with the provisions of the enrolment policy, 11 of them being for children of the civilian staff of NATO. 18 confirmed their acceptance of the place offered.

Operation of the Central Enrolment Authority

The 2009-2010 enrolment policy was characterised by the greater complexity of its application mechanisms, the effect of which was to centralise certain tasks. In this connection, the services of the Office's lawyers and the legal assistant recruited this year had to be used on several occasions: their advice was sought not only for the management of appeals but also beforehand, for the drafting of some of the Authority's decisions. While the Authority held fewer meetings this year compared with the previous session, implementation of the policy required more and more resources to be made available at the level of the Office of the Secretary-General, significantly altering the Authority's operation. This development was the subject of an application for a new post of assistant and for earmarked appropriations for operation of the Central Enrolment Authority, which was accepted by the Board of Governors.

Enrolment policy for 2010-2011 (Ref. 2411-D-2009-en-3)

In the light of these results, it was proposed to the Board of Governors at its December 2009 meeting that the objectives of the future enrolment policy should be adapted to match the situation as established at the beginning of the 2009-2010 school year. Given the pupil numbers already reached at the Brussels IV School, which has to remain on the Berkendael site until 2012, the priority objectives are balanced distribution of pupils amongst the four schools, which will allow pedagogical continuity to be ensured, and optimum use of resources.

The new approach, aimed at distributing classes in the four schools in order to establish a stable structure for each of them, taking account of the existing language sections and of the resources available in terms of capacity, was retained. Moreover, as secondary year 1 is to open at the Berkendael School at the beginning of the 2010-2011 school year, the filling of this class in this school needed to be ensured. To that end, it was decided to enrol all new primary year 5 pupils without any particular priority criterion in all the sections opened at the Brussels IV School and also all new secondary year 1 pupils without any particular priority criterion in the DE, EN, FR and IT sections of the same school, in order to lay the foundations of the secondary cycle.

It was with reference to those elements that the Board of Governors approved the guidelines for the enrolment policy in the Brussels Schools for the year 2010-2011.

On the basis of these guidelines, published on the European Schools' website, the Central Enrolment Authority devised the enrolment policy appended to this report and also available for consultation on the European Schools' website.

In view of the objectives adopted, devising the 2010-2011 enrolment policy proved to be a very complex task and its implementation is proving no less so.

XI. REFORM OF THE EUROPEAN SCHOOLS SYSTEM – IMPLEMENTATION OF THE REFORM

The reform of the European Schools system was approved by the Board of Governors in April 2009. It comprises four parts:

1. Governance

Central governance

At central governance level, the role and function of the different organs of the European Schools have been redefined, so that, in particular, decisions can be taken at the appropriate level without the need for them systematically to be referred to the Board of Governors, which should focus on political and strategic questions.

The provisions of the reform with consequences in the organisational area were implemented as early as September 2009 and involved a reduction in the number of meetings of the different central organs, namely the Board of Governors, the Budgetary Committee, the Boards of Inspectors and the Teaching Committee. The Secretary-General adapted the corresponding sets of rules of procedure, which were then approved by the organs concerned.

The reform provides for enhancement of the role of the Secretary-General, to whom is assigned responsibility for ensuring the system's coherence, whilst at the same time greater autonomy is given to type I schools, together with responsibility for the system as a whole, with a view to overall quality assurance of the European education provided in the different types of schools, to ensure continuing recognition of the European Baccalaureate.

Local governance and autonomy of the schools

The corollary of the controlled autonomy granted by the Board of Governors to type I schools is greater responsibility for the directors, who are accountable for their management and for implementation of their budgets.

The year 2009 is considered to be a transition year for the putting in place of the structures required to exercise this autonomy.

On the model devised by the three pilot schools during the discussions on the reform, a School Advisory Council was set up in all the schools and the rules of procedure for the Administrative Board, which has increased decision-making power, were adapted in line with the decision of the Board of Governors concerning members' voting rights and the voting arrangements.

It should be pointed out that the parents challenged this decision and lodged an appeal with the Complaints Board. The Board of Governors will be informed of the Complaints Board's decision as soon as it has been delivered.

The tools required for the implementation of autonomy by all the schools, in particular, the definition of common indicators, are in the process of being devised, to allow the system's coherence to be ensured and its performance to be evaluated.

2. Opening up of the system

Since the establishment and adoption of criteria for European schooling and education by the Board of Governors at its April 2005 meeting in Mondorf, in response to the resolution of the European Parliament recommending the wider availability of the European Baccalaureate, allowing it to be taken by pupils other than those of the European Schools, significant advances have been made.

With a view to the system's opening up, the Board of Governors has in particular established a classification of the schools into:

Type I schools:

These are the European Schools set up by the Board of Governors in accordance with the provisions of the Convention defining the Statute of the European Schools, of which there are currently 14, located in seven Member States.

Type II schools:

These schools are opened at the instigation of the Member States concerned in order to facilitate the schooling of children of a European agency or institution whose numbers do not justify the setting up of a type I European School. As a result, a type II school is associated with the presence of a European agency or institution in the territory of the country in which the school is located and the school is therefore under an obligation to give priority to the enrolment of category I pupils.

The administration and funding of such schools are the responsibility of the relevant authorities in the school's host country.

The European Commission is currently studying the arrangements for making a pro rata contribution towards the funding of type II schools, according to the number of category I pupils enrolled.

Type III schools:

Type III schools are being set up as part of a *pilot project*. They are not necessarily associated with the presence of European institutions or agencies. The request to participate in the pilot project must come from a Member State, which must present a school offering European schooling and education corresponding to the criteria defined by the Board of Governors in 2005.

To date, two countries have embarked upon the procedure seeking to be granted accreditation as a type III school (the Netherlands and Germany).

Accredited schools (Ref. 2010-D-35-en-1)

An accredited school is a national school, in the state (public) or private sector, located in the territory of a Member State. At the end of the accreditation procedure laid down by the Board of Governors, an Accreditation and Cooperation Agreement is signed for each school by the authorities legally responsible for it and by the Secretary-General on behalf of the Board of Governors.

The accredited school is authorised to provide European schooling and education on the basis of the existence of this agreement, which has to be renewed every two years after an audit of the school by inspectors of the European Schools.

The type II schools already accredited are:

- *Scuola per l'Europa*, Parma – Italy. Agency: EFSA (European Food Safety Authority)

- Centre for European Schooling, Dunshaughlin – Ireland. Agency: FVO (European Food and Veterinary Office)
- School of European Education, Heraklion – Greece. Agency: ENISA (European Network and Information Security Agency)
- European Schooling Helsinki – Finland. Agency: ECHA (European Chemicals Agency)
- European school, Strasbourg – France. European institutions: European Parliament and European Ombudsman. Other organisations present: Council of Europe and European Court of Human Rights.

The type II schools in the process of accreditation are:

- European schooling at the International School Manosque – France – ITER Programme. The first audit of this school took place from 22 to 26 February 2010. The inspectors' report will be presented to the Joint Teaching Committee, then to the Board of Governors.
- The Culham European Academy project in the UK.

At its meeting in April 2007 the Board of Governors decided that the European School, Culham should, over a period of seven years commencing in September 2010, be phased out as a type I European School. It also took note of the UK's proposal to transform the Culham School into an Academy (coming under the English education system) and encouraged all steps likely to enable European schooling to be put in place after 2017;

Culham will therefore close as a type I school on 31 August 2017.

The general interest file submitted to the Board of Governors at its meeting of 2 to 4 December 2009 with a view to transformation of the European School, Culham into an Academy (type II school) was approved.

A dossier of conformity will be submitted to the Joint Teaching Committee in October 2010 and to the Board of Governors in December 2010.

The UK project foresees transformation of the European School, Culham into an Academy from September 2011.

The feasibility study currently being conducted by the UK authorities should clarify the curriculum to be taught, the operating arrangements and the terms and conditions of employment of staff who will be taken over by the Academy.

The Secretary-General, for her part, is taking steps to ensure, on behalf of the Board of Governors, that all the arrangements laid down by the 'Gaignage' document concerning the closure of a European School will be made to preserve the rights of the different categories of staff, who are currently covered, as the case may be, by the Regulations for Members of the Seconded Staff, the Conditions of Employment for Part-time (locally recruited) Teachers and the Service Regulations for the Administrative and Ancillary Staff (AAS).

One type III school in the process of accreditation:

- European Schooling, Bad Vilbel (*Land* (State) of Hesse) – Germany.

(Ref. 2010-D-35-en-1 – Fact sheets on the types II and III schools)

The European Baccalaureate in accredited schools

The European Baccalaureate, in its present form, can be offered in an accredited school after the signing of an additional agreement to the Accreditation Agreement recognising the education provided in secondary years 6 and 7, which must conform in every respect to the curriculum taught in type I European Schools. The same accreditation procedure as for the previous years must be followed.

At present, only *Scuola per l'Europa* in Parma has secondary years 6 and 7 leading to the European Baccalaureate. In 2009, it entered 12 candidates for the European Baccalaureate for the very first time, under the auspices of the European School, Varese, which awarded the certificate to the successful candidates.

Other accredited schools are set to take their students up to the European Baccalaureate in the near future. It is therefore important to find with all speed a definitive legal solution to the problem of award of the certificate to these students.

Review of the results

Opening up of the system has been a gradual process so far. The decisions taken to cater for the schooling needs of children of the staff of European agencies or institutions located in various Member States have subsequently been subsumed into the more comprehensive process of reform of the system.

The criteria for European schooling and education defined in Mondorf in 2005 and the political will for opening up have allowed accreditation of schools with very different characteristics, ranging from the closest possible reproduction of the European Schools model to integration of pupils into the national education system, supplemented by specific teaching, particularly in mother tongue.

After five years' experience, the time has come for an initial review of the results, in order to consolidate the legal, organisational and financial aspects of opening up of the system, which constitutes one of the major advances of recent years and is undoubtedly the future of the educational model of the European Schools.

3. Reform of the Baccalaureate – State of play of the work of the 'European Baccalaureate' Working Group

Taking account of the previous work of the initial 'European Baccalaureate' Working Group, of the recommendations of the external evaluation of the European Baccalaureate and of the reports of the Chairmen of the 2004-2008 European Baccalaureate sessions, the Baccalaureate Unit produced a document presenting a summary of the recommendations made so far and a series of proposals, which was then used as a basis for discussion by the 'European Baccalaureate' Working Group and the Board of Inspectors (doc. 2009-D-85-en-4 'Reform of the European Baccalaureate: Summary of the recommendations').

The objectives following from the aim of the reform of the Baccalaureate, referred to in this document, and which have guided the work of the 'European Baccalaureate' Working Group can be summarised as follows:

- propose simpler organisational arrangements for the examination;
- reduce the cost without, however, jeopardising the Baccalaureate's quality;
- revise the content and organisation of the examination so that it meets the present-day requirements of Universities;
- make arrangements to publicise the certificate more widely and make it more easily accessible.

Amongst the proposals included in the 'Reform of the European Baccalaureate: Summary of the recommendations' document, a consensus of the members of the Working Group was reached on some and they were ratified by a decision of the Board of Governors in December 2009.

Decisions were thus taken on the presentation of the examination question papers to the Chairman of the Baccalaureate Examining Board and on the organisation and conduct of the examinations in the schools.

In addition, at the same meeting, the Board of Governors approved document 2009-D-559-en-3, entitled 'Special arrangements for the Baccalaureate for candidates with special needs'.

For the handling of appeals concerning the Baccalaureate examinations, it was proposed by the 'European Baccalaureate' Working Group that the Board of Governors be requested, at its April 2010 meeting, to agree to amendment of Article 12 of the Arrangements for implementing the Regulations for the European Baccalaureate to allow appeals to be dealt with by the General Secretariat and the Chairman of the Baccalaureate Examining Board, so that candidates can have the decision on their appeals as quickly as possible.

As far as the pedagogical aspects are concerned, at its January 2009 meeting, the Board of Governors decided to grant an extra year to the 'European Baccalaureate' Working Group so that it can make proposals with a view to their implementation for the 2013 Baccalaureate.

The 'European Baccalaureate' Working Group has recommended revision of the syllabuses of the different subjects so that they match the requirements of present-day pedagogy. The revision of some syllabuses has just been completed or will be completed shortly.

The measures involving making candidates' examinations scripts anonymous and sending them to markers electronically will be introduced as soon as the preparatory work undertaken by the Baccalaureate Unit so permits.

The 'European Baccalaureate' Working Group is continuing its work and is considering in particular:

- the number of written and oral examinations;
- the introduction of interdisciplinary project work in year 6;
- counting the marks for the year 6 final examinations towards the preliminary mark for the Baccalaureate;
- a possible change to the marking system;
- the question of single or double marking;

together with the other proposals contained in document 2009-D-85-en-4, entitled 'Reform of the Baccalaureate – Summary of the recommendations'.

4. Funding of the system: sharing out of the costs of seconded staff amongst the Member States (cost sharing)

Several Member States experience difficulties in filling the posts requested of them by the schools to meet pedagogical needs and every year several dozen posts are not filled, for teaching in the vehicular languages in general and in English in particular, which is studied by almost all pupils (L1, 2 and 3).

The non-binding general principle of proportionality between the percentage of pupils who are nationals of a Member State and the percentage of seconded staff, adopted in Helsinki in April 2008, makes it possible for those Member States which so wish to second staff in a language different from their mother tongue. The teacher's level of linguistic competence in the target language has to be checked beforehand by the seconding authority.

The table below, produced on the basis of this general principle, shows the situation in 2009.

| Member States | Number of pupils per country | Breakdown of pupils by Member State (%) | Seconded staff: Teachers, Educational Advisers, Librarians and Directors and Deputy Directors | Seconded staff: Bursars | Seconded staff: OSGES | TOT | TOTAL SECONDED STAFF | Required number of Staff in relation to the number of pupils |
|---------------|------------------------------|---|---|-------------------------|-----------------------|--------------|----------------------|--|
| German | 3357 | 15,64% | 239 | 3 | 2 | 244 | 16,14% | 236 |
| Austrian | 298 | 1,39% | 22 | 0 | 1 | 23 | 1,52% | 21 |
| Belgian | 2082 | 9,70% | 208 | 5 | 0 | 213 | 14,09% | 146 |
| British | 1935 | 9,02% | 240 | 0 | 1 | 241 | 15,94% | 136 |
| Bulgarian | 219 | 1,02% | 0 | 0 | 0 | 0 | 0,00% | 15 |
| Cypriot | 31 | 0,14% | 0 | 0 | 0 | 0 | 0,00% | 2 |
| Danish | 716 | 3,34% | 34 | 0 | 0 | 34 | 2,25% | 50 |
| Spanish | 1834 | 8,55% | 84 | 1 | 1 | 86 | 5,69% | 129 |
| Estonian | 147 | 0,69% | 3 | 0 | 0 | 3 | 0,19% | 10 |
| Finnish | 641 | 2,99% | 31 | 0 | 0 | 31 | 2,05% | 45 |
| French | 2724 | 12,69% | 184 | 0 | 2 | 186 | 12,30% | 192 |
| Greek | 739 | 3,44% | 44 | 0 | 1 | 45 | 2,97% | 52 |
| Hungarian | 262 | 1,22% | 15 | 0 | 0 | 15 | 0,99% | 18 |
| Irish | 465 | 2,17% | 61 | 0 | 0 | 61 | 4,03% | 33 |
| Italian | 2157 | 10,05% | 107 | 0 | 0 | 107 | 7,08% | 152 |
| Latvian | 124 | 0,58% | 1 | 0 | 0 | 1 | 0,06% | 9 |
| Lithuanian | 190 | 0,89% | 9 | 0 | 0 | 9 | 0,59% | 13 |
| Luxembourg | 225 | 1,05% | 21 | 1 | 0 | 22 | 1,45% | 16 |
| Maltese | 64 | 0,30% | 3 | 0 | 0 | 3 | 0,19% | 4 |
| Dutch | 1175 | 5,48% | 80 | 1 | 0 | 81 | 5,36% | 83 |
| Polish | 313 | 1,46% | 21 | 0 | 0 | 21 | 1,38% | 22 |
| Portuguese | 617 | 2,88% | 33 | 0 | 0 | 33 | 2,18% | 43 |
| Romanian | 180 | 0,84% | 0 | 0 | 0 | 0 | 0,00% | 12 |
| Slovak | 130 | 0,61% | 4 | 0 | 0 | 4 | 0,26% | 9 |
| Slovenian | 78 | 0,36% | 1 | 0 | 0 | 1 | 0,06% | 5 |
| Swedish | 587 | 2,74% | 35 | 0 | 0 | 35 | 2,31% | 41 |
| Czech | 169 | 0,79% | 12 | 0 | 0 | 12 | 0,79% | 12 |
| TOTAL | 21459 | 100,00% | 1492 | 11 | 8 | 1.511 | 100,00% | |

Note:

Adding the countries other than the 27 MS, a total pupil population of 22331 is obtained; 872 pupils are not nationals of the 27 MS.

XIII. CONCLUSION

After several years during which it was very much involved in the work on the reform of the European Schools system, the General Secretariat is delighted that the Board of Governors approved the broad lines of this reform at its April 2009 meeting.

The major project now in progress, therefore, is implementation of the different aspects of this reform. It is undoubtedly the essential task of the coming two years after the current transition year.

In addition to the obvious priorities of actual putting in place of the new governance, in which each organ must find its own niche at the service of the whole, and of devising the tools required for the schools' autonomy, there is the urgent need for in-depth reflection on the system's opening up and the reform of the European Baccalaureate, in order to ensure the smooth operation of a unique high-quality European education system which is now open to the outside world.

Work on this major project must not, however, mean losing sight of the increasingly heavy workload for the General Secretariat represented by the routine management tasks which it is required to perform, covering all areas of activity of the system, bearing in mind that other particularly delicate issues, such as the Brussels Schools, and several pedagogical issues, will also need to be kept under very close review and monitored accordingly.

We are fully prepared to take up the challenge of such an undertaking, but whilst thanking the Board of Governors for the favourable reception which it gave in 2008 and 2009 to the applications for administrative posts submitted to it, I would draw its attention to the fact that the General Secretariat remains an administration of modest size to perform all the duties expected of it. In that connection, I would like to thank all the members of the Office for their invaluable cooperation.