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Report of the Secretary-General to the Board of Governors of the European Schools for the year 2011

Presented to the Board of Governors of the European Schools at its meeting of 18, 19 and 20 April 2012, in Oxford

This report refers to the following documents:

- Facts and figures on the beginning of the 2011-2012 school year in the European Schools (Ref. 2011-10-D-30-en-2)
- Policy on enrolment in the Brussels European Schools for the 2012-2013 school year (Ref. 2011-10-D-33-en-3)
- Fact sheets on Types II and III Schools (Ref. 2011-10-D-17-en-1 - Updated on 12 October 2011)

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

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¹ This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu)

I. INTRODUCTION

This report covers the 2011 calendar year. Its objective is to provide the members of the Board of Governors with consolidated facts and figures on 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 2011-2012 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 2011 meeting in document 2011-10-D-30-en-2. The latter document also contains figures on repeat rates for the 2010-2011 school year and the results of the 2011 European Baccalaureate.

This report also contains information about the action taken on the recommendations made in the internal audit reports 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'², 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.

In September 2011, the European Parliament adopted Jean-Marie Cavada's report on the European Schools system (2011/2036(INI)). The resolution's 50 points dealt with a wide range of aspects of the European Schools system. Mr Cavada's report has been reflected on by various working groups and organs of the European Schools system. The Board of Governors will reflect upon the resolution in April 2012.

² This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursec.eu)

II. FACTS AND FIGURES ON THE BEGINNING OF THE 2011-2012 SCHOOL YEAR³ (Ref. 2011-10-D-30-en-2)

III. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

A. PEDAGOGICAL ASPECTS

1. Activities of the Pedagogical Development Unit during the year 2011

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 coordinate quality assurance of teaching and learning in the European Schools system.

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

The Unit's main task 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 also handles the organisation and coordination of in-service training courses for teachers, the inspectors' activities and the 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 appeals procedures.

Apart from those three main areas, the Pedagogical Development Unit is also involved in the administrative organisation of:

- whole-school inspections (WSI);
- evaluations of seconded teachers (planning, budgeting and follow-up on reports);
- granting of a tenth year for teachers at the end of their period of secondment;
- the schools' school calendars;
- administrative appeals and monitoring of and follow-up on contentious appeals against decisions of Class Councils;
- SEN pupils (appeals, special arrangements for the Bacculaureate);
- Directors' meetings and training provision;
- certain standing working groups and/or working groups mandated by the Board of Governors which are chaired by the Deputy Secretary-General;
- the General Rules, etc.

The Pedagogical Development Unit also handles:

- planning and budgeting of all the inspectors' activities;
- production of statistical analysis reports;
- production of an annual statistical report on the costs associated with the inspectors' activities;
- drawing up of pedagogical rules, regulations and procedures, also associated with the inspectors' activities;
- drawing up of administrative rules, regulations and procedures, associated with the PDU;

³ This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursec.eu)

- monitoring of legal rules and procedures associated with the inspectors' work (e.g. in the context of the design and production of new syllabuses, of pedagogical tools, etc.);
- monitoring of pedagogical matters for Accredited Schools via Learning Gateway.

The above list of the Pedagogical Development Unit's duties is not exhaustive.

The Unit also takes charge of other pedagogical matters introduced recently by the reform and for which certain pilot phases still have to be implemented.

During the 2011 financial year, the Pedagogical Development Unit organised and coordinated in particular:

- 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.
- 57 working groups managed by the inspectors, which held 147 meetings in all, amounting to 229 meeting days in total.
- 23 in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors.
- 1 in-service training course for management staff, under the General Secretariat's responsibility.
- 1 symposium on implementation of the new Early Education Curriculum for the nursery.
- 257 inspection visits – mainly inspections which are mandatory under the Staff Regulations.
- 2 team inspection visits on the new whole-school inspection model.
- 6 team inspection follow-up visits to finalise work in progress.

All the inspectors' activities are planned and budgeted for by the Pedagogical Development Unit. The total number of activities in 2011 was approximately 507, accounting, overall, for 31% of the budget of the inspectors' activities for inspections, 39% for the working groups and 30% 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 25 new syllabuses were approved in 2011, including the syllabus common to all Languages 3.
- The new assessment policy for all the teaching levels was approved and will form part of all the new syllabuses. Implementation of the assessment policy will be accompanied by an in-service training course in spring 2013.
- The general framework for whole-school inspection (WSI) was put in place.
- Decentralised permanent in-service training for mathematics was also introduced.

The Pedagogical Development Unit was also responsible for handling firstly, legal and administrative 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:

- Budgetary estimate for decentralised in-service training for mathematics in the secondary cycle.
- Budgetary estimate for the different whole-school inspections.
- Budgetary estimate for decentralised in-service training for all Languages 3.
- Monitoring of introduction of the new technological tool associated with implementation of the new mathematics syllabuses in the secondary cycle.

- Creation of a specific link on Learning Gateway designed to keep Type II Schools regularly informed of the pedagogical decisions taken by the different committees.
- Agreements for members of working groups: Intermath, EEC, Human Sciences.

The Pedagogical Development Unit is also coordinating the common policy project encompassing learning support in the primary and secondary cycles and support for SWALS and for SEN pupils.

In addition, the Unit supervises the annual SEN Statistics report in collaboration with the inspectors concerned.

In view of the different budgetary restrictions, the Pedagogical Development Unit was requested firstly, to propose a package of cost-cutting measures, with particular reference to SEN pupils.

Secondly, with reference to the organisation of courses and the structure of studies, the Pedagogical Development Unit presented a revised version of the part of the Digest of Decisions covering those two topics.

In the context of analysis of statistics, the Pedagogical Development Unit was also charged with follow-up on the analysis of repeat rates and on the introduction of the 19 measures to combat school failure approved by the Board of Governors at its December 2010 meeting. In that same context, the Board of Governors approved the amendments made to old Article 60.3 (new Article 59) of the General Rules, which are designed to give a more precise definition of the terminology of A and B marks for assessment purposes (years 4-7) in the secondary cycle.

In the list of mandates given by the Board of Governors, the 'Languages' Working Group, chaired by the Deputy Secretary-General, received a new mandate, to address the following questions in particular:

- a new definition of L1, L2, L3 and L4 based on the Common European Framework of Reference for Languages;
- the possible introduction into the curriculum of the host country's language
- the introduction of Language 3 as early as secondary year 1.

This Group's work started in October 2011 and is in the process of finalisation. A first report was presented to the Joint Teaching Committee at its February 2012 meeting.

In 2011, 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 33 new posts and 88 existing posts remaining unfilled and to be filled, two thirds of which were in the secondary cycle.

2. The 2011 European Bacallaureate

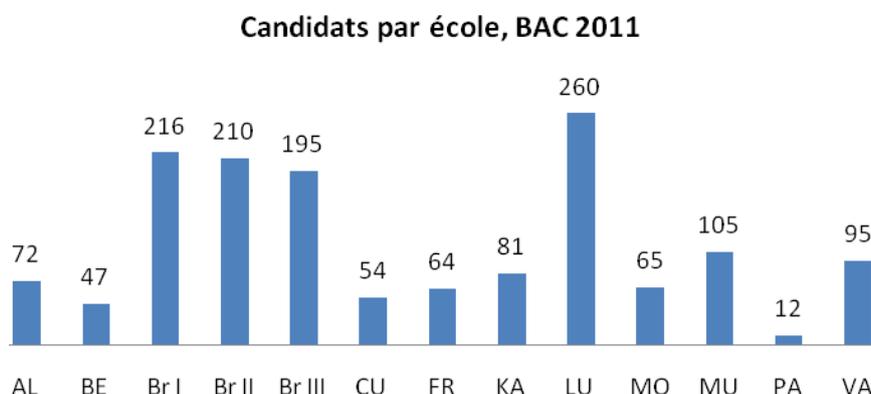
The document 'Report on the organisation of the 2011 Bacallaureate' (2011-08-D-2) presents the main facts and figures on the 2011 session, highlighting quality control and its organisational, pedagogical and financial aspects. The three annexes to the report present a compilation of the financial data and the results by final mark and by subject, compared with the results for the previous ten sessions. This allows the development of pupils' choices and results to be tracked from the 2001 Bacallaureate to the 2011 session.

The 52nd European Bacallaureate session was organised in 12 European Schools and one Type II School, *Scuola per l'Europa di Parma*, 12 of whose pupils were entered as candidates for the European Bacallaureate examinations at the European School, Varese.

Number of candidates	1476
Passed	1450
Failed	26
Pass rate	98.24%
Fail rate	1.76%

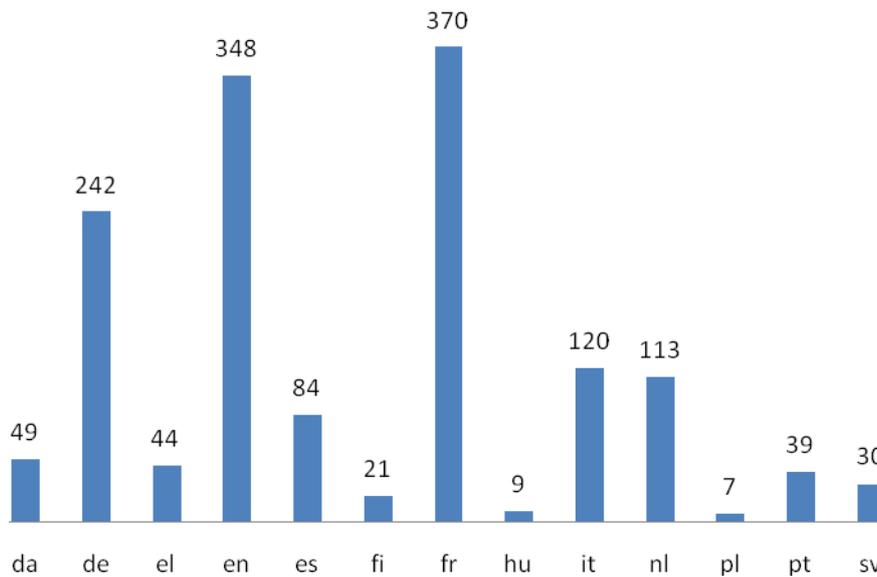
The following graphs show the breakdown of candidates per school, per language section and per examination subject (written and/or oral).

Candidates per school, 2011 BAC



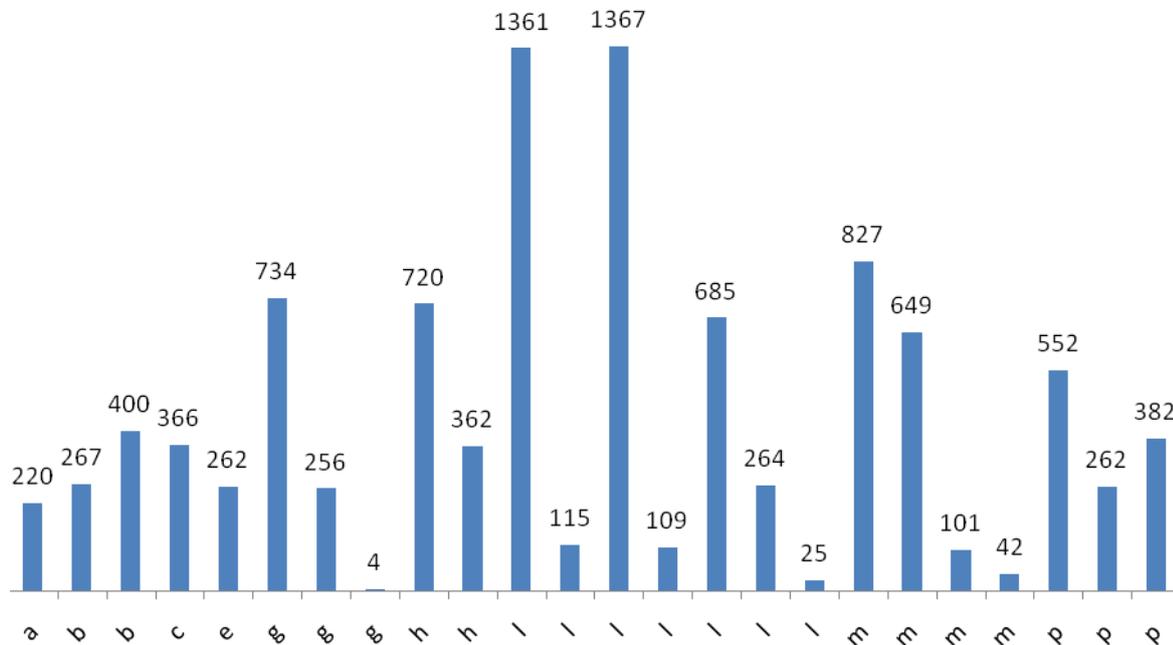
Number of candidates per language section, 2011 BAC

Nombre de candidats par section linguistique, BAC 2011

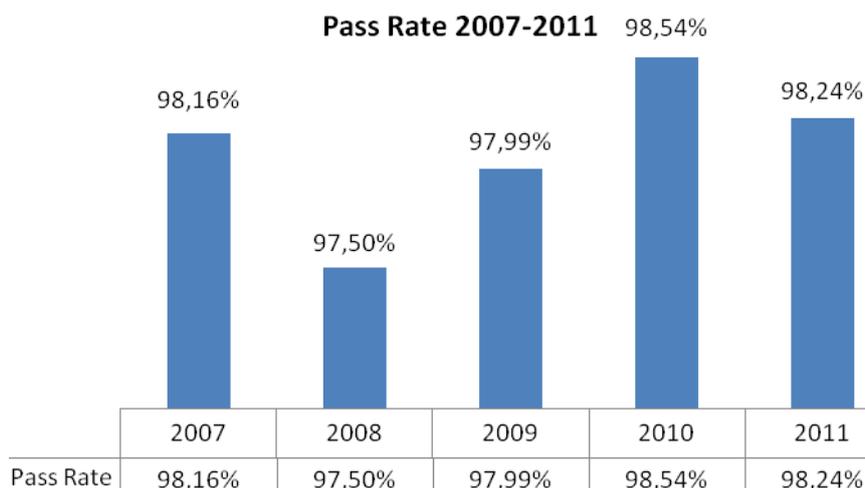


Number of candidates per examination (written and oral), 2011 BAC

Nombre de candidats par examen (écrit et oral), BAC 2011



In comparison with the 2010 Baccalaureate session, a fall in the number of candidates, down from 1512 to 1476, is to be noted. A very slight decline in the pass rate, down from 98.5% to 98.2%, is also to be noted. The same applies to the pass rate per subject and per language section.



As for the average final mark, it has remained stable at around 7.7 out of 10 since 2009.

The average marks achieved in the 2011 European Baccalaureate are presented in the table below:

2011 European Baccalaureate – Averages	
Overall average for the final mark:	76.81
Overall average for the preliminary mark:	77.86
Overall average for the written examinations:	73.79
Overall average for the oral examinations	79.58

Finally, the total cost of the 2011 Baccalaureate session was €811,213.70, i.e. an average cost per candidate of €549.60. The session therefore recorded a 5.1% fall in the average cost compared with 2010, this being a consequence of the Board of Governors' decisions concerning certain organisational aspects.

❖ Reform of the European Baccalaureate – State of play as regards the work of the ‘European Baccalaureate’ Working Group

The ‘European Baccalaureate’ Working Group set out below some recommendations which it deemed necessary for the next steps to be taken and for technical finalisation of the work whose main thrusts it had successively outlined since it was first set up, with particular reference to the admission of European Baccalaureate-holders to the Member States’ Universities.

1. Communication of the outcome of the work on the reform to the public in the European Schools

With the aim of disseminating the outcome of the reform work and giving details of the new characteristics of the reformed European Baccalaureate and in order to meet the need for provision of information to the public both inside and outside the system and to the European Schools’ partners, including the Universities, the Ministries and the Delegations, the Working Group recommends that the Head of the Baccalaureate Unit should prepare a communication plan and inform all the system’s internal and external interlocutors of the new procedures and arrangements for the reformed Baccalaureate. With that in mind, the European Schools’ website will provide an excellent information medium for understanding the system, raising its public profile and increasing its recognition. This step is being taken to ensure that European Baccalaureate-holders are no longer at a disadvantage compared with holders of national upper secondary school-leaving certificates when they apply for admission to Universities.

This recommendation will be instrumental in upholding the principle of international recognition and accreditation of the European Baccalaureate.

This point was approved by the Board of Governors at its December 2011 meeting.

2. In the context of the Lisbon Strategy and with the aim of establishing equivalences between all types of learning (lifelong learning), the European Qualifications Framework, recommended by the Working Group, proposes that the focus should tend to be on learning outcomes.

The ‘European Baccalaureate’ Working Group recommends that the total number of learning hours be included in the syllabuses of the different subjects taken in the European Baccalaureate, for each subject and each option within the same subject. Reflection on learning results can be engaged in to facilitate the certificate’s understandability and recognition.

As part of the process of reform of the European Baccalaureate, the Board of Governors decided, at its meeting of 6-8 December 2011, to approve the final report of the ‘European Baccalaureate’ Working Group, which contained the following proposals:

1. A new restricted ‘European Baccalaureate’ Working Group was charged with monitoring and supervising implementation of the new arrangements introduced by the Reform.
2. The Secretary-General was invited to prepare a specific plan for communication of the outcome of the work of the ‘European Baccalaureate’ Working Group to the public in the European Schools. This step is being taken to ensure that European Baccalaureate-holders enjoy the same opportunities as holders of national upper secondary school-leaving certificates when they apply for admission to Universities.
3. Revision of the arrangements for correction of the European Baccalaureate written examinations:
 - The written examination scripts are made anonymous.

- As a general rule, the first marker and the second marker are teachers working in the European Schools system and external to the examination centre where the student is taking the Baccalaureate examinations. The same applies if a script has to be marked a third time; when the number of teachers in the system is too limited for the purposes of the second marking or, where applicable, the third marking, to meet these requirements, the Office may use the services of external examiners in order to guarantee the objectivity of marking and the anonymity of the scripts.

4. Revision of the nature, number and weight of the written and oral European Baccalaureate examinations.

a) Written examinations

The number of written examinations has not changed. Candidates will still be required to take **five written examinations**.

Article 13 of the Arrangements for implementing the Regulations for the European Baccalaureate, which allows a student to register for an additional written paper subject to certain conditions, remains applicable. A mark will be awarded for the result achieved in this additional examination and it will count separately from the final mark in the Baccalaureate.

b) Oral examinations

The number of oral examinations has been reduced. In future, oral examinations will be taken in only **three subjects** and will be as follows:

- **Oral examination 1** will be taken in L1 or Advanced L1.
It will be compulsory for candidates who have followed an Advanced Language 1 course to be examined on that course, and not, therefore, on the basic course.
- **Oral examination 2** will be taken in L2 or Advanced L2 or Geography or History.
The other candidates will choose to take an examination in either history (2 or 4 periods) or geography (2 or 4 periods), provided that they have not already chosen to take a written examination in the subject in question.
- **As for oral examination 3:**
 - a. In the case of candidates who have taken the advanced course in Mathematics, it will be compulsory for them to be examined on that course in **oral examination 3**.
 - b. In the case of candidates who have not taken the advanced course in Mathematics, they will be examined on one of the following options in **oral examination 3**:
 - ▶ 2P Biology ▶ 4P Biology* ▶ 4P Chemistry* ▶ 4P Physics*
 - ▶ 2P Philosophy ▶ 4P Philosophy* ▶ L3* ▶ L4 / ONL*

*NB: Candidates will be able to register for one of the 4-period options listed above, provided that they have not already chosen to take a written examination in the option in question.

- c) The weight of assessment of the Bacculaureate will be broken down as follows:

Marks:	Preliminary mark	Written exams	Oral exams	Total
Current situation	40.0%	36.0%	24.0%	100.0%
Proposal	50.0%	35.0%	15.0%	100.0%

This new breakdown of the weight of marking/grading is consistent with the proposal for a change to the nature and number of written and oral examinations, the respective numbers of which are 5 and 3. This breakdown allows a balance to be achieved between written and oral examinations and gives major significance to the student's efforts throughout the year, although without devaluing the result achieved in the Bacculaureate. The reduction in the weight of the oral examinations is also due to the fact that there are fewer oral examinations.

To enter into force as from the 2014 Bacculaureate session, these arrangements will need to be incorporated into the Regulations for the European Bacculaureate and into the Arrangements for implementing the Regulations for the European Bacculaureate. The revised versions of these documents will be submitted, for agreement, to the different decision-making organs, including the Board of Inspectors (Secondary), the Joint Teaching Committee and the Board of Governors, at their spring 2012 meetings.

5. The Board of Governors also agreed on the following points:

- a) The definition of the marking/grading criteria inspired by the ECTS (*European Credit Transfer System*) will be further developed by the Assessment Working Group. This new definition of clear and comprehensive marking/grading criteria should describe precisely the competences expected of the student, something which is an essential prerequisite for any new marking/grading scale. The definition of these criteria will guide markers towards more harmonised marking/grading, meaning that there will no longer be any room for hesitation or for sometimes still too diametrically opposed assessment.
- b) The introduction of a cross-curriculum project focusing on the development and assessment of certain key competences for lifelong learning amongst the pupils of the European Schools system. The pilot project was launched in September 2011. Its objective is integration of the cross-curriculum project into assessment of the European Bacculaureate for secondary year 6 pupils during the 2013-2014 school year as part of the 2015 European Bacculaureate session.

The restricted 'European Bacculaureate' Working Group will be expected to monitor the development of these projects.

B. HUMAN RESOURCES

In the year 2011 the area of human resources management at the Office of the Secretary-General was very much dominated by staff turnover, particularly at the senior management level, and by work on the Service Regulations for Administrative and Ancillary Staff (AAS Regulations) and on draft Service Regulations for Locally Recruited Teachers.

In addition, and in line with the recommendations of the Internal Audit Service (IAS), from 2010 new management tools (a new model for job descriptions and an appraisal procedure) were introduced and a first round of staff appraisals, which will be regular (every two years) in future, was carried out.

In 2011 the number of staff members at the Office remained more or less stable (8 seconded staff members and 41 AAS members). Nevertheless, as a result of unusually high staff turnover, the Office had to carry out seven recruitment procedures, including the replacement of the Secretary-General, the Deputy Secretary-General, the Financial Controller, the Assistant Financial Controller and the Head of the ICT Unit. As a result mainly of the increasing reluctance of Member States to second qualified managerial staff, the replacements in the Financial Control area were delayed and were only due to be finalised in spring 2012.

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 a policy on auxiliary staff in the European Schools which firstly, will allow the schools to convert a considerable number of auxiliary functions into AAS posts in 2013. Secondly, the policy provides clear and more restrictive guidelines concerning the future recruitment of auxiliary staff.

Again on the basis of a mandate from the Board of Governors, a newly composed 'Locally Recruited Teachers' Working Group, chaired by the Office of the Secretary-General, started its work and has already met five times since September 2011 to provide the Board of Governors, by April 2012, with a comprehensive proposal on 'Service Regulations for the Locally Recruited Teachers in the European Schools'.

C. LEGAL ASPECTS

1. General legal questions

From the legal angle, the year 2011 was marked by continuity with what happened in 2010 in terms of management of appeals, complaints and other contentious issues. As in previous years, many questions concerning interpretation of regulatory texts and employment legislation were referred to the Office of the Secretary-General. An increase in the number of such referrals was, however, observed as a result of the changes made to the rules and regulations.

As far as those changes are concerned, particular attention should be drawn to revision of the Board of Governors' decisions concerning the structure of studies and the organisation of courses, which was approved by decision of the Board of Governors at its April 2011 meeting, in response to the Commission's request that the rules governing the organisation of courses be reviewed with rationalisation in mind.

Another significant revision, also approved by the Board of Governors at its April 2011 meeting, was the one reducing the hourly rate of locally recruited members of the teaching staff. That revision, under the transitional arrangements for which the old pay conditions remained applicable to locally recruited teachers employed by the European Schools who had an uninterrupted contractual relationship with such a school on 31 August and on 1 September 2011, gave rise to a very large number of questions from the schools and required an explanatory memorandum to be adopted.

The effect of that revision was also to increase the number of texts of regulations to which reference needed to be made, thus creating three separate sets of conditions of employment for locally recruited teachers employed by the European Schools. It is, however, planned in the short and medium term to standardise the legal arrangements applicable to those members of staff through the adoption of a single set of regulations, work on the drafting of which was restarted in 2011 in a working group bringing together representatives of the locally recruited teachers, of the European Commission, of the Directors and of the seconded staff.

During the year 2011, the Office of the Secretary-General also endeavoured to seek a legal solution to allow SEN therapists to work with special needs pupils on the premises of the schools and in collaboration with them. At this stage, it is planned to use an expression of interest procedure, whereby therapists are invited to express their interest in working with the schools, in order to draw up a list of therapists from amongst whom parents will be able to choose, according to their child's needs.

As the Financial Regulation of the European Schools and its Implementing Rules did not provide for that type of procedure, they were specially amended on that point by decision of the Board of Governors in September 2011. Finally, with reference to the Financial Regulation, it should be remembered that it was substantially revised in April 2011 on the basis of the report of the working group charged with reviewing it.

2. Appeals

In 2011, 145 administrative appeals were dealt with by the Office of the Secretary-General and **63 contentious appeals** were dealt with by the Complaints Board, 30 of which were lodged following rejection of a prior administrative appeal to the Secretary-General of the European Schools. Those 145 administrative appeals represent a number equivalent to that counted in 2008 (144), although it is higher than the figures for the years 2009 and 2010, during which 120 and 127 appeals respectively were dealt with, which suggests an influx of appeals that if not growing, is at least steady.

Appeals, both administrative and contentious, represent a considerable workload for the members of the staff of the Office charged with handling them and following them up, during the period running from June to September in particular. It is during that period that the Office of the Secretary-General has to tackle disputes about enrolments (concerning both enrolment and transfer applications), as well as appeals lodged against decisions of the Class Councils and of the Baccalaureate Examining Board.

In terms of procedure, the beneficial effects of the reforms approved in 2010 were observed, in particular the change to the rules on promotion to the year above (Articles 57-62 of the General Rules) and the adoption of an enrolment policy for the European School, Munich.

The change made to the promotion rules in December 2010 allowed certain concepts to be clarified and the appeals procedure to be standardised, while the enrolment policy for the European School, Munich established rules designed to regulate admission of Category III pupils to the school, the rules providing parents applying for their child's enrolment with legal certainty and administrative transparency.

In concrete terms, the adoption of a clear legal framework for the admission of Category III pupils to the Munich School resulted in a significant fall in the number of appeals, as only eight administrative appeals concerning enrolments were lodged for the European School, Munich in 2011 (as compared with 25 in 2010) and only two appeals were lodged with the Complaints Board, which dismissed both of them.

Overall, all areas taken together, the number of appeals nevertheless remained very large and there is every reason to believe, bearing in mind that the Brussels IV School is to move to its Laeken site and the Luxembourg II School to its Bertrange-Mamer site from September 2012, that this number will rise further in the years to come, to the extent that extra administrative support may perhaps ultimately be needed in the years to come.

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

Administrative appeals	Contentious appeals
	33 appeals against decisions of the Central Enrolment Authority (+ 5 in interim proceedings)
61 appeals against a Class Council's decision	10 appeals against a Class Council's decision (+ 3 in interim proceedings)
34 appeals concerning an application for enrolment in schools other than the Brussels ones	6 appeals concerning an application for enrolment in schools other than the Brussels ones (+ 2 in interim proceedings)
15 appeals concerning the seconded staff, including 3 pertaining to calculation of the differential allowance	3 appeals concerning seconded staff
10 appeals against the European Bacculaureate results	2 appeals against the European Bacculaureate results (+ 1 in interim proceedings)
5 appeals against a decision of the Board of Governors	2 appeals against a decision of the Board of Governors (+ 1 in interim proceedings)
3 appeals against a Discipline Council's decision	
2 pedagogical appeals (referred to the Board of Inspectors)	
1 appeal concerning locally recruited teachers	
	2 appeals seeking review
14 appeals not coming into any of the aforementioned categories	5 appeals not coming into any of the aforementioned categories
TOTAL: 145	TOTAL: 63

3. Costs

Between 2010 and 2011, litigation costs chargeable to the budget of the Office of the Secretary-General rose by 22.5%, going up from €236,005 to €289,168, whilst the Complaints Board's operating costs fell slightly, going down from €116,147 to €105,403, a 10% fall. These are obviously costs which are difficult to control, as their amount does not ultimately depend on the European Schools. Their development is, however, consistent with the development of litigation as set out above.

D. BUDGETARY ASPECTS

The following tables, published in the Financial Controller's report, are reproduced in this document because of the overview 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 2006 to 2011. The figures show an increase of 22.4% over the five-year period and an increase of 3.1% from 2010 to 2011, similar in fact to that which occurred from 2009 to 2010. It should be noted that the pupil population (as a weighted average for the financial year calculated as in Table 2) increased by 12.35% from 2006 to 2011 and by nearly 2.2% between 2010 and 2011. (Information about the pupil population is given in document 2011-10-D-30-en-2, referred to in this report).

Table 1: Development of costs from 2006 to 2011 - Expenditure (€)

	2006	2007	2008	2009	2010	2011	% 06 -11	% 10 -11
Al	10,398,783	11,097,943	11,265,097	12,236,285	12,139,108	13,063,941	25.6%	7.1%
Be	9,129,940	9,262,303	9,017,315	8,957,569	8,862,205	9,179,564	0.5%	3.5%
Br I	26,923,771	29,960,478	31,691,818	32,639,312	33,126,483	34,276,507	27.3%	3.4%
Br II	27,537,597	29,080,260	31,336,148	31,906,989	33,123,327	33,547,323	21.8%	1.3%
Br III	24,873,606	25,590,807	28,679,058	28,326,826	29,403,027	31,790,457	27.8%	7.5%
Br IV	0	1,462,371	3,451,431	4,745,841	6,362,991	8,446,560		24.7%
Cu	10,698,087	10,846,654	9,846,605	9,369,762	9,344,272	9,465,008	-11.5%	1.3%
Ff	10,043,162	9,958,371	10,425,896	11,066,933	11,465,586	11,978,602	19.3%	4.3%
Ka	11,388,828	11,355,904	12,483,991	12,734,208	12,846,356	11,941,692	4.9%	-7.6%
Lux I	33,445,420	34,775,570	37,009,986	38,965,091	39,537,147	40,159,938	20.1%	1.6%
Lux II	6,477,238	6,861,971	6,989,029	7,421,163	7,740,478	8,191,149	26.5%	5.5%
Mol	10,410,155	10,511,380	11,219,276	11,784,623	12,106,724	12,363,048	18.8%	2.1%
Mun	17,755,501	18,135,372	18,941,426	20,252,301	22,116,802	22,209,592	25.1%	0.4%
Var	16,533,942	17,687,629	18,296,045	19,096,570	18,596,747	18,596,427	12.5%	0.0%
OSG	8,006,764	8,967,345	9,071,996	9,036,140	8,836,111	8,601,061	7.4%	-2.7%
TOTAL	223,622,794	235,554,358	249,725,117	258,539,613	265,607,364	273,810,869	22.4%	3.1%

The figures for 2006 - 2011 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled.

The figures for 2011, which include appropriations carried forward to 2012, 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 pointed out that Luxembourg II is still a primary school only (from September 2012 the secondary will be in operation) and Brussels IV has opened only the first and second years of the secondary school, 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 2011, the costs per pupil of the two groups of schools are very similar, following the trend of the previous years.

The average cost per pupil per annum across the schools, including the costs of the Office of the Secretary-General, is €11,910, an overall increase of 9.0% over the five-year period and an increase of 0.9% from 2010 to 2011. It should be noted that the increase in the cost per pupil on average (0.9%) from 2010 to 2011 is well below the inflation rate in the European Union for the same period (3.1%), according to data published by Eurostat.

	2006	2007	2008	2009	2010	2011	% 06 - 11	% 10 - 11
Alicante	10,525	11,109	11,033	11,926	11,843	12,655	20.2%	6.9%
Bergen	15,091	16,540	16,170	15,660	14,936	15,325	1.6%	2.6%
Brussels I	9,865	10,039	10,394	10,613	10,688	11,082	12.3%	3.7%
Brussels II	9,234	9,992	10,818	10,831	10,861	10,759	16.5%	-0.9%
Brussels III	9,091	9,702	10,903	10,480	10,348	10,933	20.3%	5.7%
Brussels IV		25,506	13,241	9,685	9,559	9,466		-1.0%
Br I, II, III & IV	9,391	10,023	10,769	10,594	10,565	10,794	14.9%	2.2%
Culham	12,616	13,063	11,868	11,221	11,317	12,037	-4.6%	6.4%
Frankfurt	11,205	10,475	10,395	10,405	10,567	10,870	-3.0%	2.9%
Karlsruhe	11,195	11,631	12,564	13,021	13,312	12,704	13.5%	-4.6%
Luxembourg I	10,381	10,489	10,897	11,303	11,393	11,443	10.2%	0.4%
Luxembourg II	7,186	7,510	7,818	8,289	8,404	8,643	20.3%	2.8%
Lux I & II	9,683	9,846	10,255	10,682	10,766	10,848	12.0%	0.8%
Mol	16,454	16,048	16,564	16,158	15,840	15,816	-3.9%	-0.1%
Munich	11,302	11,185	11,168	11,335	11,855	11,504	1.8%	-3.0%
Varese	12,548	13,430	13,808	14,373	14,210	13,940	11.1%	-1.9%
OSG	392	433	427	413	393	374	-4.4%	-4.8%
Schools + OSG	10,937	11,364	11,763	11,818	11,815	11,918	9.0%	0.9%
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 2006. The figures show a steady decrease in the share of the Member States. This development is attributable mainly to the fact that the economic crisis and the cuts in several government budgets have influenced the revenue coming from this source. The revenue from Category III school fees also shows a slight but steady decrease over the years, reflecting the fall in the number of pupils in these categories within the system, and, as a consequence, the Commission's contribution is increasing. 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.

Table 3: Budget contributions (excluding surplus carried forward and use of reserve funds)							
		2006	2007	2008	2009	2010	2011
Member States	€	50,998,425	52,480,536	54,454,918	53,742,828	55,717,090	56,197,583
	%	22.4%	22.7%	22.1%	20.8%	21.0%	20.4%
Commission	€	127,124,086	127,096,284	138,910,044	151,907,627	155,393,053	163,975,427
	%	55.7%	55.0%	56.5%	58.7%	58.6%	59.6%
EPO	€	14,679,899	14,882,438	15,338,041	17,353,943	18,926,539	18,778,658
	%	6.4%	6.4%	6.2%	6.7%	7.1%	6.8%
Category II fees	€	12,387,964	13,662,767	13,894,567	13,909,948	13,283,884	14,258,680
	%	5.4%	5.9%	5.7%	5.4%	5.0%	5.2%
Category III fees	€	18,438,111	17,788,809	17,723,591	17,087,017	16,914,580	16,530,565
	%	8.1%	7.7%	7.2%	6.6%	6.4%	6.0%
Other	€	4,454,397	5,221,693	5,540,086	4,764,977	5,148,829	5,577,484
	%	2.0%	2.3%	2.3%	1.8%	1.9%	2.0%
TOTAL*	€	228,082,882	231,132,527	245,861,247	258,766,340	265,383,975	275,318,397
The figures for 2011 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 Office's budget from 2006 to 2012.

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.

The year 2011 was a very challenging one from the budgetary viewpoint. The Secretary-General decided to reduce translation services by over 50% and interpretation services by 30%, in order to avoid further cuts on the pedagogical side. In total, the budget of the Office of the Secretary-General was reduced by €510,944 (6%).

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 number of appeals, which is rising steadily year on year.

Development of some significant budget items and of the total budget of the OSGES							
	2006	2007	2008	2009	2010	2011	2012
CHAPTER I							
Seconded staff	817.962	887.785	989.618	1.008.609	1.005.487	970.242	1.031.434
AAS	1.975.078	2.189.053	2.202.576	2.555.181	2.717.642	2.951.167	3.118.950
Total Chapter I	2.793.040	3.076.838	3.192.194	3.563.790	3.723.129	3.921.409	4.150.384
CHAPTER II							
Rent, etc,	769.032	809.303	844.710	933.494	887.251	899.900	927.550
Office equipment	85.942	79.455	79.785	70.589	75.092	55.423	70.000
Telephone, post, etc,	39.009	13.846	18.280	20.753	22.489	11.909	24.000
Translation	746.243	970.425	1.110.867	1.017.692	929.007	385.290	450.000
Interpretation	336.485	304.726	300.929	238.830	191.675	129.951	160.000
Mission expenses	64.298	60.090	50.900	53.978	44.325	38.306	45.000
In-service training	294.979	319.085	270.000	270.003	380.807	243.637	300.000
Board of Governors	184.779	224.997	249.951	183.497	130.188	141.213	139.000
Budgetary Committee	63.761	59.998	55.224	53.273	33.325	32.799	40.000
Inspectors' meetings	486.375	372.993	488.000	379.000	323.729	330.000	315.000
Inspectors' Inspections	198.814	167.998	259.000	275.000	227.624	168.609	225.000
Baccalaureate	779.925	859.992	839.990	870.830	792.863	795.000	700.000
Litigation costs	161.204	205.581	192.000	269.833	236.005	289.168	295.000
Complaints Board	37.671	92.701	107.000	102.536	116.147	105.413	120.000
Total Chapter II	4.365.015	4.616.805	5.097.482	4.855.532	4.502.680	3.752.570	3.935.050
CHAPTER VII							
ICT	979.468	1.180.410	602.133	771.773	754.184	746.996	589.750
TOTAL	8.172.894	9.063.703	9.117.314	9.208.210	9.112.005	8.601.061	8.763.069

A breakdown of the costs of the main meetings in the year 2011 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, OF THE BUDGETARY COMMITTEE, OF THE BOARDS OF INSPECTORS AND OF THE JOINT COMMITTEE IN 2011, IN €

a) COSTS OF THE MEETINGS OF THE BOARD OF GOVERNORS (Item 2605)

Date	Travel/subsistence expenses	Interpretation	Technical
April 2011	29,514	12,645	900
September 2011	14,377	2,250	200
December 2011	<u>28,358</u>	<u>8,100</u>	<u>900</u>
SUBTOTAL:	72,249	22,995	2,000

b) COSTS OF THE MEETINGS OF THE BUDGETARY COMMITTEE (Item 2606)

Date	Travel/subsistence expenses	Interpretation	Technical
March 2011	15,387	7,687	600
October 2011	15,877	4,850	600
Other meetings	<u>1,535</u>	<u>4,500</u>	<u>600</u>
SUBTOTAL:	32,799	17,037	1,800

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

Date	Travel/subsistence expenses	Interpretation	Technical
BI, TC 02,2011	50,519	18,916	1,500
BI, TC 06,2011	7,661	3,250	300
BI, TC 10,2011	<u>44,034</u>	<u>9,000</u>	<u>1,200</u>
SUBTOTAL :	102,214	31,166	3,000

d) OTHER MEETINGS

Date	Travel/subsistence expenses	Interpretation	Technical
Working Groups, Troika, Selection Committees (Item 2605)	61,405	28,861	5,100
Working Groups (Item 2607)	185,672	4,250	2,900
Courses (Item 2607)	35,785	-----	-----
Inspections (Item 2608)	159,244	-----	-----
SUBTOTAL :	442,106	33,111	8,000
TOTAL :	649,368	104,309	14,800

GRAND TOTAL: 768,477

E. ICT

Information and Communication Technologies (ICT) play an important role in all sectors of the schools. ICT are regarded as a tool shared amongst all the schools, respecting their autonomy but harmonising their administrative management (accounts and financial organisation, management team and pupils) in the broadest sense.

1. Administrative applications

The ICT Unit has several modernisation projects under way, the most important and largest scale one being the migration of the administrative applications; this means the school management system and accounting applications. This project comprises two parts:

- Odyssee – school management system
- newCOBEE – accounts and financial management

It is a long way behind schedule as the accounts part supplied did not meet the specifications issued by the European Schools. As the two phases of the system are closely interlinked, the project as initially planned was halted. In the end, the project was redesigned (Document 2008-D-295) and the teams started work afresh.

In November 2011, a training and testing phase for Odyssee took place in Luxembourg. The results were not positive. Consequently, a new timetable was produced in order to have an operative product for the school management system by the end of January 2012.

Attention should be drawn to the critical situation in terms of business continuity that the European Schools (school management system + accounting applications) are facing, as the current platform will be out of maintenance at the end of the current year (2012), meaning that it will not be possible to ensure continuity after that date. Furthermore, account needs to be taken of the fact that faced with this situation, the ICT Unit will have **25% less budget allocation** in 2012 than in 2011 (down from €720,000 in 2011 to €540,000 in 2012).

During 2011, the EVALEE project was launched. The purpose of this project is to conduct evaluations of teachers, reducing the amount of paperwork and of mail sent by post which the current procedures involve. A final version is expected to be ready for the next evaluation processes in 2012.

2. Pedagogical applications

Classrooms in our 14 schools are equipped with a large number of personal computers, projectors, interactive whiteboards and other ICT equipment. All the schools have 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 so that pupils can work on the board. In addition, these interactive boards include an authoring tool that allows teachers to devise their own interactive exercises themselves. The interschool pedagogical portal, Learning Gateway, is also available for all teachers, pupils, inspectors and staff to share all kinds of digital content and work collaboratively.

Some teachers with advanced computing skills 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 student different assignments and complementary work for their digital homework. Ideally, in the future *all* teachers and pupils should work with a corporate system that will update logins and authorisations daily, according to the school administration databases. That will allow the school's 'business continuity' to be ensured in the event of closure of the schools as a result of emergencies (snowfalls, epidemics, transport strikes). These virtual classrooms will allow

operations to continue in the case of pupils who are absent because of long-term sickness pupils or of teachers' absences.

Once the price of the equipment is no longer a barrier, 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 the way classes are taught. For instance, if the teacher has prepared some content, it could be distributed electronically instead of having pupils copy what is written on the screen. If ICT is embedded in the curriculum, the whole dynamics of the class are subjected to change.

The 'Distance Learning' Working Group, now merged with the ICT Steering Committee, is continuing to work to give pupils more opportunities to take courses remotely in cases where it is not possible to find a teacher on the spot. Several schools use videoconferencing in this type of situation.

There was no e-Learning competition during the 2010-2011 school year, but one will be staged during 2011-2012.

F. INTERNAL AUDIT SERVICE

In 2011, the Internal Audit Service (IAS) conducted audits on financial management at the Office of the Secretary-General of the European Schools (OSG) and at the Brussels II and Alicante European Schools.

The overall objective of the audits undertaken at the OSG and at the two Schools (Brussels II and Alicante) was to provide the heads of the audited entities (the Secretary-General of the European Schools and the two Directors concerned) and the Board of Governors of the European Schools with an independent assurance of the adequacy and effectiveness of the internal control system as regards the budget implementation process. The IAS assessed whether the budget is implemented in compliance with the financial rules of the European Schools which are applicable and in accordance with the principle of sound financial management.

The final outcome of this audit was four separate reports:

- a) Three individual reports focusing on financial management issues that are specific to each audited entity (the OSG and the two Schools).
- b) A report on Cross-Cutting Issues in Financial Management in the European Schools, referring to the cross-cutting issues in budget implementation, which is addressed to the OSG in its capacity as manager of the European Schools system.

As far as financial management at the OSG is concerned, the IAS concluded that the internal control system in place provides reasonable assurances regarding the achievement of the business objectives set for financial management, except for the issues of the design of financial circuits, third party files and translation services.

In response to the recommendations made by the IAS, the OSG prepared an action plan which is in the process of implementation.

The audit report on the Brussels II School focused mainly on the same issues as at the Office (description of financial circuits, reinforcement of operational and financial ex-ante verification, third party files). The same also applies in the case of the Alicante School, where in addition to the above, the IAS recommended reinforcement of controls over petty cash management.

Both schools replied to the IAS and agreed to undertake concrete measures in order to implement the recommendations.

The report on Cross-Cutting Issues in Financial Management in the European Schools identifies issues which might relate to more than the three audited entities and which might be resolved more efficiently if tackled across the board. The most important of the recommendations put forward by the IAS are the following: the reinforcement of the operational and financial verification function at the decentralised level; the issue of reorganisation of the financial control function, analysis of the management of extra-budgetary accounts and the drafting of guidelines for the management of these accounts in the schools; issues relating to COBEE rights and the possibility of linking COBEE and the online banking systems; reinforcement of ex-ante and ex-post control of salaries.

The OSG accepted the recommendations but in relation to the suggestion for reorganisation of the financial control function, although the Office agrees with the need to improve and optimise this function, it pointed out that this issue was discussed in April 2011 in the context of the review of the Financial Regulation. At that time, the Board of Governors decided to continue with the current situation. The OSG undertook to inform the Board of Governors about the IAS's proposal.

In response to the recommendations, the Office put in place an action plan which is currently being implemented. Up to mid-March 2012, three important recommendations have been implemented. The first concerned the establishment of a methodology for financial control (the document was adopted and sent to the IAS in December 2011), the second was the organisation of a workshop for the managerial staff of the Schools and the Office, to raise awareness of the issues of ethics and integrity, which took place on 13 January 2012, and the third was the drafting of a procedure for the management of COBEE access rights. Implementation of the other recommendations is continuing.

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

Since its setting up in April 2006, the CEA has managed five enrolment sessions. Permanent across-the-board monitoring and tracking at the Office of the Secretary-General is carried out via a computerised system which is 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 2012-2013 enrolment session is currently under way.

Objectives and priorities for enrolments for the year 2011-2012

In December 2010, the Board of Governors defined the guidelines for the 2011-2012 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 2011-2012 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, namely the temporary installation of prefabricated buildings.

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 2011-2012 enrolment policy

The main data on the 2011-2012 enrolment session are as follows:

- 2148 enrolment applications were received and processed, 2053 of which were for Categories I or II pupils.
- 1547 new pupils joined the Brussels Schools at the beginning of the 2011-2012 school year, the Brussels II and III Schools being in greatest demand.
- Out of the 95 applications for Category III pupils, only five of the 23 children with siblings already attending the school were admitted.

	New pupils
	on 15 September 2011
Brussels I School	454
Brussels II School	438
Brussels III School	330
Brussels IV School	325
Total	1547

It again proved possible in 2011 to offer places to a certain extent according to the order of preference of school expressed by applicants for enrolment, 74% of them in the first preference school.

This figure of 74% breaks down as follows:

Out of the 1960 places offered, 1085 went to pupils with a priority criterion (single sections, SWALS, grouping of siblings and return from assignment).

As regards pupils without a priority criterion, 54% of them, i.e. just over half, received an offer of a place corresponding to their first preference school.

155 offers of places initially accepted were subsequently turned down by the parents, 93 of them corresponding to an offer of a place in the first preference school. 283 offers of places were refused, notably at Brussels IV, to which some enrolment applications (P5, S1 and S2 classes) had automatically been referred.

During this enrolment session, greater demand for places in the Francophone nursery classes was recorded in all the schools.

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 (47%) of the total number of pupils on roll, while the Dutch and Italian sections are developing slowly because they are undersubscribed. Even though a secondary year 1 class was opened in the Dutch language section of Brussels IV at the beginning of the 2011-2012 school year, its creation was decided only in order to be able to meet demand without having to divide a class in one of the other two schools (Brussels II and Brussels III) with a Dutch section.

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, particularly that of Brussels II, which was the fullest school at the beginning of the 2011-2012 school year, leaves the CEA little room for manoeuvre to achieve the latter objective.

In view of the Laeken site's opening in September 2012, the 2012-2013 enrolment policy was devised on the basis of guidelines whose prime objective is optimum use of the new resources, in order to continue to fill the Brussels IV School and to minimise overcrowding in the other schools as far as possible.

The enrolment policy can be consulted on the website of the Office of the Secretary-General of the European Schools 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

Two new sports tracks have been laid out for the primary cycle's benefit.

Some of the school's facilities and equipment are in a poor state of repair and budget funding for repairs or replacement is lacking.

The sheer number of mother tongue courses for SWALS leads to shortages of rooms at certain times.

2. Bergen

A local authority inspection in December 2010 revealed many gaps in the partition walls¹ designed for fire 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.

Before summer 2011, *Stichting NOB* (Foundation for Dutch Education Worldwide) submitted a plan for improvement of the partition walls to Bergen local authority, which to date has not responded to the plan presented. *Stichting NOB* has, however, informed the school of the fact that the problems with these partition walls do not endanger pupils' safety.

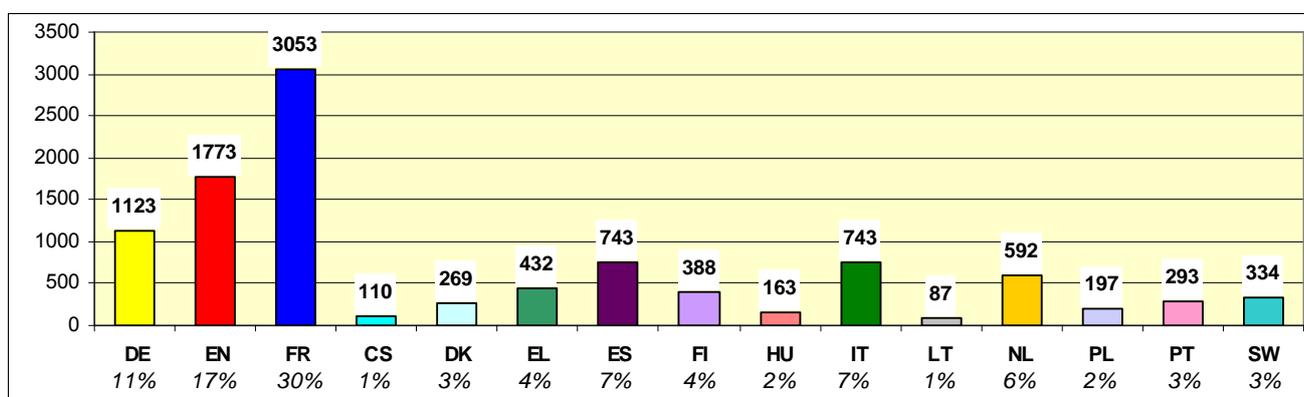
3. Brussels Schools

¹ Walls directly aligned with the double hinged door, between the ceiling and the roof.

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 2015-2016, if the increase follows the average figure of more than 400 pupils per year, if not more in certain years.

At the Board of Governors' December 2011 meeting, the Secretary-General presented a document entitled 'Analysis of the linguistic structure of the Brussels European Schools'. In the document the Secretary-General proposed short-term and medium-term solutions designed to balance the distribution of pupils, the different language sections and SWALS across the four or five schools.

The four Brussels European Schools have a total of **10,300 pupils** on roll in 15 language sections. The graph below shows the overall breakdown of these pupils by language section, in numbers and in percentage terms.



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**

The 'Fabiola' building is in a poor state of repair. A great deal of renovation and refurbishment work, major and minor, is required to keep this building in an acceptable state for a nursery school.

The *Régie des Bâtiments* had delayed following up on the question of this building as opening of the Laeken School in 2012 had priority. The *Régie* is now to undertake a study of renovation or demolition/reconstruction of the Fabiola building.

In order to carry out this study, surveys and possible renovation work, the building will need to be empty of pupils.

b) Brussels II

During the year 2011, a certain amount of maintenance and renovation work was carried out by the *Régie des Bâtiments*:

- Refurbishment of the years 5, 6 and 7 covered recreation area
- Refurbishment of the toilet facilities in the secondary building
- Refurbishment of the classrooms in the secondary building

Work on the new bus parking area is expected to be completed in April 2012.

However, because of substantial overcrowding, the school continues to be short of classrooms, in terms especially of rooms for the teaching of specific subjects and of laboratories.

c) Brussels III

The *Régie des Bâtiments* carries out essential repairs. With almost 3000 pupils on roll, the school requires new investment, but no development project is planned at present. A parking area for bicycles, the fitting out of a sports hall and the replacement of some floor coverings went ahead at the school's initiative and expense, in partnership with the *Régie*, which defrayed a small proportion of the expenditure.

d) Brussels IV

Following the installation of a prefabricated building in the school car park which was ready for occupancy in October 2011, one thing is clear: there is no spare accommodation capacity on the Berkendael site.

The deadline for completion of the work on the new school at Laeken having been met, the school is preparing to move to the new site before the beginning of the 2012-2013 school year (handover of the buildings on the Laeken site is scheduled for late July). The removal timetable is in the process of being drawn up.

The school will have a 5.5 hectare campus and buildings constructed according to state-of-the-art techniques with a view to optimum use from the environmental viewpoint.

On account of the gradual increase in pupil numbers, some buildings in the new school will remain empty in the 2012-2013 school year.

The school will open a new language section on the new site: the Bulgarian section, with the nursery classes and primary year 1.

The new school's official opening is scheduled to take place in October.

4. Culham

There was no major construction work during the 2010-2011 school year. Given the plan to close the European School, Culham, continuation of a facilities maintenance programme is foreseen until August 2017, when the school will close permanently.

A proposal for sharing of the facilities between the European School, Culham and Europa School UK was put forward. Europa School UK will open in September 2012. This will imply reorganisation of the classrooms and of their use, year by year, until 2017.

5. Frankfurt

The number of Category I pupils is on the increase, challenging the school – which is already overcrowded – to find additional rooms. To meet the urgent needs in that area, teaching blocks for the primary school were made available to the school in September 2011, with four classes already transferred. As from the 2012-2013 school year, an extra classroom will be needed.

Preparations for an extension to the existing buildings are under way, concrete steps for the transfer having been taken. The City of Frankfurt is supporting the school as far as it is able and will also make a substantial contribution to this extension.

Apart from routine maintenance work, the school is making every effort to lower the energy budget (installation of a heat recovery system in the sports hall, for example).

6. Karlsruhe

With the assistance of the City of Karlsruhe, improvements were made, involving energy-saving measures, upgrading of the alarm and security system and improvement of the toilet facilities.

Several investors are interested in the idea of building boarding facilities and they are currently in talks with the authorities.

7. Luxembourg

a) Luxembourg I

The increase in the population and in extra-curricular activities means that more space is required, and management of the school's rooms is now more complex than previously.

The Luxembourg authorities made available to the school a block comprising 18 new classrooms. Fitting-out of these classrooms was possible thanks to the school's own funds and the contribution from the *Administration des Bâtiments Publics* (Luxembourg Public Buildings Administration).

b) Luxembourg II

The school is preparing to move to the Bertrange/Mamer on 1 August 2012. It will then have a 14.4 hectare-campus and large state-of-the-art buildings, designed for optimum use from the environmental viewpoint. The total built area will be 75,790 m².

At Kirchberg, the *Village pédagogique* (VP) buildings currently accommodate all the primary school classes in prefabricated premises which will be returned to the national authorities on 30 September 2012. The nursery school classes are still housed on the premises of the European School, Luxembourg I.

8. Mol

Various types of work (repairs and renovations) were carried out by the *Régie des Bâtiments* in order to provide pupils and teachers with modern and well-equipped premises.

The last new building constructed (the DOMUS) was completed and is already well used. The year 7 pupils have a room there where they can relax during their free periods. The building also houses an ICT room and offices for the SEN Working Group and Careers Guidance. Most of the DOMUS building is used as a meeting room and an examination room.

During summer 2011 a large part (phase 1) of the playing fields were upgraded and sun blinds were installed in the secondary school. The last phase of the upgrading work and the installation of sun blinds in the primary school buildings are scheduled for summer 2012.

Replacement of the boilers and their upgrading are in progress and will continue throughout the calendar year 2012.

9. Munich

The year 2010-2011 was marked by a number of construction and improvement projects. Minor repairs were made in various rooms in the school, whilst more major operations involving the building were carried out (façade and parqueting work and general improvement of the toilet facilities).

Construction of an annexe, on account of the increase in the school population, is planned in a building belonging to the Federal Government. The plan is for it to be available for occupancy by 2017.

The school is working intensively on finding additional premises, pending the availability of the new annexe.

10. Varese

Even though a favourable opinion on the granting of a €400,000 subsidy to the Varese School was given by the *Comitato Interministeriale per la Programmazione Economica* (Italian Interministerial Committee on Economic Planning) on 18 November 2010 and Italy's Permanent Representative to the EU gave an assurance to Vice-President Štefčić that the said amount would actually be granted to the Varese School, it is still awaiting the promised subsidy and despite its requests, has not received any indication of the date on which this sum might be paid to the school.

Moreover, the Italian Government's contributions for extraordinary maintenance of the buildings have been gradually scaled back, going down from €370,000 in 2006 to €287,479 in 2011, without any explanation.

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.

The Financial Regulation was updated in 2011, on the basis of the working group's recommendations, in order to bring it into line with the reform decisions, 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 Administrative Boards are competent in cases where provision of additional services is envisaged, but they can also validate any measure departing from the normal rules and aimed at finding local solutions and initiatives designed to cut costs. Exceptions to and derogations from the rules on the creation, division and regrouping of groups/classes/options have to be approved by the school's Administrative Board. During summer 2011, all the schools organised a written procedure for approval of the derogations which they proposed for the 2011-2012 school year.

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.

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.

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, L2 or L3). In 2011, 88 posts were not filled and the schools had to employ locally recruited teachers, the cost of which is borne entirely by the schools' expenditure 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, as provided for in the document on control of linguistic competence (ref.: 2008-D-3510-en-5), approved by the Board of Governors in January 2009.

A survey conducted in the schools shows that to date, since 2008, only about 20 teachers have been seconded specifically to teach a subject in a language different from their mother tongue¹. The subjects concerned are mainly the teaching of English as a foreign language and of the scientific subjects in English, such as mathematics, physics, biology, integrated science or ICT, etc.

Nevertheless, it is to be noted that a larger number of 'non-native speaker' 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.

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.

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, 16 posts could be filled by non-native speaker teachers at the beginning of the 2012-2013 school year in September 2012 but to date, no delegation has officially expressed an interest in filling one of those posts.

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.

¹ See table below: 'Non-native speaker' seconded teachers

'Non-native speaker' seconded teachers			
	Nursery	Primary	Secondary
Alicante	None	None	2 NI BE (EN L2) 1 SV (Maths + ICT in EN)
Bergen	None	None	1 NL (Bio in EN) 1 DE (Phys and Maths in EN)
BI	None	None	1 NI BE (EN L2)
BII	None	None	None
BIII	None	None	2 NI BE (EN L2)
BIV	None	None	1 DE (Int. Sc. in EN)
Culham	None	None	None
Frankfurt	Non	None	1 NL BE (EN L2)
Karlsruhe	None	None	None
Lux I	None	None	1 NI BE (FR L2) 1 DK (Maths + Int. Sc.) taught partially in FR
Lux II	None	None	None
Mol	None	None	1 NL (Bio + Int. Sc. in EN and in NL) 1 NL (Physics in EN) 1 NL (English Foreign Language) 1 NI BE (English Foreign Language) 1 NI BE (French Foreign Language) 1 SV (Mathematics and ICT in English)
Munich	None	None	1 FI (Maths in EN)
Varese	None	None	1 NL (Adv. Maths in EN)

The table below shows the situation in 2011 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 (%)	Seconded staff: Educational Advisers, Librarians and Directors and Deputy Directors	Seconded staff: Bursars	Seconded staff: OSGES	TOTAL Seconded staff in post	(%)	Seconded staff required in relation to pupils from the MS	Difference
German	3,453	15.35%	240	3	2	245	16.07%	234	11
Austrian	329	1.46%	23			23	1.51%	22	1
Belgian	2,213	9.84%	217	5		222	14.56%	150	72
British	1,834	8.15%	235			235	15.41%	124	111
Bulgarian	291	1.29%	1			1	0.07%	20	-19
Cypriot	38	0.17%	0			0	0.00%	3	-3
Danish	678	3.01%	33			33	2.16%	46	-13
Spanish	1,864	8.29%	83	1	1	85	5.57%	126	-41
Estonian	191	0.85%	4			4	0.26%	13	-9
Finnish	682	3.03%	33		1	34	2.23%	46	-12
French	2,901	12.89%	188		1	189	12.39%	197	-8
Greek	785	3.49%	44		2	46	3.02%	53	-7
Hungarian	301	1.34%	15			15	0.98%	20	-5
Irish	482	2.14%	60			60	3.93%	33	27
Italian	2,276	10.12%	104			104	6.82%	154	-50
Latvian	165	0.73%	1			1	0.07%	11	-10
Lithuanian	255	1.13%	8			8	0.52%	17	-9
Luxembourg	226	1.00%	20	1		21	1.38%	15	6
Maltese	76	0.34%	3			3	0.20%	5	-2
Dutch	1,112	4.94%	80	1		81	5.31%	75	6
Polish	383	1.70%	24			24	1.57%	26	-2
Portuguese	593	2.64%	31			31	2.03%	40	-9
Romanian	252	1.12%	0			0	0.00%	17	-17
Slovak	176	0.78%	4			4	0.26%	12	-8
Slovene	106	0.47%	2			2	0.13%	7	-5
Swedish	607	2.70%	39			39	2.56%	41	-2
Czech	229	1.02%	15			15	0.98%	16	-1
TOTAL	22,498	100.00%	1,507	11	7	1,525	100.00%	1525	0

Adding to the total of 22,498, the 869 pupils who are not nationals of the 27 Member States, the total pupil population amounts to 23,367.

Portugal and Greece confirm that they fill all the posts of seconded teachers requested for the European Schools

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 warrant the opening of a European School on the traditional model.

Six national schools have been accredited by the Board of Governors in accordance with the procedure laid down by it, in Parma, Dunshaughlin, Heraklion, Strasbourg, Manosque and Helsinki, and three others are in the process of accreditation, in The Hague (the school is to open in August 2012), Copenhagen and Tallinn (Estonia). The latter two schools each presented a general interest file to the Joint Board of Inspectors in February 2012 and plan to open their schools in 2013.

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 will open at Bad Vilbel, near Frankfurt, in 2012.

Fact sheets on Types II and III schools (Ref. 2011-10-D-17-en-1) have been published on the website of the Office of the Secretary-General of the European Schools (www.eurasc.eu). This document is updated annually (the last update was in October 2011).

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 and European Schooling Helsinki have secondary years 6 and 7 leading to the European Baccalaureate. The Parma School entered 12 candidates for the European Baccalaureate for the very first time in 2009, under the auspices of the European School, Varese, which awarded the certificate to the successful candidates, followed by four candidates in 2010 and 12 in 2011. The Helsinki School is planning a first Baccalaureate session for 2013 in principle.

The European School of Strasbourg, the School of European Education in Heraklion and the International School Provence-Alpes-Côte d'Azur at Manosque are at different stages of the process of securing accreditation for secondary years 6 and 7.

V. CONCLUSION

The year 2011 was marked by budgetary discussions. Radical cuts were made to the salaries of future seconded and locally recruited teachers and the Board of Governors took decisions concerning rationalisation of the pedagogical organisation of schooling. The UK presidency of the European Schools took the initiative of restarting the debate on the issue of cost sharing by presenting a working paper to the Board of Governors in December 2011. It was concluded that the non-binding measures taken at the Stockholm meeting had not been effective and a new working group was set up to tackle the issue.

The Secretary-General was given the mandate by the Board of Governors of analysing the linguistic structure of the Brussels European Schools with a view to reflection on balanced distribution of the sections across the schools. At the December meeting, Mrs Christmann presented the analysis and concrete proposals taking account of the prospect of the opening of a fifth school in the medium term.

The 'European Baccalaureate' Working Group presented its final report and submitted several proposals aimed at continuing with reform and improving the upper secondary leaving certificate in the future.

In September 2011, the European Parliament adopted Jean-Marie Cavada's report on the European Schools system. The various working groups have already reflected on the proposals and the resolution will be discussed further by the Board of Governors in 2012.

Many major changes took place at the Office of the Secretary-General during 2011. The Head of the ICT Unit, Mr Navas, returned to Madrid, the Financial Controller *par excellence*, Mr Davis, decided to leave his post so as to enjoy his well-earned retirement and at the end of the year Mrs Christmann, the Secretary-General, decided to follow his example. Mrs Christmann had an outstanding career in the European Schools system as Head of the French delegation, as Director of the Luxembourg and Varese Schools, as Deputy Secretary-General and finally as a highly respected and widely admired Secretary-General. I would like to thank them all for their remarkable contribution to our system! I would also like to thank the Slovak and UK presidencies for their excellent cooperation!

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.