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

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**Presented to the Board of Governors of the European Schools at its meeting of 12, 13 and 14 April 2011, in Brussels**

This report refers to the following documents:

- Facts and figures on the beginning of the 2010-2011 school year in the European Schools (Ref. 2010-569-en-3)
- Policy on enrolment in the Brussels European Schools for the 2011-2012 school year (Ref. 612-D-2010-en-1)
- Fact sheets on Types II and III Schools (Ref. 2011-03-D-17-en-1)

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

# CONTENTS

## I. INTRODUCTION

## II. FACTS AND FIGURES ON THE BEGINNING OF THE 2010-2011 SCHOOL YEAR (Ref. 2010-D-569-en-3)<sup>1</sup>

- ❖ Pupil population
- ❖ Choice of languages
- ❖ Seconded staff and locally recruited teachers
- ❖ Administrative and ancillary staff
- ❖ Repeat rates in 2010
- ❖ 2010 European Baccalaureate results

## III. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

### A. PEDAGOGICAL ASPECTS

#### 1. Activities of the Pedagogical Development Unit during the year 2010

#### 2. The European Baccalaureate

- ❖ The 2010 European Baccalaureate
- ❖ Admission of European Baccalaureate-holders to universities in the Member States
- ❖ Reform of the European Baccalaureate – State of play of the work of the ‘European Baccalaureate’ Working Group

### B. HUMAN RESOURCES

### C. LEGAL ASPECTS

1. General legal questions
2. Appeals
3. Costs

### D. BUDGETARY ASPECTS

1. Development of costs – expenditure by school and for the Office of the Secretary-General
2. Budget of the General Secretariat

### E. ICT AND STATISTICS

1. Administrative applications
2. Pedagogical applications

### F. INTERNAL AUDIT SERVICE

### G. CENTRAL ENROLMENT AUTHORITY

### H. THE SCHOOLS’ INFRASTRUCTURE

## IV. REFORM OF THE EUROPEAN SCHOOLS SYSTEM – IMPLEMENTATION

1. Governance
2. Funding of the system: sharing out of the costs of seconded staff amongst the Member States (cost sharing)
3. Opening up of the system

## V. CONCLUSION

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<sup>1</sup> This document has been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu))

## I. INTRODUCTION

This report covers the 2010 calendar year. Its objective is to provide the members of the Board of Governors with consolidated facts and figures concerning the European Schools system as a whole and to inform it about the main developments which occurred in the different areas of activity of the General Secretariat and about the situation of the schools, with particular reference to infrastructure.

It should be noted that each school publishes its annual activity report, the financial part of which will form part of a consolidated report to be drawn up by the Secretary-General and presented by 1 June, in accordance with the provisions of the Financial Regulation.

Statistical data on the beginning of the 2010-2011 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 2010 meeting in document 2010-D-569-en-3. The latter document also contains figures on repeat rates for the 2009-2010 school year and the results of the 2010 European Baccalaureate.

This report also contains information about the action taken on the recommendations made in the 2009 internal audit reports, the internal auditing function having been created under the Financial Regulation which entered into force in 2007, and about the operation of the Central Enrolment Authority for the Brussels European Schools.

Since the approval by the Board of Governors, at its April 2009 meeting in Stockholm, of Document 2009-D-353-4 'Reform of the European Schools system'<sup>2</sup>, one of the priorities of the General Secretariat and of the schools has been implementation of this reform in all the areas of activities concerned.

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:

- 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),
- Opening up of the European Schools system,

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

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<sup>2</sup> This document has been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu))

## II. FACTS AND FIGURES ON THE BEGINNING OF THE 2010-2011 SCHOOL YEAR<sup>3</sup> (Ref. 2010-D-569-en-3)

### III. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

#### A. PEDAGOGICAL ASPECTS

##### 1. Activities of the Pedagogical Development Unit during the year 2010

As a result of the system's opening up and the schools' autonomy, the General Secretariat and its Pedagogical Development Unit were obliged to take far more initiatives with respect to control, harmonisation and maintenance of the education system's cohesion.

The Pedagogical Development Unit's mission is to promote and coordinate curriculum development and pedagogical innovation in the European Schools system.

The Unit's main responsibility is to prepare, organise and follow up on meetings of the Boards of Inspectors, of the Teaching Committee and of working groups and to produce reports and pedagogical documents on the European schooling system.

It is also responsible for the organisation and coordination of in-service training courses for teachers, for the inspectors' activities and for monitoring of the creation and discontinuance of seconded teachers' posts by the national authorities.

In addition, the Unit provides a support service for the schools in the pedagogical area, with particular reference to questions concerning application of the rules in force and appeal procedures.

During the 2010 financial year, the Pedagogical Development Unit organised and coordinated:

- 9 large pedagogical meetings: 2 meetings of the Board of Inspectors (Nursery and Primary), 3 meetings of the Board of Inspectors (Secondary), 2 meetings of the Joint Board of Inspectors and 2 meetings of the Joint Teaching Committee.
- 1 induction and briefing session for the new inspectors (14 inspectors)
- 53 working groups managed by the inspectors, which held 129 meetings in all, amounting to 211 meeting days in total.
- 26 in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors.
- 304 inspection visits – all kinds of inspections taken together.
- 15 team inspection visits (1 visit to the primary cycle of the 14 European Schools) and 1 visit to the secondary cycle of one European School).

All the inspectors' activities are planned and budgeted for by the Pedagogical Development Unit. The total number of activities in 2010 was approximately 483, accounting, overall, for 41% of the

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<sup>3</sup> This document has been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu))

budget of the inspectors' activities for inspections, 34% for the working groups and 25% for the meetings of the Boards of Inspectors/Teaching Committee.

The Pedagogical Development Unit is also responsible for following up on the documents approved by the Teaching Committee – resulting from the different working groups:

- A total of 19 new syllabuses were approved in 2010.

The Pedagogical Development Unit was also responsible for handling firstly, legal follow-up on certain pedagogical documents approved by the different Boards/Committees, with particular reference to copyright and image rights, and secondly, budgetary follow-up on some of them:

- The new teaching aid for Human Sciences: 'The Mediterranean World';
- The new Early Education Curriculum for the nursery cycle;
- Agreements for the members of the working groups: Intermath, EEC, Human Sciences;
- Budgetary estimate of the evaluation of locally recruited teachers.

In 2010, the Pedagogical Development Unit dealt with 54 administrative appeals against decisions of the Class Councils (see table below).

<b>Appeals against decisions of the Class Councils</b>						
	Administrative appeals	Accepted by the SG	Rejected	Outside the time limit	Contentious appeals – Complaints Board	Dismissed or withdrawn
<b>2008/2009</b>	60	13	43	4	5	5
<b>2009/2010</b>	54	10	42	2	10	10

Five contentious appeals were dismissed by reasoned decisions of the Complaints Boards in the Secretary-General's favour and two were dismissed in accordance with the decisions of the Complaints Board after public hearings. Three families withdrew their appeals.

The year 2010 was a year of intense pedagogical discussions, regarding the issue of pupils' repeating years in particular. The 19 measures – to combat school failure – proposed by the 'Analysis of Repeat Rates' Working Group were approved by the Joint Teaching Committee at its October 2010 meeting. Subsequently, at its December meeting, the Board of Governors approved the amendments to Articles 18, 57, 58, 62 and 66 of the General Rules of the European Schools in order to simplify the set of rules, to clarify the appeal procedures and to allow the Class Councils to take account of individual situations to a greater extent.

In 2010, the Pedagogical Development Unit, which is also responsible for monitoring and following up on new and discontinued posts and existing posts remaining unfilled in the schools for each

new school year, counted 40 new posts and 61 existing posts remaining unfilled and to be filled, two thirds of which were in the secondary cycle.

## **2. The European Baccalaureate**

The European Baccalaureate, the cornerstone of the European Schools system, was the subject in 2008 of a report commissioned from the University of Cambridge by the Board of Governors, with a view to its wider availability, by opening it up to pupils other than those of the European Schools. A study of European Baccalaureate-holders who were former pupils of the European Schools commissioned by the European Parliament showed the certificate's currency and value in terms of access to higher education and subsequently to the labour market.

The progress of the work of the Working Group charged with making proposals for reform of the European Baccalaureate is outlined later in this report.

### **❖ The 2010 European Baccalaureate**

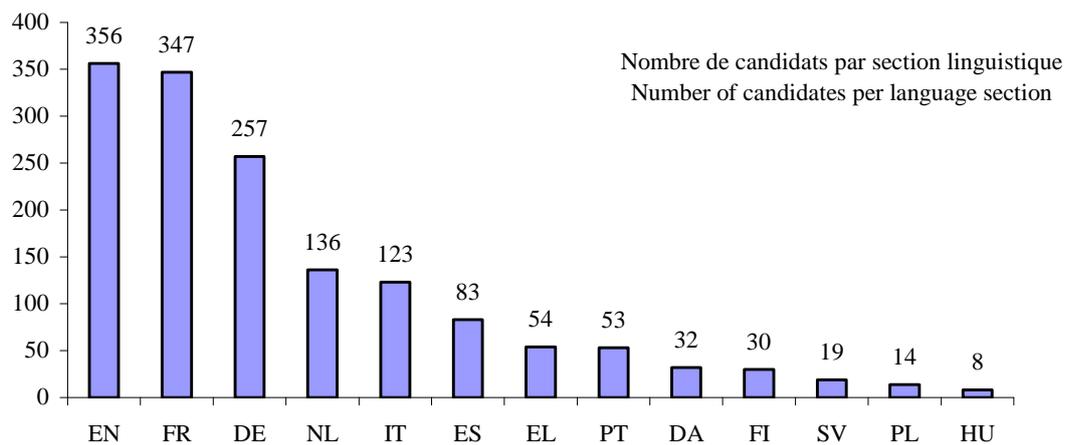
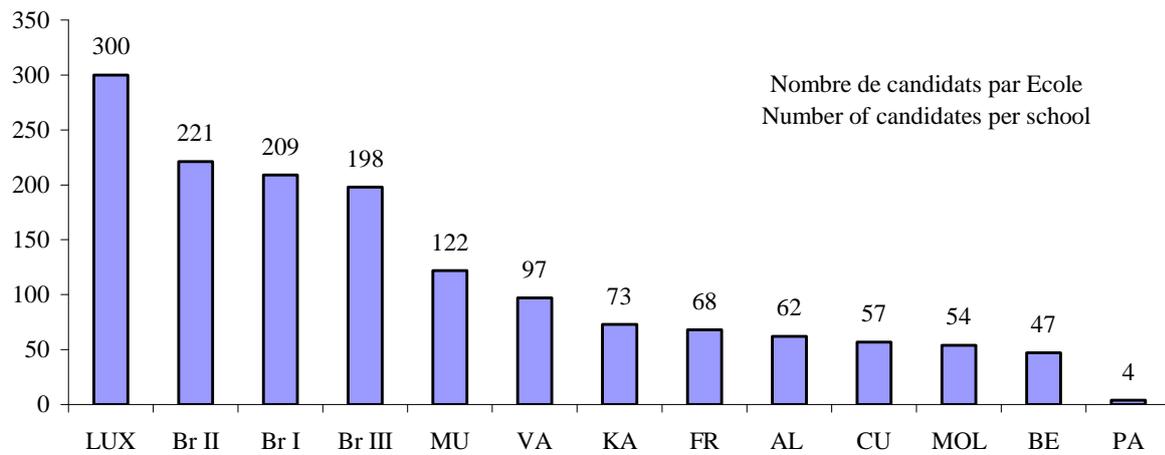
The document 'Report on the organisation of the 2010 Baccalaureate' presents the main facts and figures about the 2010 session, highlighting its organisational, pedagogical and financial aspects.

Each of the chapters compares the data on the 2010 session with those of the previous sessions, thus allowing pupils' choices and results to be monitored and tracked over six years, from 2005 to 2010. In that connection, despite a steady increase in the number of candidates, up from 1147 to 1512, great stability is to be noted in the results, both overall, with a pass rate ranging between 97.50% and 98.54%, and by subjects and language sections. Similarly, the average final mark has been stable at 7.6 out of 10 since 2005, with a very slight increase in 2010, when it reached 7.69.

The 2010 European Baccalaureate was organised in accordance with the regulations in 12 European Schools and in one type II school, *Scuola per l'Europa di Parma*, four of whose pupils were entered as candidates for the European Baccalaureate examinations at the European School, Varese.

1512 candidates took part in the 2010 session examinations. The average cost per candidate was €579 in 2010, down by 11.64% on the 2008 figure, following the decisions of the Board of Governors concerning certain organisational aspects.

The following graphs show the breakdown of candidates by school and by language section.



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

As happens every year, 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 Member States or in other countries were raised by parents or by the Commission.

The Baccalaureate Unit brings 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.

In November 2010, the Baccalaureate Unit sent to all the inspectors of the European Schools and to the careers guidance teachers/counsellors of the European Schools a questionnaire on any problems of equivalence between the European Baccalaureate and the upper secondary leaving certificate of schools in the Member States which might mean that European Baccalaureate-holders were put at an unfair disadvantage compared with holders of the upper secondary leaving certificate of national schools.

The responses of the inspectors and of the careers guidance teachers/counsellors enabled a clearer picture to be formed of the equivalence between the different national certificates and the European Baccalaureate, with particular reference to the admission of European Baccalaureate-holders to certain universities or faculties which operate a quota system. It appears that the limited number of admissions to these universities or faculties imposes the introduction of more stringent admission criteria applicable to all candidates, whether they are holders of a national upper secondary leaving certificate or of the European Baccalaureate.

A favourable solution for our pupils to some of the problems is found thanks to the assistance of the national authorities of the countries concerned. In other cases, discussions between the Office of the Secretary-General and the national authorities are continuing.

#### ❖ **Reform of the European Baccalaureate – State of play of the work of the ‘European Baccalaureate’ Working Group**

As part of the process of reform of the European Baccalaureate, at its meeting of 1, 2 and 3 December 2010, the Board of Governors approved the following proposals, due to enter into force as from the 2012 Baccalaureate session:

- signature of a central authority on the Baccalaureate certificate;
- abolition of the possibility for candidates who have achieved an overall average of between 57.00% and 59.99% of being awarded the Baccalaureate. Only candidates who have achieved a final mark of 60% or more will be deemed to have passed;
- increase in the European Baccalaureate registration fee.

The Board of Governors also approved a one-year extension of the mandate of the ‘European Baccalaureate’ Working Group so that it can finalise its work on the following questions:

- number and nature of the Baccalaureate examination;

- number of markers for the written and oral examinations;
- use of the ECTS (European Credit Transfer System) grading scale;
- introduction, as part of the Baccalaureate examination, of a cross-curricular project;
- dematerialised correction of the Baccalaureate written examination paper scripts.

## **B. HUMAN RESOURCES**

In the year 2010 the Office's human resources management was characterised by improvement of the management tools in the light of the recommendations of the Internal Audit Service (IAS), the recruitment of new staff, including the Deputy Secretary-General and the Head of the Human Resources Unit, and the finalisation of an amendment to the Service Regulations for the Administrative and Ancillary Staff (AAS) of the European Schools.

As recommended by the IAS, the Office of the Secretary-General put a transparent recruitment procedure in place and developed a performance evaluation system which focuses particularly on evaluation during and at the end of the probationary period. In addition, the job descriptions were adapted to match the models used by the European Commission and personal file management was improved as recommended by the IAS. Work on a coherent training policy is in progress and the first steps towards the conclusion to that end of a service level agreement with the European Commission have been taken.

Following the approval of three additional AAS posts by the Board of Governors at its April and December 2009 meetings, the staff complement of the Office of the Secretary-General at the end of 2010 totalled 48 (eight seconded staff members and 40 AAS). In order to fill the three posts approved by the Board of Governors in 2009 and to guarantee the replacement of staff members who left the Office on 31 December 2009, seven recruitment procedures (two for seconded staff and five for AAS) were conducted in 2010.

On the basis of a mandate from the Board of Governors, the 'AAS' Working Group, chaired by the Office of the Secretary-General, finalised its work on an amendment to the AAS Service Regulations. The amendments, which entered into force on 1 January 2011, will facilitate vertical and horizontal career opportunities for AAS members and will promote internal staff mobility in the European Schools system, something which is also in the interest of the schools' management. Further improvements are envisaged with respect to auxiliary staff.

Finally, the Office of the Secretary-General is about to resume work on Conditions of Employment for Part-time/Locally recruited teachers, in order to clarify their working conditions in line with the legislation and jurisdiction of the host countries of the European Schools.

## **C. LEGAL ASPECTS**

### **1. General legal questions**

As in 2009, the schools' day-to-day management raised numerous questions of a judicial nature, diverse and varied in equal measure. The most frequently asked questions concerned interpretation of regulatory texts, protection of privacy, including protection of data of a personal nature, respect for copyright and Belgian national employment law.

In terms of regulations, the schools now have a new note concerning the tax exemptions applicable to imports, when purchases are made in another EU Member State, and when purchases are made in Belgium by the members of the staff of the European Schools resident in Belgium. This new note, produced in conjunction with the Belgian Ministry of Finance on the model of the note applicable to officials of the EU institutions and bodies, entered into force on 1 February 2010.

As regards amendments made to the statutory texts, at its meeting of 1, 2 and 3 December 2010, the Board of Governors agreed to revision of the salary scales of seconded staff. This revision was preceded by a number of exchanges with the staff representatives (Staff Committee), in compliance with the consultation procedure provided for by the Regulations for Members of the Seconded Staff. The same pay revision process was subsequently initiated for locally recruited teaching staff and is expected to be brought to a successful conclusion with the approval by the Board of Governors at its April 2011 meeting of the new amounts of remuneration applicable on 1 September 2011.

At its December 2010 meeting, the Board of Governors also approved a change to the rules on promotion to the year above, which meant amendment of Articles 57-62 of the General Rules. This revision involved abolition of promotion weighting and clarification of the procedural rules for the lodging of appeals against decisions of the Class Councils. New letter templates, taking account of the changes made, have been made available to the schools.

## **2. Appeals**

In terms of appeals, the year 2010 was marked by an increase in the number of administrative appeals in the enrolments area, associated in particular with the need to introduce enrolment policies for schools other than the Brussels ones.

At its December 2010 meeting, the Board of Governors approved an enrolment policy for the European School, Munich, in order to restrict access to this school for Category III pupils, because in particular of a shortage of infrastructure to accommodate them. This policy was devised after a very large number of appeals had been lodged by parents of Category III pupils, challenging the restrictive admission criteria set by the school's Director.

Similarly, for several years now, the Luxembourg I and II Schools have had their own enrolment policy designed to guarantee balanced distribution of pupils between the two schools. Whilst the number of appeals lodged in 2010 remained comparatively stable compared with 2009, it is to be expected that it will increase significantly in the course of the next few years, bearing in mind the increasingly imminent move (scheduled in September 2012) of the European School, Luxembourg II to the Bertrange/Mamer site.

As the decisions taken under these enrolment policies are decisions of Directors and not of the Central Enrolment Authority, appeals against them cannot be lodged directly with the Complaints Board, but an administrative appeal must first be lodged with the Secretary-General.

Finally, mention should be made of the emergence of new types of disputes being referred to the Complaints Board. Thus, in decision 10/02 of 22 July 2010, the Complaints Board found in favour of the Interparents association in its appeal against the Board of Governors' April 2009 decision to change the decision-making arrangements on the Administrative Boards.

Other decisions of the Board of Governors have been challenged before the Complaints Board, in particular the decision to discontinue the post of Danish seconded teacher at the European School, Culham and the decision approving the enrolment policy of the European School, Munich. At the time of writing, those appeals are still pending before the Complaints Board and their outcome cannot be prejudged. If, however, they were to be upheld, they would provide confirmation of a reversal of precedent, in so far as until its aforementioned July 2010 decision, the Complaints Board did not consider itself competent to censure the Board of Governors' decisions.

Over the past few years, it has also been noted that appeals are now being lodged against negative performance evaluation reports on seconded teachers whose secondment is not renewed at the end of the second or fifth year. Such appeals are heard by the Boards of Inspectors but require substantial preparatory work to be done by the OSGES and the schools concerned.

In addition, a number of appeals have been lodged in national courts, by parents against the increase in Category III school fees in 2003 and by locally recruited teachers with respect to questions associated with their conditions of employment.

**In 2010, 127 administrative appeals** were heard by the OSGES and **97 contentious appeals** were heard by the Complaints Board, 39 of which were lodged after rejection of an administrative appeal lodged with the Secretary-General of the European Schools beforehand. Both administrative and contentious appeals represent a considerable amount of work for the legal assistant, the secretariats, the Secretary-General, the Deputy Secretary-General and the heads of the units concerned. If, as is to be feared, echoing what was said by the Chairman of the Complaints Board in his own report (Annual report of the Chairman of the Complaints Board of the European Schools<sup>4</sup>), the trend is confirmed in the proportions seen in the last few years, a single post of legal assistant at the Office will clearly no longer be sufficient in the near future.

Details of all the appeals, by area or decision-making organ, are given below:

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<sup>4</sup> This document has been published on the website of the Office of the Secretary-General of the European Schools (<http://www.eurasc.eu> – Ref. 2011-02-D-30-en-1)

<b>Administrative appeals</b>	<b>Contentious appeals</b>
	<b>53</b> appeals against decisions of the Central Enrolment Authority, including 6 in interim proceedings
<b>54</b> appeals against a Class Council's decision (details in Point III.1)	<b>13</b> appeals against a Class Council's decision, including 3 in interim proceedings
<b>44</b> appeals concerning an application for enrolment in schools other than the Brussels ones	<b>14</b> appeals concerning an application for enrolment in schools other than the Brussels ones, including 2 in interim proceedings and 1 seeking review
<b>12</b> appeals concerning the seconded staff, including 6 pertaining to calculation of the differential allowance	<b>6</b> appeals concerning seconded staff
<b>6</b> appeals against the European Bacculaureate results	<b>5</b> appeals against the European Bacculaureate results, including 1 in interim proceedings
<b>3</b> appeals against a decision of the Board of Governors	<b>2</b> appeals against a decision of the Board of Governors
<b>3</b> appeals against a Discipline Council's decision	
<b>2</b> appeals against a decision on integration of a SEN (special educational needs) child	
<b>2</b> appeals concerning locally recruited teachers	<b>2</b> appeals concerning locally recruited teachers, including 1 seeking review
<b>1</b> appeal concerning the AAS	
	<b>2</b> appeals whose object was not identifiable
<b>TOTAL: 127</b>	<b>TOTAL: 97</b>

### 3. Costs

Apart from the salaries of the staff concerned, the expenditure associated with litigation and with operation of the Complaints Board rose by 43.52% between 2006 and 2010, going up from €198,875 to €352,152, and is expected to rise further in the years to come. It is an item in which it is difficult to propose cuts, despite the current budgetary constraints.

The possibility should perhaps be envisaged of charging a flat-rate sum, the amount of which would need to be determined, for administrative charges, on the lodging of each appeal.

## D. BUDGETARY ASPECTS

The following tables, published in the financial controller's report, have been reproduced in this document for the overall view which they give of the system's costs and of their breakdown amongst the different contributors.

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

Table 1 shows the development of costs from 2005 to 2010. The figures show an increase of 25.1% over the five-year period and an increase of 3% from 2009 to 2010. It should be remembered that the pupil population (as a weighted average for the financial year calculated as in Table 2) increased by more than 12% from 2005 to 2010 and by nearly 2.8% between 2009 and 2010.

Table 1: Development of costs from 2005 to 2010 – Expenditure (€)								
	2005	2006	2007	2008	2009	2010	% 05 - 10	% 09 – 10
<b>Al</b>	9,271,918	10,398,783	11,097,943	11,265,097	12,236,285	12,139,922	30.9%	-0.8%
<b>Be</b>	9,272,479	9,129,940	9,262,303	9,017,315	8,957,569	8,866,419	-4.4%	-1.0%
<b>Br I</b>	25,479,692	26,923,771	29,960,478	31,691,818	32,639,312	33,206,659	30.3%	1.7%
<b>Br II</b>	26,055,082	27,537,597	29,080,260	31,336,148	31,906,989	33,147,142	27.2%	3.9%
<b>Br III</b>	24,189,135	24,873,606	25,590,807	28,679,058	28,326,826	29,450,687	21.8%	4.0%
<b>Br IV</b>	0	0	1,462,371	3,451,431	4,745,841	6,378,199		34.4%
<b>Cu</b>	10,684,414	10,698,087	10,846,654	9,846,605	9,369,762	9,353,080	-12.5%	-0.2%
<b>Ff</b>	8,484,316	10,043,162	9,958,371	10,425,896	11,066,933	11,474,944	35.2%	3.7%
<b>Ka</b>	11,250,667	11,388,828	11,355,904	12,483,991	12,734,208	12,864,487	14.3%	1.0%
<b>Lux I</b>	30,861,306	33,445,420	34,775,570	37,009,986	38,965,091	39,554,425	28.2%	1.5%
<b>Lux II</b>	6,156,171	6,477,238	6,861,971	6,989,029	7,421,163	7,747,783	25.9%	4.4%
<b>Mol</b>	10,150,934	10,410,155	10,511,380	11,219,276	11,784,623	12,124,224	19.4%	2.9%
<b>Mun</b>	17,147,567	17,755,501	18,135,372	18,941,426	20,252,301	22,152,467	29.2%	9.4%
<b>Var</b>	16,214,257	16,533,942	17,687,629	18,296,045	19,096,570	18,596,747	14.7%	-2.6%
<b>OSG</b>	7,535,694	8,006,764	8,967,345	9,071,996	9,036,140	9,112,005	20.9%	0.8%
<b>TOTAL</b>	<b>212,753,632</b>	<b>223,622,794</b>	<b>235,554,358</b>	<b>249,725,117</b>	<b>258,539,613</b>	<b>266,169,190</b>	<b>25.1%</b>	<b>3.0%</b>

The figures for 2005-2009 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled.

The figures for 2010, which include appropriations carried forward to 2011, 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 is for the moment a primary school only and Brussels IV has so far opened (in September 2010) only year 1 of the secondary school (S1), with 71 pupils, 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 2010, the costs per pupil of the two groups of schools are very similar.

The average cost per pupil per annum across the schools, including the costs of the Office of the Secretary-General, is €11,840, an overall increase of 11.5% over the five-year period and an increase of 0.2% from 2009 to 2010.

Table 2: Cost per pupil (€)								
	2005	2006	2007	2008	2009	2010	% 05 - 10	% 09 - 10
<b>Alicante</b>	9,635	10,525	11,109	11,033	11,926	11,844	22.9%	-0.7%
<b>Bergen</b>	14,236	15,091	16,540	16,170	15,660	14,943	5.0%	-4.6%
<b>Brussels I</b>	10,323	9,865	10,039	10,394	10,613	10,714	3.8%	1.0%
<b>Brussels II</b>	8,834	9,234	9,992	10,818	10,831	10,869	23.0%	0.4%
<b>Brussels III</b>	8,715	9,091	9,702	10,903	10,480	10,365	18.9%	-1.1%
<b>Brussels IV</b>			25,506	13,241	9,685	9,582		-1.1%
<b>Br I, II, III &amp; IV</b>	9,242	9,391	10,023	10,769	10,594	10,582	14.5%	-0.1%
<b>Culham</b>	12,169	12,616	13,063	11,868	11,221	11,328	-6.9%	1.0%
<b>Frankfurt</b>	10,206	11,205	10,475	10,395	10,405	10,576	3.6%	1.6%
<b>Karlsruhe</b>	10,574	11,195	11,631	12,564	13,021	13,331	26.1%	2.4%
<b>Luxembourg I</b>	9,858	10,381	10,489	10,897	11,303	11,398	15.6%	0.8%
<b>Luxembourg II</b>	7,257	7,186	7,510	7,818	8,289	8,412	15.9%	1.5%
<b>Lux I &amp; II</b>	9,303	9,683	9,846	10,255	10,682	10,772	15.8%	0.8%
<b>Mol</b>	15,961	16,454	16,048	16,564	16,158	15,862	-0.6%	-1.8%
<b>Munich</b>	11,269	11,302	11,185	11,168	11,335	11,874	5.4%	4.8%
<b>Varese</b>	12,308	12,548	13,430	13,808	14,373	14,210	15.5%	-1.1%
<b>All schools</b>	10,243	10,545	10,931	11,335	11,405	11,435	11.6%	0.3%
<b>OSG</b>	376	392	433	427	413	405	7.8%	-1.9%
<b>OSG + schools</b>	<b>10,619</b>	<b>10,937</b>	<b>11,364</b>	<b>11,763</b>	<b>11,818</b>	<b>11,840</b>	<b>11.5%</b>	<b>0.2%</b>
Expenditure is based on the figures in Table 1.								
Pupils: Weighted average. (No in October of year n-1 x 8/12) + (No in October of year n x 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 2005. 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, reflecting the fall in the number of pupils in this category within the system, whereas the number of Category I pupils is steadily increasing, in Brussels and Luxembourg in particular.

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.

<b>Table 3. Budget contributions</b>							
<b>(excluding surplus carried forward and use of reserve funds)</b>							
		<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Member States</b>	€	50,273,816	50,998,425	52,480,536	54,454,918	53,742,828	55,712,643
	%	23.6%	22.4%	22.7%	22.1%	20.8%	21.0%
<b>Commission</b>	€	116,388,279	127,124,086	127,096,284	138,910,044	151,907,627	155,393,053
	%	54.7%	55.7%	55.0%	56.5%	58.7%	58.5%
<b>EPO</b>	€	14,092,602	14,679,899	14,882,438	15,338,041	17,353,943	18,911,407
	%	6.6%	6.4%	6.4%	6.2%	6.7%	7.1%
<b>Category II fees</b>	€	10,984,317	12,387,964	13,662,767	13,894,567	13,909,948	13,499,558
	%	5.2%	5.4%	5.9%	5.7%	5.4%	5.1%
<b>Category III fees</b>	€	17,338,757	18,438,111	17,788,809	17,723,591	17,087,017	16,994,902
	%	8.1%	8.1%	7.7%	7.2%	6.6%	6.4%
<b>Other</b>	€	3,856,530	4,454,397	5,221,693	5,540,086	4,764,977	5,117,819
	%	1.8%	2.0%	2.3%	2.3%	1.8%	1.9%
<b>TOTAL*</b>	€	212,934,301	228,082,882	231,132,527	245,861,247	258,766,340	265,629,382

For the years 2005 to 2009, the figures show revenue as recorded in the final accounts; those for 2010 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.

## 2. 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 2000 to 2010.

This development reflects the two waves of EU enlargement in 2004 and 2007, which led to an increase in most budget items. Since 2009 and the system's reform, the reduction in the number of meetings of the different central organs and the prior budgeting of expenditure associated with the inspectors' activities have enabled Chapter II expenditure to be better controlled.

Similarly, the Board of Governors' decisions concerning certain organisational aspects of the European Baccalaureate have led to a fall in expenditure which should become more marked in the years to come once the reform has been completed. On the other hand, an increase is to be

observed in the costs of litigation and of the Complaints Board, as a result of the rising number of appeals each year.

<b>Development of some significant budget items and of the total budget of the OSGES</b>								
	<b>2000</b>	<b>2002</b>	<b>2004</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>CHAPTER I</b>								
Seconded staff	687.136	678.561	678.878	817.962	887.785	989.618	1.008.609	1.005.487
AAS	1.195.862	1.444.837	1.679.257	1.975.078	2.189.053	2.202.576	2.555.181	2.717.642
<b>Total Chapter I</b>	<b>1.882.998</b>	<b>2.123.398</b>	<b>2.358.135</b>	<b>2.793.040</b>	<b>3.076.838</b>	<b>3.192.194</b>	<b>3.563.790</b>	<b>3.723.129</b>
<b>CHAPTER II</b>								
Rent, etc.	403.202	420.570	548.241	769.032	809.303	844.710	933.494	887.251
Office equipment	79.997	70.037	84.999	85.942	79.455	79.785	70.589	75.092
Telephone, post, etc.	136.771	85.333	79.438	39.009	13.846	18.280	20.753	22.489
Translation	340.000	379.672	794.850	746.243	970.425	1.110.867	1.017.692	929.007
Interpretation	260.127	255.227	295.781	336.485	304.726	300.929	238.830	191.675
Mission expenses	46.279	82.820	80.516	64.298	60.090	50.900	53.978	44.325
In-service training	224.796	281.204	612.885	294.979	319.085	270.000	270.003	380.807
Board of Governors	140.042	193.858	266.752	184.779	224.997	249.951	183.497	130.188
Budgetary Committee	58.680	50.887	73.574	63.761	59.998	55.224	53.273	33.325
Inspectors' meetings	334.996	322.262	300.000	486.375	372.993	488.000	379.000	323.729
Inspectors' Inspections	184.612	219.425	199.820	198.814	167.998	259.000	275.000	227.624
Baccalaureate	542.439	686.652	703.772	779.925	859.992	839.990	870.830	792.863
Litigation costs	107.066	153.456	215.272	161.204	205.581	192.000	269.833	236.005
Complaints Board	0	0	0	37.671	92.701	107.000	102.536	116.147
<b>Total Chapter II</b>	<b>2.985.304</b>	<b>3.319.491</b>	<b>4.388.093</b>	<b>4.365.015</b>	<b>4.616.805</b>	<b>5.097.482</b>	<b>4.855.532</b>	<b>4.502.680</b>
<b>CHAPTER VII</b>								
ICT	612.622	906.110	525.526	979.468	1.180.410	602.133	771.773	754.184
<b>TOTAL</b>	<b>5.675.667</b>	<b>6.399.617</b>	<b>7.286.970</b>	<b>8.172.894</b>	<b>9.063.703</b>	<b>9.117.314</b>	<b>9.208.210</b>	<b>9.112.005</b>

A breakdown of the costs of the main meetings in the year 2010 charged to the budget of the Office of the Secretary-General of the European Schools appears below.

**COSTS OF THE MEETINGS OF THE BOARD OF GOVERNORS,  
THE BUDGETARY COMMITTEE, THE BOARDS OF INSPECTORS AND THE JOINT  
TEACHING COMMITTEE IN 2010**

**a) COSTS OF THE MEETINGS OF THE BOARDS OF GOVERNORS (ITEM 2605)**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
April 2010	44,046	28,327	900
December 2010	<u>37,709</u>	<u>28,617</u>	<u>2,000</u>
<b>SUBTOTAL:</b>	<b>81,755</b>	<b>56,944</b>	<b>2,900</b>

**b) COSTS OF THE MEETINGS OF THE BUDGETARY COMMITTEE (ITEM 2606)**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
March 2010	13,832	8,386	600
October 2010	17,292	7,680	600
Other meetings	<u>2,734</u>	<u>8,538</u>	<u>1,350</u>
<b>SUBTOTAL:</b>	<b>33,858</b>	<b>24,604</b>	<b>2,550</b>

**c) COSTS OF THE MEETINGS OF THE BOARDS OF INSPECTORS AND OF THE  
JOINT TEACHING COMMITTEE (ITEM 2607)**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
BIs, TC 02.2010	46,355	9,767	1,200
BIs, TC 06.2010	7,544	4,665	300
BIs, TC 10.2010	<u>54,644</u>	<u>22,197</u>	<u>1,500</u>
<b>SUBTOTAL :</b>	<b>108,543</b>	<b>36,629</b>	<b>3,000</b>

**d) OTHER MEETINGS**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
Working Groups, Troika, Selection Committees (Item 2605)	51,382	33,634	5,800
Working Groups (Item 2607)	189,948	7,442	4,700
Courses (Item 2607)	16,529	-----	-----
Inspections (Item 2608)	222,546	-----	-----
<b>SUBTOTAL:</b>	<b>480,405</b>	<b>41,076</b>	<b>10,500</b>
<b>TOTAL:</b>	<b>704,561</b>	<b>159,253</b>	<b>18,950</b>

**GRAND TOTAL: 882,764**

## **E. ICT AND STATISTICS**

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 their administrative management (accounts and financial aspects, as well as staff and pupils) to a large extent.

### **1. Administrative applications**

The European Schools use a range of computer application programs for the administrative and financial management of the schools. Those applications need to be upgraded as soon as possible.

This upgrading exercise is by far the most important task of the ICT development unit but it is also a very complex mission: the reason is that the administrative and financial management system meeting the European Schools' specific requirements does not allow just any commercial software to be easily integrated and therefore requires appropriate developments. The development phase started in the second quarter of the year 2006 and was scheduled to finish by June 2007. In July 2007 the ICT Unit started a pilot project, which had to be halted in January 2008 because part of the project, namely the financial package put together by one of the firms in the consortium which had been awarded the contract following the call for tenders, did not meet the criteria laid down by the European Schools. As all the modules of the new application were closely interlinked with the financial package, the project initially planned had to be interrupted.

After negotiations, a new detailed study was approved by the Office of the Secretary-General and the two pilot schools, Varese and Luxembourg, with a delivery date of January 2011. Development of the financial applications proceeded throughout the whole of 2010.

The new administrative applications will therefore start to replace the old ones in 2011, first in the pilot schools, then in the system as a whole.

### **2. Pedagogical applications**

Because their effective use enables the requirements of the world of work to be met, but also because higher education uses new technologies, the European Schools regard ICT as a basic skill to be acquired by their pupils and to be used by their teachers. Most of the classrooms of the 14 schools are now equipped with at least one computer and a projector and, increasingly, with other ICT hardware. All schools have ICT rooms that are used not only for teaching ICT but for many other subjects.

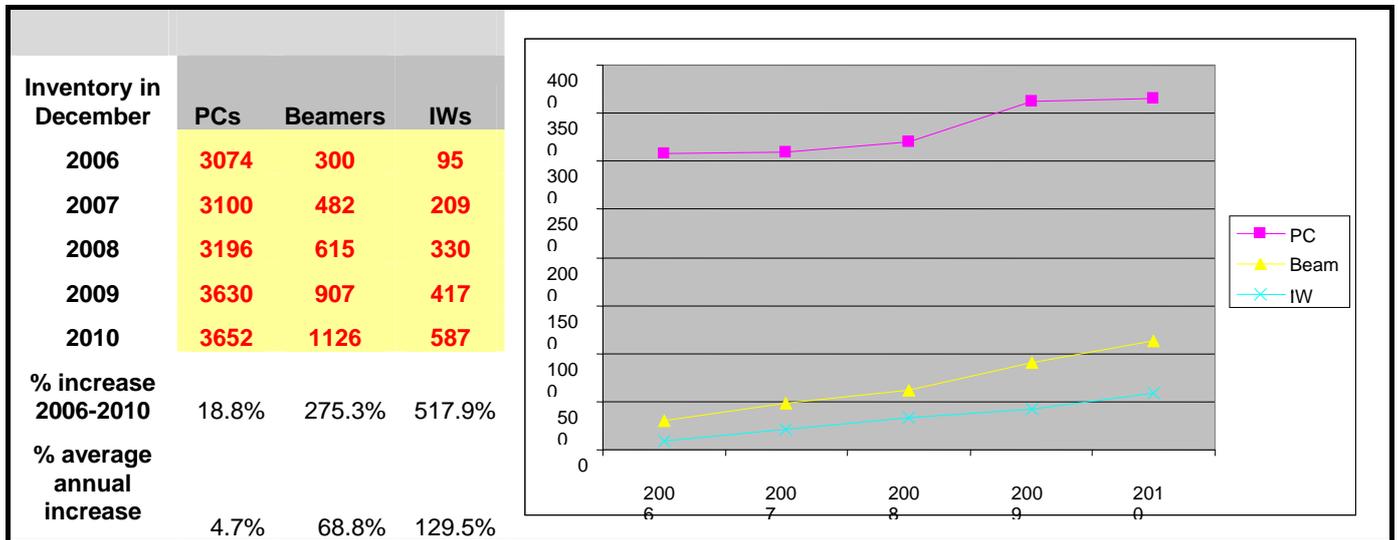
Many teachers have interactive whiteboards in their classrooms so they can not only project the content of their PCs but can also use interactive educational software, enabling pupils to work on the board. Moreover, these interactive boards include an authoring tool that allows teachers to devise their 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 teachers with more advanced ICT knowledge and skills also use Learning Management Systems (LMS), which allow teachers to communicate with pupils out of the classroom.

This form of organisation will allow 'business continuity' of the school in the event of closure of the schools due to emergencies (snow falls, epidemics, transport strikes). This type of virtual classroom also allows teaching to continue to be provided for pupils who are absent from school because of long-term illness, for example. Computer hardware is

becoming cheaper and cheaper, so the number of computers, beamers and interactive whiteboards (IW) has increased significantly.

The table below shows the development of the stock of pedagogical hardware in the schools from 2006 to 2010.



Every effort is made by the schools to provide effective training for teachers with a view to use of ICT in their lessons. Training should address not only new technologies but also how to use them in order to adapt classroom teaching methods.

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.

The e-Learning contest was held for the fourth 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.

## F. INTERNAL AUDIT SERVICE

The Commission's Internal Audit Service (IAS) continues to perform the internal auditing function in the European Schools system.

The results of an audit of human resources management conducted by the IAS were presented to the Board of Governors at its April 2010 meeting, together with the responses and action plans of the Office of the Secretary-General and of the Schools. Further progress was made during the year on implementation of the recommendations made in the audit, with particular reference to staff recruitment and evaluation procedures and development of a training policy. Additional efforts are required to progress work on the 'cross-cutting issues' identified by the IAS concerning a number of points pertaining to the system as a whole, presented as, for example, the corporate responsibilities of the General Secretariat and other such cross-cutting issues.

In the human resources management area, the IAS's recommendations focus in particular on procedures for recruitment and evaluation of locally recruited staff, job descriptions, the setting up of a training policy at the Office and in the schools, the drawing up of contracts for teachers who replace absent teachers and improvement of the performance evaluation reports of seconded teachers.

The recruitment and evaluation procedures have been drawn up and the job descriptions have been produced, while work on the other points is ongoing.

A legal assistant was recruited at the Office for the whole of the system and an assistant for the Chairman of the Complaints Board was also recruited.

In the budgetary and financial area, the recommendations are being followed up.

As regards ICT applications, information on the progress of the work appears in point E.1 above.

Finally, guidelines for the setting up of a document and mail registration system are being drawn up following consultation of the Commission's specialist services.

In 2010, the IAS continued to provide advice on application of the internal control standards adopted by the Board of Governors, placing particular emphasis on management planning and monitoring. It remains difficult to develop procedures based on the internal control standards in force in an institution such as the Commission: they do not necessarily seem to be suited to the General Secretariat and even less so to the schools, which do not have the resources or skills required for their introduction.

## **G. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS (CEA)**

Since its setting up in April 2006, the CEA has managed four enrolment sessions in conditions which have evolved towards increasing centralisation, within the Office of the Secretary-General, of the award of places. The reason for this development is that it quickly became apparent that there was a need for permanent across-the-board monitoring and tracking, via a specially designed computerised system adapted each year to comply with the provisions and criteria of the enrolment policies determined annually by the CEA according to trends in pupil numbers in the different schools.

The 2011-2012 enrolment session is currently under way.

### **Objectives and priorities for enrolments for the year 2010-2011**

In December 2009, the Board of Governors defined the guidelines for the 2010-2011 Enrolment Policy.

Taking account of the overall situation of the infrastructure existing in Brussels and of the availability of the Laeken site in 2012, the objectives of the enrolment policy for the 2010-2011 school year were adapted in order to contain as far as possible the growth of the Brussels I, II and III Schools, using the new resources made available on the Berkendael site.

As the approach to the overall distribution of pupil numbers across the four schools was continued, the Central Enrolment Authority devised an enrolment policy to award places in the Brussels Schools according to a structure defined for each school with reference to the language sections of which they are composed.

### **Results of the 2010-2011 enrolment policy**

The main data on the 2010-2011 enrolment session are as follows:

- 1970 enrolment applications were received and processed, 1872 of which were for Categories I or II pupils.
- 1445 new pupils joined the Brussels Schools at the beginning of the 2010-2011 school year, the Brussels II and III Schools being in greatest demand.
- Out of the 98 applications for Category III pupils, only ten of the 22 children with siblings already attending the school were admitted.

	<b>New pupils</b>
	<b>on 20 September 2010</b>
<b>Brussels I School</b>	385
<b>Brussels II School</b>	408
<b>Brussels III School</b>	406
<b>Brussels IV School</b>	246
<b>Total</b>	<b>1445</b>

It again proved possible in 2010 to offer places to a large extent according to the order of preference of school expressed by applicants for enrolment, 80% of them in the first preference school.

This figure of 80% breaks down as follows:

Out of the 1793 places offered, 865 went to pupils with a priority criterion (single sections, SWALS, grouping of siblings and return from assignment). All were offered a place in their first preference school.

As regards pupils without a priority criterion, 65.41% of them, i.e. almost two thirds, received an offer of a place corresponding to their first preference.

151 offers of places initially accepted were subsequently turned down by the parents, 108 of them corresponding to an offer of a place in the first preference school. 241 offers of places were refused, notably at Brussels IV, to which some enrolment applications (P5 and S1 classes) had automatically been referred.

The distribution of the population of the German and English sections across the four schools is relatively balanced. On the other hand, a particularly high percentage of pupils enrolled in the Francophone section is to be noted at Brussels IV, where that section's numbers account for almost half of the total number of pupils on roll, while the Italian section is developing slowly and the Dutch section is undersubscribed, with only a very small number of pupils on roll four years after its opening. Reflection on distribution of the language sections in the four Brussels Schools is essential if pupil numbers are actually to be balanced and if the overcrowding of the Brussels I, II and III Schools is to be remedied. Their current structure leaves the CEA little room for manoeuvre to achieve the latter objective.

Optimum use of the schools' resources remains a prime objective for the beginning of the 2011-2012 school year. In view of the situation in the large schools, the solution involving the temporary installation of prefabricated buildings on the Berkendael site has been adopted to cater for the needs arising.

Given the trend in pupil numbers observed at the beginning of the 2010-2011 school year and the current situation with respect to infrastructure until the Laeken site becomes available in September 2012, the 2011-2012 enrolment policy was devised on the basis of guidelines similar to the ones adopted for the 2010-2011 enrolment session. It can be consulted on the website of the Office of the Secretary-General of the European Schools [www.eurisc.eu](http://www.eurisc.eu) under *General information/Reports and statistics*.

## H. INFRASTRUCTURE OF THE SCHOOLS

The 1994 Convention stipulates that the infrastructure of the European Schools is made available by the host Member State, which is also responsible for maintenance of the premises. To that end, a host country agreement is signed between the Board of Governors and the Member State, in which the latter's obligations are stipulated.

Operating and routine maintenance costs are defrayed out of the school's budget.

Several schools find themselves severely short of infrastructure, as a result either of an increase in pupils, or of the poor state of repair of some of their premises, or of the demand for additional space linked with the development of requirements following the last two EU enlargement waves.

### 1. Alicante

A range of improvements have been made to several parts of the school's premises.

In the safety and security area, the surface of the sports tracks has been replaced and the alarm system in the administrative building and the servers room has been upgraded.

## 2. Bergen

As was the case last year, the school's facility maintenance services provider, Oranjewoud BV, conducted a comprehensive inspection of the buildings. It was decided to postpone the major work on the Sports Hall and the air conditioning system until summer 2011.

A local authority inspection in December 2010 revealed many gaps in the partition walls<sup>1</sup> designed for fire prevention and smoke emission prevention, further to which the school's management was requested to produce an inventory of all the partitions in the whole building.

## 3. Brussels Schools

The question of the infrastructure in Brussels continues to be a source of concern. The CEA's estimates with supporting figures show that an additional school will be required as from 2016, if the increase follows the average figure of 300 pupils per year, if not more in certain years.

In a letter of 23 September 2004, the Belgian Deputy Prime Minister indicated that the *Gare Josaphat* site and the Erasmus site in Anderlecht had been selected by the Belgian Government as the location of a fifth European School. The Belgian Government also undertook to provide additional accommodation. The offer of sites for the fifth school was, however, contingent upon the opening of discussions on renegotiation of the host country agreement.

With a view to the Board of Governors' April 2011 meeting, the Secretary-General sent a letter to the Prime Minister requesting him to confirm the 2004 proposal or to propose other sites which would be suitable as the location of a fifth European School in Brussels designed to accommodate 2500 nursery, primary and secondary pupils.

The main recent, present or planned renovation and maintenance work in the four schools under the auspices of the *Régie des Bâtiments* (Belgian Public Buildings Authority) are presented below.

### a) Brussels I

Implementation of the Master Plan drawn up with the *Régie des Bâtiments* is proceeding according to schedule. The most important work (besides implementation of the Master Plan) includes various types of renovation and adaptation work, including adaptation of the security plan.

The *Régie des Bâtiments* is expected to start work on renovation of the building housing the nursery classes in 2012.

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<sup>1</sup> Walls directly aligned with the double hinged door, between the ceiling and the roof.

**b) Brussels II**

A range of renovation and other work is currently being carried out by the *Régie des Bâtiments*, including in particular the building of a parking area for school buses on a site opposite the school. Solar panels have been installed as part of an ambitious 'green school' project.

Other renovation work is expected to be carried out during summer 2011.

**c) Brussels III**

A range of improvements have been made, in conjunction with the *Régie des Bâtiments*, to the school community's great satisfaction. Noteworthy measures include the installation of CCTV cameras on the site and improvement of the canteen equipment.

**d) Brussels IV**

As the sharp growth in the pupil population required additional premises to be fitted out, the 'Berkendael 66' building was made available to the school to accommodate the first secondary classes and the administration.

A prefabricated building is to be installed during the summer 2011 holidays. The documents for extension of the environmental permit of the prefabricated buildings have been sent to the *IBGE* (Brussels Institute for Environmental Management) and the building permit is awaited after approval by the local authority.

Provided that the necessary funds are released, some work is scheduled this year by the *Régie des Bâtiments*. Other work will be ordered from it once the 2011 budget has been approved (e.g. acoustic insulation of the canteen). The *Régie des Bâtiments* has installed a damp extractor in one of the empty rooms of the Hallsdorf building (room designated for use as the after-school centre).

Construction of the school on the Laeken site is on schedule according to the plans drawn up by the *Régie des Bâtiments* and the school, which has been temporarily based on the Berkendael site since 2007, will open in September 2012. A visit to the building site has been agreed to by the *Régie des Bâtiments*. The visit, limited for safety reasons to a small number of people, will be scheduled as from spring 2011.

**4. Culham**

No major construction took place during the 2009-2010 school year. Since the Academy project has now been abandoned, the phasing out plan will continue, with the closure of the nursery section in July 2011. This measure, at the same time as the phasing out of the Dutch and Italian sections, will lead to revision of capacity and of use of the premises in the future. The work in progress on maintenance of the buildings and of the services has continued; the recent completion of renovation of the fire protection system is to be noted. Plans to improve the security of the entrances and of the ICT facilities have been finalised.

**5. Frankfurt**

The school is facing insuperable shortage of space difficulties, for the nursery and primary classes in particular, as a result of the steady increase in the number of Category I pupils. The German Ministry of Foreign Affairs has acknowledged the need for an extension to the existing building.

Pending the availability of this extension, it is imperative for prefabricated buildings to be installed to accommodate the additional primary classes at the beginning of the 2011-2012 school year. The competent authorities have been requested to make the necessary arrangements as a matter of urgency.

Repairs to the central heating circuits were made by the City of Frankfurt, but the entire system needs to be upgraded. The school's security has also been improved and the installation of solar panels continued in 2010.

## **6. Karlsruhe**

The *Polyglott* nursery for babies and toddlers, built by the City of Karlsruhe in the school grounds, opened in October 2010.

A new sports ground for the upper primary classes has been built jointly with the City of Karlsruhe.

Negotiations are continuing with a view to offering boarding facilities on the school's site.

## **7. Luxembourg**

### **a) Luxembourg I**

To enable the school to ensure the proper operation of the secondary cycle, the whole of which it accommodates pending Luxembourg II's move to its permanent site, the *Administration des Bâtiments Publics* (Luxembourg Public Buildings Administration) made a building containing 18 rooms available for the beginning of the 2010-2011 school year. Work to remedy the sound problem in the gymnasium was also carried out.

The school's lack of human resources to ensure the operation and routine maintenance of its extensive infrastructure remains a chronic problem.

### **b) Luxembourg II**

The European School, Luxembourg II is preparing to move to the Bertrange/Mamer site at the beginning of the 2012-2013 school year. The building work is progressing according to plan. Once completed, the school will have a very large campus and state-of-the-art buildings, designed for optimum use from the environmental viewpoint.

At Kirchberg, the *Village pédagogique* (VP) buildings currently accommodate all the primary school classes, thanks to the return of five classes in a building from which the *Centre de la Petite Enfance* (Early Childhood Centre) moved out. The nursery school classes are still housed on the premises of the European School, Luxembourg I.

## **8. Mol**

The Mol School has spacious buildings in a 27-hectare park. The *Régie des Bâtiments* has done various types of work to improve the quality of the existing infrastructure,

including major repairs to the nursery school building's roof, a new cycle track and improvement of the computer network. A project to install solar panels is under consideration.

## 9. Munich

In order to accommodate the steady increase in pupil numbers, a fifth prefabricated module, comprising 11 classrooms and toilet facilities, was delivered during the 2009-2010 school year.

A new permanent building was opened in May 2010. It is designed to accommodate, amongs other things, the administration, the science laboratories and the canteen.

Renovation work in the rooms in the old building started quickly after their closure and is expected to be completed in two years.

After delivery of the annexe planned for the primary school as from 2016, five temporary buildings will be removed and the school's site will be redesigned so that its configuration is more appropriate.

## 10. Varese

The Italian Government's annual contribution for so-called extraordinary maintenance was used several times to create new classrooms (four large and eight small ones) and, for safety reasons, to build a tunnel under the road separating the two parts of the school. As a result, maintenance of the buildings had to be restricted to the most urgent work.

A favourable opinion on award of a €400,000 subsidy to the Varese School was given on 18 November 2010 by the *Comitato Interministeriale per la Programmazione Economica* (Italian Interministerial Committee for Economic Planning). This sum represents the last tranche (1/3) of funding for the emergency project presented in 2006, the other projects having been financed (2/3) by using the funds allocated annually by the Italian authorities for so-called 'extraordinary' maintenance of the buildings, as indicated above.

## IV. IMPLEMENTATION OF THE REFORM OF THE EUROPEAN SCHOOLS SYSTEM

The objectives of the 2009 reform were

- to rationalise governance by redefining the roles of each of the organs of the system, so that decisions are taken at the appropriate level, the corollary being greater autonomy for the schools,
- to open up the European Baccalaureate to pupils other than those of the European Schools, in response to the European Parliament's resolutions,
- to put in place a mechanism allowing fairer financial burden-sharing amongst the Member States.

This reform followed on from the 2007 reform of the Financial Regulation, giving more autonomy to the Directors of the schools in implementation of their respective budgets and creating an internal auditing function. The logic behind the reform was stimulating, albeit a challenge for a highly centralised system based on the same rules, mandatory for all, despite the schools' very different situations in terms of their location and their size.

## **1. Governance**

Although elaborated upon separately in the 'Reform of the European Schools system' document, central governance and governance at schools' level are closely connected, particularly as far as decision-making is concerned.

While, in the context of the schools' autonomy, the Directors' responsibilities and the decisions which they are required to take in all their areas of competence are clear, those of the Administrative Boards are less clear in practice, in the sense that many of the questions debated by these Boards still have to be decided by the Board of Governors after the Budgetary Committee's opinion has been sought, in so far as they almost always have a financial impact.

The schools' multi-annual and annual plans, introduced as part of their autonomy, which have to be approved by the Administrative Board, are excellent tools for the planning of courses to be created meeting the actual needs of each school, under the Administrative Board's responsibility.

All the schools have set up a School Advisory Council, which has produced encouraging initial results, by offering an official forum for consultation, where all the partners and stakeholders involved in school life are represented.

At central governance level, despite a few changes to the frequency of the meetings of the Board of Governors and of the preparatory committees, these organs have retained their main pre-reform prerogatives and the Board of Governors is still required to take almost all decisions.

The role of the Office of the Secretary-General has been enhanced, as guarantor of the system's coherence and as the organ responsible for monitoring its proper operation.

The Internal Audit Service's initial reports, focusing on human resources management, are very clearly along those lines, referring to the 'corporate responsibilities' to be discharged by the Office, something which is perfectly understandable in the context of the system's coherence but which may convey an impression of increased centralisation at the very time when there is talk of greater autonomy for the schools.

This apparent contradiction can be resolved by introducing procedures to be applied in all the schools, allowing evaluation of performance and of operation on the basis of the same criteria and indicators.

To that end common tools need to be available to the schools. Some are already available whilst others are in the process of development.

The Office also plays an important role as a Help Desk, in particular because an increasing number of decisions cannot be taken by the Directors without legal advice, as a result of the growing risks of appeals.

## **2. 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). In 2010, 61 posts were not filled and the schools had to employ locally recruited teachers, the cost of which is borne entirely by the schools' budget. A third of lessons in the European Schools are now taught by locally recruited teachers.

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.

A survey conducted in the schools shows that to date, since 2008, only about ten teachers have been seconded specifically to teach a subject in a language different from their mother tongue<sup>1</sup>. The subjects concerned are mainly the teaching of English Language 2 and the scientific subjects in English, such as mathematics, integrated science or ICT, etc.

Teachers who were seconded mainly for the teaching of Language 1 to SWALS as native speakers sometimes make up their timetables with another subject taught in a vehicular language, as 'non-native speakers' in that case.

Moreover, depending on the school's location and the recruitment possibilities, directors may be led to recruit non-native speaker teachers locally to cover seconded teachers' posts which have not been filled.

As regards Physical Education, Art and Music courses, depending on the countries which agree to take these posts, the courses are taught according to the dominant language of the group of pupils, either in one of the three vehicular languages or in the language of the host country, by teachers whose mother tongue is sometimes different from the one in which they teach.

It is to be noted that the total number of teachers seconded to teach a subject in a language different from their mother tongue remains small in relation to the number of posts to be filled.

By way of an example, nine posts could be filled by non-native speaker teachers at the beginning of the 2011-2012 school year in September 2011 and only one delegation has expressed an interest in filling one of those posts.

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<sup>1</sup> See table below: 'Non-native speaker' seconded teachers

<b>'Non-native speaker' seconded teachers</b>			
	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>
<b>Alicante</b>	None	None	<b>1 BEnl (EN L2)</b>
			<b>1 SW (Maths + ICT in EN)</b>
<b>Bergen</b>	None	None	<b>1 NL (Bio in EN)</b>
<b>BI</b>	None	None	<b>1 BEnl (EN L2)</b>
<b>BII</b>		<b>2 SW + Music in EN</b>	
<b>BIII</b>	None	None	<b>2 BEnl (EN L2)</b>
<b>BIV</b>	None	None	None
<b>Culham</b>	None	None	None
<b>Karlsruhe</b>	None	None	None
<b>Lux I</b>	None	None	<b>1 BEnl (FR L2)</b>
<b>Lux II</b>	None	None	None
<b>Mol</b>	None	None	<b>1 NL (Bio + Int. Sc. in EN and in NL)</b>
<b>Munich</b>	None	None	None
<b>Varese</b>	None	None	None

The table below shows the situation in 2010 of the breakdown of posts in relation to the theoretical breakdown in accordance with the principle adopted in Helsinki:

Member States	Number of pupils per country	Breakdown of pupils by Member State (%)	<u>Seconded staff:</u> Teachers, Educational Advisers, Librarians and Deputy Directors and Deputy Directors	<u>Seconded staff:</u> Bursars	<u>Seconded staff:</u> OSGES	<u>TOTAL</u> <u>SECONDED</u> <u>STAFF</u>	(%)	<u>Required number of Staff in relation to the number of pupils</u>
German	3412	15,59%	241	3	2	246	16,00%	240
Austrian	309	1,41%	22			22	1,43%	22
Belgian	2152	9,83%	216	5		221	14,37%	151
British	1865	8,52%	250		1	251	16,33%	131
Bulgarian	253	1,16%	0			0	0,00%	18
Cypriot	31	0,14%	0			0	0,00%	2
Danish	680	3,11%	34			34	2,21%	48
Spanish	1851	8,46%	84	1	1	86	5,59%	130
Estonian	169	0,77%	3			3	0,19%	12
Finnish	658	3,01%	30		1	31	2,01%	46
French	2788	12,74%	188		1	189	12,29%	196
Greek	757	3,46%	45		1	46	2,99%	53
Hungarian	287	1,31%	16			16	1,04%	20
Irish	479	2,19%	61			61	3,96%	34
Italian	2212	10,11%	102			102	6,63%	155
Latvian	142	0,65%	1			1	0,06%	10
Lithuanian	219	1,00%	9			9	0,58%	15
Luxembourg	224	1,02%	22	1		23	1,49%	16
Maltese	76	0,35%	3			3	0,19%	5
Dutch	1158	5,29%	83	1		84	5,46%	81
Polish	347	1,59%	22			22	1,43%	24
Portuguese	575	2,63%	31			31	2,01%	40
Romanian	208	0,95%	0			0	0,00%	15
Slovak	156	0,71%	4			4	0,26%	11
Slovene	96	0,44%	2			2	0,13%	7
Swedish	599	2,74%	38			38	2,47%	42
Czech	184	0,84%	12			12	0,78%	13
<b>TOTAL</b>	<b>21887</b>	<b>100,00%</b>	<b>1519</b>	<b>11</b>	<b>7</b>	<b>1537</b>	<b>100,00%</b>	<b>1537,00</b>
<b>Comments:</b>								
Adding to the total of 21887, the number of pupils who are not nationals of the 27 Member States, the total pupil population works out to <b>22778</b> ; <b>891</b> pupils are therefore not nationals of the 27 MS.								

### 3. Opening up of the system

#### Accredited schools

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

The setting up of European agencies or organisations in several Member States created demand for a European education for children of their staff, whose number was not sufficiently large to open a European School on the traditional model.

Five national schools have been accredited by the Board of Governors in accordance with the procedure laid down by it, in Parma, Dunshaughlin, Heraklion, Strasbourg and Helsinki, and two others are in the process of accreditation, in Manosque and The Hague.

Under the terms of an agreement signed with the Board of Governors following an audit by European Schools' inspectors, so-called Type II schools provide European schooling and education which in principle lead up to the European Baccalaureate.

The system's opening up also allows, under a pilot project, the accreditation of European schooling provided in national schools, in the state (public) or private sector, which are known as Type III schools.

To date, only one Member State, Germany, has submitted a dossier for such a school, which is expected to open at Bad Vilbel, near Frankfurt, in 2012.

Fact sheets on Types II and III schools (Ref. 2011-03-D-17-en-1) have been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu)).

#### 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, followed by four candidates in 2010.

Other accredited schools are set to take their pupils up to the European Baccalaureate in the near future (European Schooling Helsinki and the European schooling section of the International School, Manosque).

#### The Culham European Academy project

At its April 2007 meeting, 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. Encouraged by the Board of Governors, the UK authorities submitted a project for the Culham School's transformation into an Academy coming under the English national education system, which would have provided a European education, with a view to accreditation by the Board of Governors as a Type II school. Unfortunately, for legal reasons and despite everyone's best efforts, the plan to transform Culham into an Academy has now been abandoned and as a result, the Board of Governors' decision, which was to phase out the Culham School, is going ahead as originally planned; there will no longer be nursery classes at the beginning of the 2011-2012 school year and the Type I school will close in 2017.

## **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. This diversity also adds value to the system.

After five years' experience, a review of the results was presented to the Board of Governors at its December 2010 meeting. Further to that review, proposals for clarification of certain legal, financial and procedural aspects are to be submitted to the Board of Governors at its April 2011 meeting.

The experiment, and the experience gained, can be described as the major advance of the last few years and it is undoubtedly a model for the future of a form of European education from which a larger number of EU pupils should be able to benefit, via accredited schools, with access to the European Baccalaureate. The great demand amongst national and foreign pupils for admission to these schools shows the extent to which they meet a need in a globalised and open world.

## **V. CONCLUSION**

Over these last five years, following the EU's enlargement from 15 to 27 Member States, the European Schools system, which for a long time was self contained, has embarked upon a transformation phase, leading to the 2009 reform, the main points of which are the introduction of new governance methods, where each organ must find its niche at the service of the whole, and the opening up of the European Bacculaureate to pupils other than those of the European Schools via accreditation, by the Board of Governors, of national schools providing a European education.

The recent budgetary constraints, affecting both the Member States and the Commission, have exacerbated the difficult question of funding and of cost sharing, and oblige everyone to reappraise and rethink the usual paradigms, in order to seek solutions allowing continuing provision of a high-quality service with fewer resources.

In 2010, in addition to the obvious priorities of implementation of the reform, the General Secretariat tackled head on several major issues in the different areas of activity presented in the body of this report, including pedagogical development, legal questions, budgetary tracking and monitoring and human resources management, bearing in mind that other particularly delicate issues, such as that of the Brussels Schools in terms of enrolments and infrastructure, also needed to be kept under very close review and monitored accordingly.

The coming years will be crucial for the European Schools. The system's future is at stake and will be decided at the political level, since clear choices have to be made as regards both the wider availability of European schooling and the European Bacculaureate and the place of the European Schools themselves, their governance and their funding, in an extended network meeting the needs of an open society where everyone must have access to a high-quality education.

The General Secretariat is aware of its mission and is fully prepared to take up the challenge of such an undertaking as part of the duties assigned to it. I would, however, draw the Board of Governors' attention to the fact that the General Secretariat remains an administration of modest size to cope with its increasingly heavy workload. In that connection, I would like to thank all the members of the Office for their invaluable cooperation.