

Schola Europaea

Office of the Secretary-General

Ref.: 2013-02-D-21-en-2

Orig.: FR

## **Report of the Secretary-General to the Board of Governors of the European Schools for the year 2012**

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**Presented to the Board of Governors of the European Schools at its meeting of 16, 17 and 18 April 2013, in Brussels**

This report refers to the following documents

- Facts and figures on the beginning of the 2012-2013 school year in the European Schools (Ref. 2012-10-D-15-en-2)
- Policy on enrolment in the Brussels European Schools for the 2013-2014 school year (Ref. 2012-12-D-8-en-3)
- Fact sheets on Types II and III Schools (Ref. 2012-12-D-10-en-2 – Updated on 7 December 2012)

These documents can be consulted on the website of the Office of the Secretary-General of the European Schools: [www.eursec.eu](http://www.eursec.eu).

# CONTENTS

## I. INTRODUCTION

## II. FACTS AND FIGURES ON THE BEGINNING OF THE 2012-2013 SCHOOL YEAR (Ref. 2012-10-D-15-en-2)<sup>1</sup>

- ❖ Pupil population
- ❖ Choices of languages
- ❖ Seconded staff and locally recruited teachers
- ❖ Administrative and ancillary staff
- ❖ Repeat rates in 2012
- ❖ 2012 European Bacculaureate results

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

### A. PEDAGOGICAL ASPECTS

1. Activities of the Pedagogical Development Unit during the year 2012
2. The 2012 European Bacculaureate
  - ❖ Reform of the European Bacculaureate – Development table

### B. HUMAN RESOURCES

### C. LEGAL ASPECTS

1. Appeals
2. Legal organisation of the European Schools

### 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. Pupil management administrative applications (SMS)
2. Financial management administrative applications (NewCobee)
3. Evaluation of teachers application (EVALEE)

### 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.eursc.eu](http://www.eursc.eu))

## I. INTRODUCTION

This report covers the 2012 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.

The beginning of the 2012-2013 school year marked the start of a very special year for the European Schools system. We had the great pleasure of finally announcing completion of the construction of the Luxembourg II and Brussels IV Schools, which had been very lengthy. The staff of the two schools were extremely busy during the summer preparing for settling into the new premises and organising the actual removals. We also wish to express our gratitude to the Luxembourg and Belgian authorities for their investments and for their excellent collaboration throughout the construction process!

The 2012-2013 school year got off to a difficult start at the European School, Brussels I. Renovation of the 'Fabiola' building meant that approximately 450 nursery and primary year 1 pupils had to be temporarily transferred to the Berkendael School!

In addition, the European Schools network welcomed two new Accredited European Schools into the fold. *Europäische Schule RheinMain Bad Vilbel* near Frankfurt was inaugurated and *Europese School Den Haag Rijnlands Lyceum* opened in The Hague. At its December 2012 meeting, the Board of Governors approved the dossiers of conformity of the Tallinn and Copenhagen Accredited European Schools.

Finally, and also at its December 2012 meeting, the Board of Governors mandated the Secretary-General to rationalise the decisions taken concerning Accredited European Schools and to produce a more streamlined draft document for the Board of Governors' April 2013 meeting.

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 2012-2013 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 2012 meeting in document 2012-10-D-15-en-2. The latter document also contains figures on repeat rates for the 2011-2012 school year and the results of the 2012 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 the document '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.

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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))

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 deal with a wide range of aspects of the European Schools system. At its April 2012 meeting, the Board of Governors took note of the reflection on the measures taken in response to the resolution and gave a mandate for the setting up of an 'Organisation of studies in the secondary cycle' working group, with rationalisation of studies in mind, with more particular reference to options pathways. The working group was invited to include in its activities the drawing up of a proposal for a new structure of studies in the secondary cycle, with a view to increased flexibility and efficiency, and also from the financial angle, as pointed out in the cost sharing debate.

## II. FACTS AND FIGURES ON THE BEGINNING OF THE 2011-2012 SCHOOL YEAR<sup>3</sup> (Ref. 2012-10-D-15-en-2)

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

#### A. PEDAGOGICAL ASPECTS

##### 1. Activities of the Pedagogical Development Unit during the year 2012

The Unit handled the preparation and organisation of and follow-up on meetings of the Boards of Inspectors, the Teaching Committee and the working groups and production of reports and pedagogical documents on the European schooling system.

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

In addition, the Unit provided 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 was 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 Baccalaureate);
- Directors' meetings and training provision;
- certain standing working groups and/or working groups mandated by the Board of Governors which are chaired by the Head of Unit;
- the General Rules, etc.

The Pedagogical Development Unit also handled:

- reception and planning of all the inspectors' activities and production of a report on the budgeting of those activities;
- production of statistical analysis reports;
- production of an annual statistical report on the costs associated with the inspectors' activities;
- support for the drawing up and application of pedagogical rules, regulations and procedures, also associated with the inspectors' activities;
- drawing up of administrative rules, regulations and procedures, associated with the Pedagogical Development Unit;

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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))

- 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 the Learning Gateway.

The above list of duties performed by the Pedagogical Development Unit is not exhaustive.

During the 2012 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.
- 73 working groups managed by the inspectors, which held 124 meetings in all, amounting to 210 meeting days in total.
- 25 in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors, including two decentralised courses (for all L3s and mathematics in the primary cycle) and two video conferences (French L1 in the primary and follow-up on introduction of the new Early Education Curriculum (EEC) in the nursery).
- 1 in-service training course for management staff, under the General Secretariat's responsibility.
- 278 inspection visits – mainly inspections which are mandatory under the Staff Regulations.
- 4 team inspection visits on the new whole school inspection model.

The Boards of Inspectors' proposal to form a 'Quality Assurance' Working Group charged with establishing priorities and planning the inspectors' activities was approved by the Board of Governors in April 2012. A document, which is regularly updated, was presented to the Teaching and Budgetary Committees for their information.

Support for the planning and budgeting of all the inspectors' activities is provided by the Pedagogical Development Unit. The total number of activities in 2012 was approximately 440, accounting, overall, for 31% of the budget of the inspectors' activities for inspections, 38% for the working groups and 31% for the meetings of the Boards of Inspectors/Teaching Committee.

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

- A total of 11 new syllabuses were approved in 2012, including the 'New structure for all syllabuses in the European Schools system'.
- Support was provided for follow-up on the new assessment policy for all the teaching levels. Implementation of the assessment policy will be followed by an in-service training course in spring 2013.
- The general framework for whole school inspection (WSI) was updated and guidelines for all the parties involved in such inspection were drawn up.
- The new arrangements for Careers Guidance were put in place.
- Logistic support was provided for the 'Quality Assurance' Working Group: preparation of and follow-up on its meetings, assistance with updating of the document on planning and the priorities of the Boards of Inspectors.

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, and secondly, budgetary follow-up on some of them:

- Budgetary estimate for decentralised in-service training for mathematics in the primary cycle.
- Budgetary estimate for the different whole school inspections.
- Budgetary estimate for decentralised in-service training for French L1 in the primary cycle and follow-up on the introduction of the new Early Education Curriculum (EEC) – video conferences.
- Monitoring of use of the technological tool accompanying the new mathematics syllabuses for the other scientific subjects and economics.
- Agreements for members of working groups: Intermath, EEC, Human Sciences.

The Pedagogical Development Unit also coordinated the common policy project encompassing learning support and support for SWALS and for SEN pupils in the primary and secondary cycles. The new policy was approved by the Board of Governors at its December 2012 meeting and will enter into force in the schools as from September 2013.

The Unit offered the necessary support to the inspectors responsible for producing the SEN Statistics annual report.

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 Pedagogical Development Unit proposed additional amendments to be made to Article 61 of the General Rules, seeking to give a more precise definition in the area of Class Councils' decision-making power with respect to pupils' promotion to the year above at the end of the school year.

In another connection, with reference to the organisation of courses and the structure of studies in the secondary cycle, the Pedagogical Development Unit chaired and provided the necessary support in terms of data to be made available for the working group newly created by the Board of Governors at its April 2012 meeting.

The 'Organisation of studies in the secondary cycle' Working Group inherited some of the mandates of the 'Languages' Working Group and also received a new mandate aimed at rationalisation of studies, with particular reference to options. The working group's composition is based on that of the 'Languages' Working Group, to include drafting of a proposal for the new structure of studies in the secondary cycle, in order to improve its flexibility and efficiency, and for the financial aspects, as specified in the cost sharing debate.

The Group started its work in November 2012 and this is still in progress. An interim report was presented to the Joint Teaching Committee at its February 2013 meeting.

In 2012, 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 44 new posts and 105 existing posts remaining unfilled and to be filled, two thirds of which were in the secondary cycle.

## 2. The 2012 European Bacculaureate

The document 'Report on the organisation of the 2012 Bacculaureate' (2012-09-D-20-en-3) presents the main facts and figures on the 2012 session, highlighting quality control and its organisational, pedagogical and financial aspects. Annex I to the report presents a compilation of the overall results by final mark and by subject, compared with the results for the previous 11 sessions. This allows the development of students' choices and results to be tracked from the 2001 Bacculaureate to the 2012 session.

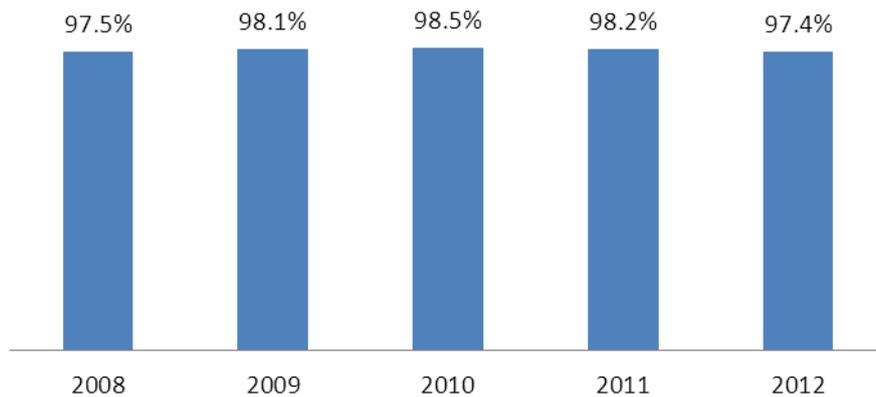
The 53rd European Bacculaureate session was organised in 12 European Schools and in the Type II School, *Scuola per l'Europa di Parma*, 22 of whose students were entered as candidates for the European Bacculaureate examinations at the European School, Varese.

A total of 1495 candidates were entered for this 53rd European Bacculaureate session, chaired by Professor Norbert PACHLER (UK).

1489 candidates actually took the examinations, six students having abandoned their studies in mid-year.

The overall pass rate for the 2012 Bacculaureate is 97.4%.

### Pass rate 2008-2012



Development of the pass rate, by school, over the last five years

The last column shows the pass rate in percentage terms in the different schools in 2012. This year the pass rate by school ranged between 90.9% and 100%.

	2008	2009	2010	2011	2012
<b>AL</b>	100.0%	100.0%	100.0%	100.0%	97.0%
<b>BE</b>	95.6%	97.9%	97.9%	89.4%	92.7%
<b>Br I</b>	96.8%	97.1%	99.0%	99.1%	98.8%
<b>Br II</b>	98.6%	97.8%	99.6%	98.1%	94.9%
<b>Br III</b>	95.2%	95.9%	99.5%	96.9%	97.8%
<b>CU</b>	100.0%	100.0%	98.3%	96.3%	100.0%
<b>FR</b>	100.0%	100.0%	100.0%	100.0%	100.0%
<b>KA</b>	96.1%	100.0%	95.9%	97.5%	97.4%
<b>LU</b>	96.6%	98.2%	97.3%	99.2%	97.8%
<b>MO</b>	100.0%	96.6%	100.0%	95.4%	95.1%
<b>MU</b>	98.9%	99.1%	96.7%	100.0%	98.1%
<b>PA</b>		100.0%	100.0%	100.0%	90.9%
<b>VA</b>	100.0%	98.9%	99.0%	100.0%	100.0%
<b>TOTAL</b>	97.5%	98.1%	98.5%	98.2%	97.4%

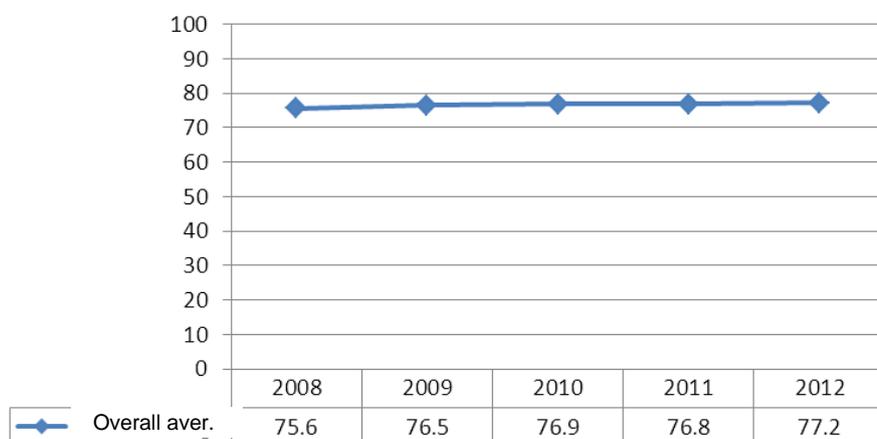
The table shows the pass rate in percentage terms in the different language sections. This year the pass rate by language section ranged between 89.8% and 100%.

#### Pass rate by section, 2012 Baccalaureate

	Number of candidates	Passed	Pass rate
<b>DA</b>	19	19	100.0%
<b>DE</b>	245	240	98.0%
<b>EL</b>	43	43	100.0%
<b>EN</b>	380	375	98.7%
<b>ES</b>	93	90	96.8%
<b>FI</b>	32	32	100.0%
<b>FR</b>	324	310	95.7%
<b>HU</b>	8	8	100.0%
<b>IT</b>	128	125	97.7%
<b>NL</b>	132	128	97.0%
<b>PL</b>	6	6	100.0%
<b>PT</b>	49	44	89.8%
<b>SV</b>	30	30	100.0%
<b>Total</b>	<b>1489</b>	<b>1450</b>	<b>97.4%</b>

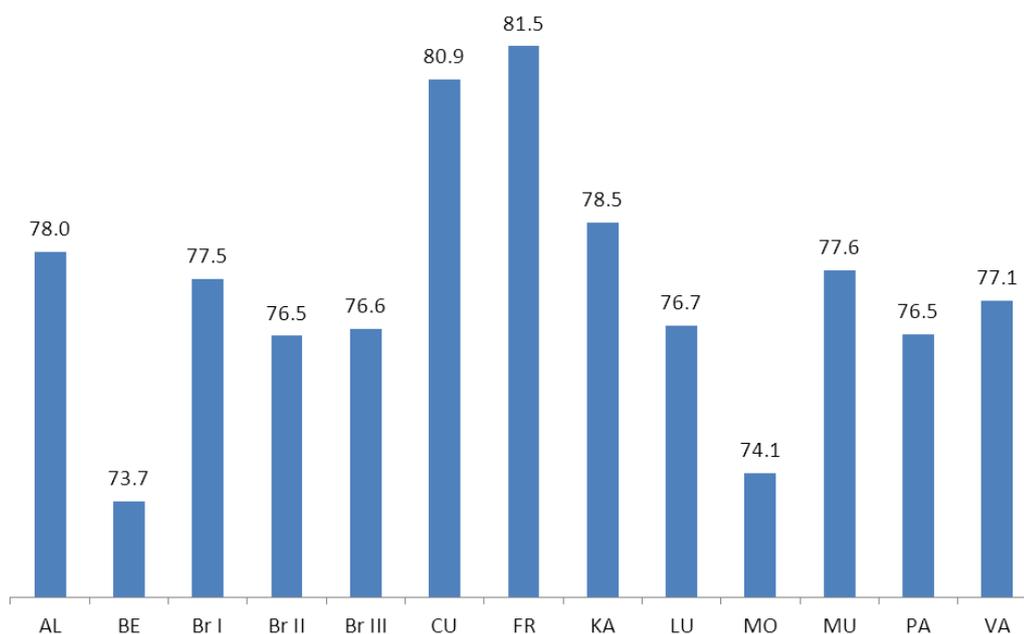
The average of the final marks of all the candidates who were registered for the 2012 Baccalaureate session was 77.2. Comparison of the averages of the final marks shows a slight increase in the last five years.

## Overall average of the last five years



The average final marks by school ranged between 73.7 and 81.5 according to the schools.

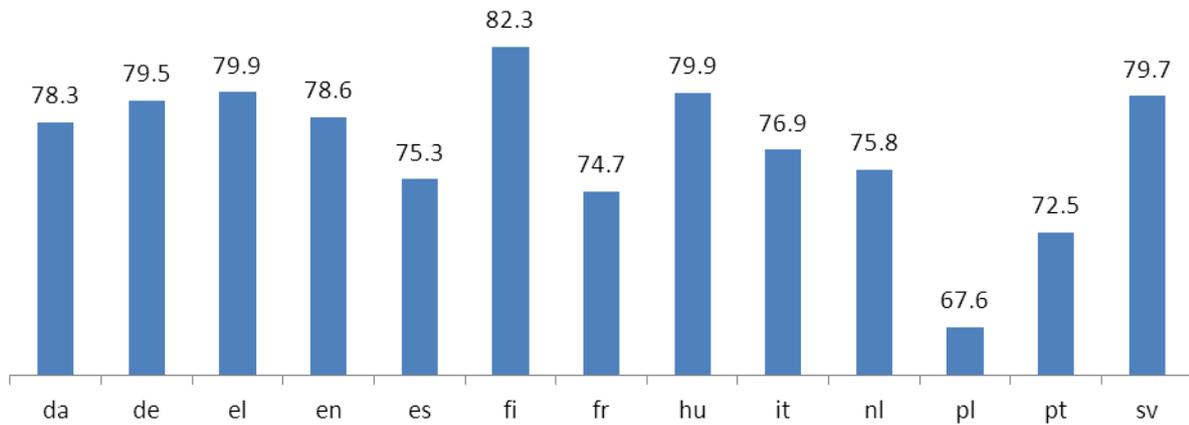
## Average final mark by school



2011/2012	AL	BE	Br I	Br II	Br III	CU	FR	KA	LU	MO	MU	PA	VA	Total
Number of candidates	66	41	168	236	230	66	63	77	269	61	105	22	85	1489

The average final mark by section ranged between 67.6 and 82.3 according to the language, even though the number of candidates in certain sections might mean that this average is of little significance.

### Average final mark by language section



2011/2012	<b>DA</b>	<b>DE</b>	<b>EL</b>	<b>EN</b>	<b>ES</b>	<b>FI</b>	<b>FR</b>	<b>HU</b>	<b>IT</b>	<b>NL</b>	<b>PL</b>	<b>PT</b>	<b>SV</b>	<b>Total</b>
Number of candidates	19	245	43	380	93	32	324	8	128	132	6	49	30	<b>1489</b>

❖ Reform of the European Baccalaureate – Development table

	Measure	2012 Session
1	Baccalaureate registration fee	€80.32 See 2010-D-261-en-2 'Decisions of the enlarged meeting of the Board of Governors of 1, 2 and 3 December 2010'.
2	Baccalaureate certificate	Signature of a central authority on the Baccalaureate certificate as the body responsible for the system. The certificate will be awarded on behalf of the Board of Governors under the Secretary-General's signature, i.e. without the intervention of the Director of the School and the Chairman of the Examining Board in the person of the Vice-Chairman. See 2010-D-261-en-2 'Decisions of the enlarged meeting of the BoG of 1, 2 and 3 December 2010'.
3	Délibération	Abolition of deliberation, replaced by communication of results. See 2010-D-261-en-2 'Decisions of the enlarged meeting of the BoG of 1, 2 and 3 December 2010' and 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'. Pass mark set at 60%
4	Registration for the Baccalaureate and choice of options, for students	15 October of the current year at the latest. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'.
5	Choice of options: communication from the schools to the OSGES through ELEE	31 October of the current at the latest. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'."
6	Use of the technological tool T-Inspire	See 2012-01-D-29-en-3 Use of the technological tool accompanying the new Mathematics syllabuses for the other scientific subjects and economics. See 2012-07-M-4-en-2 MEMORANDUM See 2012-11-M-1-en-1 Clarification See 2012-12-LD-13 Permitted equipment for the Baccalaureate
7	Introduction of a cross-curriculum project	Pilot project launched in the 2012 session. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the Board of Governors of 6, 7 and 8 December 2011'.
8	Structure of the question papers	Mathematics: abolition of questions to choose from in the Baccalaureate, separation of the question paper into two parts, new syllabus, See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'  Other subjects: questions to choose from
9	Quality control of the oral examinations	Sending of the questions, by the teachers, to the inspectors and external examiners at the latest by 15th March. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'
10	Keeping of the oral questions in the school	3 years See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'

## B. HUMAN RESOURCES

In 2012 the area of human resources management at the Office of the Secretary-General was very much dominated by work on draft Service Regulations for Locally Recruited Teachers, finalisation of a new policy on auxiliary staff, review of school fees for Category III pupils, finalisation and implementation of the 'House Rules' supplementing the Regulations for Members of the Administrative and Ancillary Staff of the Office and introduction of flexitime arrangements at the same time as the House Rules. The recruitment of new members of staff also involved a great deal of work.

In 2011 the number of staff members at the Office remained very stable (8 seconded staff members and 23 AAS members). In the ICT area particular, substantial efforts had to be made to recruit suitably qualified staff, following the end of the secondment of the Head of Unit and the dismissal of two members of the AAS. A total of six recruitment procedures were conducted, including one for the post of Executive Assistant to the Secretary-General. In addition, the Office started recruiting postgraduate computer science students under the Erasmus programme.

On the basis of a mandate from the Board of Governors, the AAS Working Group, chaired by the Office of the Secretary-General, finalised the devising of a policy on auxiliary staff in the European Schools which firstly, allows 30 auxiliary posts to be converted into AAS posts in 2013 and secondly, detailed and more restrictive directives concerning the future recruitment of auxiliary staff to be provided.

Again on the basis of a mandate from the Board of Governors, the 'Locally Recruited Teachers' Working Group, chaired by the Office of the Secretary-General, submitted to the Board of Governors, at its April and December 2012 meetings, detailed draft 'Service Regulations for Locally Recruited Teachers in the European Schools'. In view of the reservations of four delegations, it has not yet been possible for the draft to be adopted.

## C. LEGAL ASPECTS

### 1. Appeals

**In 2012, 168 administrative appeals** were dealt with by the Office of the Secretary-General and **81 contentious appeals** were dealt with by the Complaints Board, almost half of which (39) were lodged following rejection of a prior administrative appeal to the Secretary-General of the European Schools.

Those 168 administrative appeals represent an appreciably larger number than in previous years, since 145 appeals were dealt with in 2011, as compared with only 120 in 2009 and 127 in 2010. A steady increase in the number of appeals lodged is thus to be observed over the years and it was particularly marked in 2012 (+ 23 appeals).

Comparative analysis of the 2012 data with those for 2011 brings to light a sharp increase in the number of appeals lodged by teaching staff and a very significant rise in the number of appeals against the Baccalaureate results, the former being associated with revision of the salary scales for teachers who took up their posts as from 1 September 2011, the latter being accounted for mainly by the difficulties experienced by candidates taking the mathematics examination papers in the 2012 European Baccalaureate session.

Whilst it can reasonably be expected that the growth of these two types of litigation will not become the norm, the fact remains that the rules and regulations of the European Schools are constantly evolving and the recent changes to certain sets of regulations – some of which are associated with the cuts that have affected the European Schools' budgets – have systematically sparked a wave of official complaints and appeals. Should the situation remain unchanged, it can therefore be expected that this trend, if it does not grow, will at least be confirmed in the years to come.

Nevertheless, it is reassuring to find that of the 168 administrative appeals lodged with the Secretary-General or, in the case of the Baccalaureate, with the Chairman of the European Baccalaureate Examining Board, only 39 (less than 25%) gave rise to litigation at Complaints Boards level, meaning that the administrative phase fully plays its part as a filter and allows a number of applicants to obtain satisfaction at the pre-litigation stage or, conversely, is sufficient to persuade them of the unfounded nature of their application.

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

<b>Administrative appeals</b>	<b>Contentious appeals</b>
	<b>32</b> appeals against decisions of the Central Enrolment Authority (+ 7 in summary proceedings)
<b>55</b> appeals against a Class Council's decision	<b>3</b> appeals against a Class Council's decision (+ 1 in summary proceedings)
<b>24</b> appeals concerning an application for enrolment in schools other than the Brussels ones	<b>7</b> appeals concerning an application for enrolment in schools other than the Brussels ones (+ 1 in summary proceedings)
<b>43</b> appeals concerning the teaching staff, <b>41</b> of which were lodged by seconded teachers and <b>2</b> by locally recruited teachers	<b>26</b> appeals concerning the teaching staff, <b>16</b> of which were lodged by seconded teachers and <b>10</b> by locally recruited teachers (+ 1 in summary proceedings)
<b>37</b> appeals against the European Baccalaureate results	<b>6</b> appeals against the European Baccalaureate results (+ 1 in summary proceedings)
<b>1</b> appeal against a decision of the Board of Governors	<b>1</b> appeal against a decision of the Board of Governors
<b>3</b> appeals against a Discipline Council's decision	<b>2</b> appeals against a Discipline Council's decision
	<b>2</b> appeals seeking revision of a decision
<b>5</b> appeals not coming into any of the aforementioned categories	<b>2</b> appeals not coming into any of the aforementioned categories (+ 1 in summary proceedings)
<b>TOTAL: 168</b>	<b>TOTAL: 81</b>

## **2. Legal organisation of the European Schools**

During the year 2012, some parents raised questions, for the first time, about organisation of the European Schools from the legal viewpoint. As the questions were passed on by the Commission, it appears expedient to clarify matters in that respect.

Article 7 of the Convention defining the Statute of the European Schools states that the organs common to all the Schools are the Board of Governors, the Secretary-General, the Boards of Inspectors and the Complaints Board. Article 27 of the Convention states that the Complaints Board has sole jurisdiction in the first and final instance, once all administrative channels have been exhausted, in any dispute concerning application of the Convention. It follows that the appeals system set up under the Convention comprises firstly, an administrative phase, with administrative appeals lodged with the Secretary-General or the Chairman of the European Baccalaureate Examining Board, and secondly, a contentious phase, involving litigation, with appeals lodged with the Complaints Board as identified in the aforementioned Article 27.

Appeals lodged either with the Secretary-General or with the Chairman of the European Baccalaureate Examining Board are dealt with at the level of the Office of the Secretary-General (168 appeals in 2012), which receives and registers appeals, collects relevant information and, perhaps even more importantly, drafts and gives notification of decisions. In the case of decisions delivered on administrative appeals, the decision-makers receive support from a legal expert and some secretaries. Since this job has, however, to be done in addition to their normal duties, it became apparent during the year 2012 that the current structure, comprising a single legal expert and some secretaries, was inadequate to guarantee the system's sustainability, so that the Office employed an additional legal expert on a temporary basis for a few months to provide extra support. As the Office has been reorganised several times in recent years, the appeals management procedure has involved, in addition to the Office's legal expert, many members of staff (secretaries and assistants, assigned to other duties in principle), who have systematically rotated for business continuity purposes. It is nevertheless self-evident that the presence of a single in-house legal expert for all the European Schools may weaken the system and put it at risk, making it increasingly dependent on external lawyers and legal advisers, who are not necessarily familiar with the system's specificities and its rules and regulations.

In the litigation phase, appeals are dealt with by the Complaints Board, composed of six judges, "whose independence is beyond doubt and who are recognised as being competent in law", as the Convention defining the Statute of the European Schools says. The European Schools are defended at that level by two lawyers from outside the system, in conjunction with the staff of the Office, i.e. essentially the Legal Assistant to the Secretary-General but also the Assistant whose job is to manage enrolments for the Brussels European Schools and any other people who may be involved (the Head of the Baccalaureate Unit in the case of appeals pertaining to the Baccalaureate). Here again, monitoring of and follow-up on these appeals – although fewer in number than administrative appeals – gives rise to a substantial workload for the Office of the Secretary-General, since communication between the staff of the Schools and the aforementioned lawyers has to be maintained, by gathering all the necessary information, rereading and correcting their submissions and submitting them to the Registry of the Complaints Board.

## 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 2007 to 2012. The figures show an increase of 14.96% over the five-year period and, for the first time after several years of steady increase, a 0.87% decline between 2007 and 2012. This curve reflects the budget cuts decided when the budget for the 2012 financial year was approved and the new salary scales which entered into force as from 1 September 2011 and thereafter. It should be noted that the pupil population (as a weighted average for the financial year calculated as in Table 2) increased by 13.54% from 2007 to 2012, with growth approaching 2.44% between 2011 and 2012. (Information about the pupil population by school can be found in document 2012-10-D-15-en-2, referred to in this report).

**Table 1: Development of costs from 2007 to 2012 - Expenditure (€)**

	2007	2008	2009	2010	2011	2012	% 07 - 12	% 11 - 12
<b>Al</b>	11 097 943	11 265 097	12 236 285	12 139 108	13 060 752	13 488 418	21.54%	3.27%
<b>Be</b>	9 262 303	9 017 315	8 957 569	8 862 205	9 168 279	7 864 583	-15.09%	-14.22%
<b>Br I</b>	29 960 478	31 691 818	32 639 312	33 126 483	34 136 002	33 720 648	12.55%	-1.22%
<b>Br II</b>	29 080 260	31 336 148	31 906 989	33 123 327	33 538 842	32 818 023	12.85%	-2.15%
<b>Br III</b>	25 590 807	28 679 058	28 326 826	29 403 027	31 764 900	29 517 839	15.35%	-7.07%
<b>Br IV</b>	1 462 371	3 451 431	4 745 841	6 362 991	8 429 405	11 660 765	697.39%	38.33%
<b>Cu</b>	10 846 654	9 846 605	9 369 762	9 344 272	9 462 066	8 448 410	-22.11%	-10.71%
<b>Ff</b>	9 958 371	10 425 896	11 066 933	11 465 586	11 970 985	12 345 964	23.98%	3.13%
<b>Ka</b>	11 355 904	12 483 991	12 734 208	12 846 356	11 917 882	11 769 221	3.64%	-1.25%
<b>Lux I</b>	34 775 570	37 009 986	38 965 091	39 537 147	40 150 686	34 107 531	-1.92%	-15.05%
<b>Lux II</b>	6 861 971	6 989 029	7 421 163	7 740 478	8 184 407	14 229 505	107.37%	73.86%
<b>Mol</b>	10 511 380	11 219 276	11 784 623	12 106 724	12 321 631	11 398 451	8.44%	-7.49%
<b>Mun</b>	18 135 372	18 941 426	20 252 301	22 116 802	22 180 083	23 269 364	28.31%	4.91%
<b>Var</b>	17 687 629	18 296 045	19 096 570	18 596 747	18 596 427	17 570 518	-0.66%	-5.52%
<b>OSG</b>	8 967 345	9 071 996	9 036 140	8 836 111	8 281 565	8 574 160	-4.38%	3.53%
<b>TOTAL</b>	<b>235 554 358</b>	<b>249 725 117</b>	<b>258 539 613</b>	<b>265 607 364</b>	<b>273 163 912</b>	<b>270 783 400</b>	<b>14.96%</b>	<b>-0.87%</b>

The figures for 2007-2011 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled.

The figures for 2012, which include appropriations carried forward to 2013, 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 in the case of Luxembourg II, education in the secondary cycle started in September 2012 and that in the case of Brussels IV, secondary years 1-3 have been open since September 2010, meaning that there is not full comparability between the costs identified for those schools and those for the other schools. For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2012, the costs per pupil of the two groups of schools are similar up to a point, after a fall of 3.8% in the Brussels Schools and of 2.8% in the Luxembourg Schools respectively, reversing 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 €11 506, an overall increase of 1.2% over the five-year period (in relation to the 9.0% increase over the period 2006-2011 mentioned in the previous year's report), but a clear decrease of 3.2% between 2011 and 2012. It should be noted that according to data published by Eurostat, inflation in the European Union rose by 2.5% over the same period.

Table 2: Cost per pupil (€)								
	2007	2008	2009	2010	2011	2012	% 07 - 12	% 11 - 12
<b>Al</b>	11 109	11 033	11 926	11 843	12 652	13 028	17.3%	3.0%
<b>Be</b>	16 540	16 170	15 660	14 936	15 306	13 733	-17.0%	-10.3%
<b>Br I</b>	10 039	10 394	10 613	10 714	11 037	10 875	8.3%	-1.5%
<b>Br II</b>	9 992	10 818	10 831	10 861	10 757	10 368	3.8%	-3.6%
<b>Br III</b>	9 702	10 903	10 480	10 348	10 925	10 144	4.6%	-7.1%
<b>Br IV</b>	25 506	13 241	9 685	9 559	9 446	9 589	-62.4%	1.5%
<b>Br I, II, III &amp; IV</b>	9 846	10 255	10 682	10 766	10 775	10 365	5.3%	-3.8%
<b>Cu</b>	13 063	11 868	11 221	11 317	12 033	11 669	-10.7%	-3.0%
<b>Ff</b>	10 475	10 395	10 405	10 567	10 863	10 695	2.1%	-1.5%
<b>Ka</b>	11 631	12 564	13 021	13 312	12 679	12 705	9.2%	0.2%
<b>Lux I</b>	10 489	10 897	11 303	11 393	11 440	10 364	-1.2%	-9.4%
<b>Lux II</b>	7 510	7 818	8 289	8 404	8 636	11 005	46.5%	27.4%
<b>Lux I &amp; II</b>	9 846	10 255	10 682	10 766	10 844	10 545	7.1%	-2.8%
<b>Mol</b>	16 048	16 564	16 158	16 224	15 763	15 011	-6.5%	-4.8%
<b>Mun</b>	11 185	11 168	11 335	11 855	11 488	11 552	3.3%	0.6%
<b>Var</b>	13 430	13 808	14 373	14 210	13 940	12 807	-4.6%	-8.1%
<b>All schools together</b>	10 931	11 335	11 405	11 439	11 529	11 142	1.9%	-3.4%
<b>OSG</b>	433	427	413	393	360	364	-15.8%	1.1%
<b>Schools + OSG</b>	<b>11 364</b>	<b>11 763</b>	<b>11 818</b>	<b>11 832</b>	<b>11 890</b>	<b>11 506</b>	<b>1.2%</b>	<b>-3.2%</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 2007. In fact, compared with the past financial year, the percentages corresponding to the contributions of the Member States, the Commission and the EPO are unchanged. In that respect, only very marginal differences are observed. Revenue from the fees charged for Category II pupils is down sharply, by around €1.2 million, which may be due to the impact of the financial crisis, whereas the fees payable for Category III pupils are up by more than €1 million compared with last year, despite the fact that the number of pupils in this category on roll in 2012 was down by 80 on the 2011 figure. The reason for this development is associated with the fact that with the exception of the annual increase in the fee level of the order of 2%, fewer reductions and exemptions were granted.

<b>Table 3: Budget contributions (excluding surplus carried forward and use of reserve funds)</b>							
		<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Member States</b>	€	52 480 536	54 454 918	53 742 828	55 717 090	56 197 583	55 557 843
	%	22.7%	22.1%	20.8%	21.0%	20.4%	20.3%
<b>Commission</b>	€	127 096 284	138 910 044	151 907 627	155 393 053	163 975 427	163 759 772
	%	55.0%	56.5%	58.7%	58.6%	59.6%	59.7%
<b>EPO</b>	€	14 882 438	15 338 041	17 353 943	18 926 539	18 778 658	18 993 464
	%	6.4%	6.2%	6.7%	7.1%	6.8%	6.9%
<b>Category II fees</b>	€	13 662 767	13 894 567	13 909 948	13 283 884	14 258 680	12 989 153
	%	5.9%	5.7%	5.4%	5.0%	5.2%	4.7%
<b>Category III fees</b>	€	17 788 809	17 723 591	17 087 017	16 914 580	16 530 565	17 545 347
	%	7.7%	7.2%	6.6%	6.4%	6.0%	6.4%
<b>Other</b>	€	5 221 693	5 540 086	4 764 977	5 148 829	5 548 971	5 424 661
	%	2.3%	2.3%	1.8%	1.9%	2.0%	2.0%
<b>TOTAL *</b>	€	231 132 527	245 861 247	258 766 340	265 383 975	275 289 884	274 270 240
<p>For the period 2007-2011, the figures correspond to revenue as entered in the definitive accounts; the figures for 2012 are the best figures available at the year end and are subject to adjustment.</p> <p>* The figures exclude the surplus carried forward and use of the Reserve Fund.</p>							

## 1. 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%).

The budget for the year 2012 was drawn up in the same conditions, implemented with the same rigour and closed with a result identical in relative terms with the 2011 one.

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
<b>CHAPTER I</b>								
	Seconded staff	817.962	887.785	989.618	1.008.609	1.005.487	970.242	959.287
	AAS	1.975.078	2.189.053	2.202.576	2.555.181	2.717.642	2.951.167	3.052.266
<b>Total Chapter I</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>3.921.409</b>	<b>4.011.553</b>
<b>CHAPTER II</b>								
	Rent, etc.	769.032	809.303	844.710	933.494	887.251	899.900	<b>920.992</b>
	Office equipment	85.942	79.455	79.785	70.589	75.092	55.423	63.807
	Telephone, post, etc.	39.009	13.846	18.280	20.753	22.489	11.909	23.447
	Translation	746.243	970.425	1.110.867	1.017.692	929.007	385.290	267.455
	Interpretation	336.485	304.726	300.929	238.830	191.675	129.951	110.552
	Mission expenses	64.298	60.090	50.900	53.978	44.325	38.306	40.476
	In-service training	294.979	319.085	270.000	270.003	380.807	243.637	308.876
	Board of Governors	184.779	224.997	249.951	183.497	130.188	141.213	100.765
	Budgetary Committee	63.761	59.998	55.224	53.273	33.325	32.799	32.353
	Inspectors' meetings	486.375	372.993	488.000	379.000	323.729	330.000	326.026
	Inspectors' inspections	198.814	167.998	259.000	275.000	227.624	168.609	155.120
	Baccalaureate	779.925	859.992	839.990	870.830	792.863	795.000	859.983
	Litigation costs	161.204	205.581	192.000	269.833	236.005	289.168	236.022
	Complaints Board	37.671	92.701	107.000	102.536	116.147	105.413	116.252
<b>Total Chapter II</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>3.752.570</b>	<b>3.679.243</b>
<b>CHAPTER VII</b>								
	ICT	979.468	1.180.410	602.133	771.773	754.184	746.996	<b>739.748</b>
<b>TOTAL</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>	<b>8.601.061</b>	<b>8.574.160</b>

A breakdown of the costs of the main meetings in the year 2012 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 2012 IN €**

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

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
April 2012	39 700	19 470	-----
December 2012	<u>24 345</u>	<u>18 175</u>	<u>900</u>
<b>SUBTOTAL:</b>	<b>64 045</b>	<b>37 645</b>	<b>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 2012	19 158	4 500	600
November 2012	11 725	6 300	600
Other meetings	<u>1 471</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>32 354</b>	<b>10 800</b>	<b>1 200</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>
BI TC 02.2012	44 896	11 250	1 400
BI TC 06.2012	8 732	2 250	300
BI TC 10.2012	<u>53 940</u>	<u>14 850</u>	<u>1 500</u>
<b>SUBTOTAL :</b>	<b>107 568</b>	<b>28 350</b>	<b>3 200</b>

**d) OTHER MEETINGS**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
Working Groups CEA Selection Committees (Item 2605)	24 815	18 150	4 285
Working Groups (Item 2607)	174 471	1 500	1 100
Courses (Item 2607)	26 802	-----	-----
Inspections (Item 2608)	183 485	-----	-----
<b>SUBTOTAL:</b>	<b>409 573</b>	<b>19 650</b>	<b>5 385</b>
<b>TOTAL:</b>	<b>613 540</b>	<b>96 445</b>	<b>10 685</b>

**GRAND TOTAL: 720 670**

## E. ICT AND STATISTICS

Information and Communication Technologies (ICT) occupy an important place in all areas of the European Schools. They are regarded by all the schools as an essential shared tool, which respects their autonomy but harmonises on the one hand, their administrative management (accounts and financial organisation, management team and pupils) and on the other, the way of teaching.

### I. ICT from an administrative viewpoint

An ICT Steering Group (ICTSG) was set up to help and assist the ICT Unit to make the required technical choices, having regard to both the tools and the specific software developed for the schools. The Steering Group does not take any political decisions but recommends technical choices.

The Steering Group met twice during the year 2012: in January and in September. Its work involved monitoring of the different ICT activities at the Office of the Secretary-General of the Board of Governors and in the schools.

In March 2012, the European Commission's Internal Audit Service (IAS) conducted an audit in the context of the risks associated with ICT. Many recommendations followed. The ICT Unit's strategic plan, which was then being drawn up, was subsequently amended/adapted in response to the recommendations. It consists mainly of three key strategic areas:

Key strategic area 1:	Governance and management of projects
Key strategic area 2:	Business continuity
Key strategic area 3:	Provision of services and service support (help desk)

This strategic plan was submitted to the ICT Steering Group and approved. However, as had been the case the previous year, serious concerns were expressed, firstly, about the development of ICT in the European Schools and secondly, about the constant reduction in the EU's subsidy to the European Schools' budget. The gap between the resources allotted and the resources required (both human and financial) is widening all the time and constitutes a major factor in decision-making and the actions achievable.

In accordance with key strategic area 1 '*Governance and management of projects*', two steering committees came into being, one related to the future pupil management system (School Management System = SMS) and the other to the new financial management application (NewCobee).

#### 1. Pupil management administrative applications (SMS)

In late January 2012, an Odyssee training course and test phase with the application were organised at Luxembourg. Unfortunately, the anticipated results still did not meet the European Schools' requirements. Following this further failure it was decided to terminate the Odyssee project.

A Steering Committee was formed with representatives of the pilot schools and members of the OSGES. Each pilot school designated different Key Users. All those people worked on the production of a new set of specifications.

At the same time, the Central Office's ICT development unit searched in different directions, to ascertain whether there was not a product on the market which might suit the European Schools. Many meetings and video conferences were organised with different potential suppliers.

In June 2012, a new (accelerated) call for tenders was sent to different companies. When the tenders were opened on 20 July 2012, only three companies were selected. They were a US company (PCR), a Maltese company (MySchool) and a UK company (Blackbaud).

The solutions offered by those companies were analysed by the steering committee and the contract was awarded to the MySchool company.

Work with the MySchool company started on 16 August 2012. The pilot schools' data were incorporated into the new application and the different settings were configured.

As regards the interface with the accounts, two solutions were envisaged (interface with NewCobee and interface with the old accounting applications). Whatever the decision concerning the accounting application, it will not delay deployment of SMS.

As the part dealing with management of the pay of seconded staff was not covered by MySchool, a new application was developed by the Central Office's ICT development unit. This new module allows pay for seconded staff to be managed but also allows expenses paid to people going on mission to be calculated.

## **2. Financial management administrative applications (NewCobee)**

The European Schools use a range of applications software for the schools' administrative and financial management. These applications have reached the end of their life and need to be replaced as soon as possible. This replacement is by far the most important task of the ICT Unit.

In June 2012, following abandonment of the Odyssee project, the NSI company (which was charged with developing the application) was requested to focus on NewCobee. Also at that time, a demonstration of the application was given and tests were conducted. Major problems were quickly identified.

In September 2012, the NewCobee application was tested again by the pilot schools (Luxembourg I, Luxembourg II and Varese) and the Central Office. Once again, many problems were found and many comments made. The NSI company was therefore invited to try and come up with something better, as it was constantly convinced that correction of the bugs found would make its application mature and ready for deployment.

In November 2012, a new testing phase was scheduled with the pilot schools and the Central Office. Following a further admission of failure, NSI was given an ultimatum to supply a version ready for deployment, or at least without a problem holding up deployment, by December 2012.

### 3. Evaluation of teachers application (EVALEE)

This EVALEE project was started in 2011. Its initial stated objectives were as follows:

- to optimise and facilitate communication between the different parties involved (Director, Inspector, Teacher, Secretary-General), notably reducing the sending of mail by ordinary post;
- to have a precise list, in real time, of teachers to be evaluated or being evaluated;
- to be able to check on the process of evaluation of a teacher;
- to reduce paper consumption;
- ...

This project seems to be achieving all the stated objectives, with the exception of reducing paper consumption, which required amendment of our regulations, something which was refused.

The application was put onto the Learning Gateway for testing purposes.

## II. ICT from a pedagogical viewpoint

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 (art, economics, ethics courses, language courses, etc.). Many schools also use mobile ICT rooms with laptop trolleys that can be easily moved from class to class.

Increasing numbers of pupils and teachers are bringing laptops, notebooks and other mobile devices to school and require wireless internet access to be available everywhere: classrooms, libraries, gymnasia (physical education teachers who encode pupils' absences with their smart phones, etc.). With that in mind, the schools are charged with providing good quality and secure wireless internet infrastructure.

Many teachers have interactive whiteboards in their classrooms so that they can not only project the content of their PCs but can also use interactive educational software so that pupils are able to work on the board. In addition, these interactive boards include an authoring tool that allows teachers to devise their own interactive exercises themselves. In that context, use of new technologies significantly changes the teaching methods used in class and makes teachers increasingly dependent on computer hardware and software.

The interschool pedagogical portal, called the Learning Gateway, is also accessible to all teachers, pupils, inspectors and staff to share all kinds of digital content and to work collaboratively. However, a project to improve and develop the Learning Gateway has started, in order, in particular, to increase the number of actual users of this portal.

Increasing numbers of teachers are using virtual classrooms,

- whether in their simplest form: simple information sharing platforms such as Google Sites, etc.
- or in a more complex form: Learning Management Systems (LMS), such as Moodle, Studywiz, etc.

These systems allow teachers to communicate with their pupils out of the classroom: the teacher can prepare and send to each student different assignments and complementary work for their digital homework. They might also 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) and in the case of pupils who are absent because of long-term sickness or of teachers' absences. This would be a tool to complement videoconferencing.

Ideally, all teachers and pupils should work in the future with a proprietary system which would be perfectly synchronised with the database of the new pupil management system (SMS).

It became clear that STUDYWIZ, our current distance learning platform, does not meet our requirements and expectations in the least. It was therefore decided that it would have to be replaced. A great deal of research and many tests were conducted but it will only be possible for a real decision to be taken after SMS has been rolled out and deployed in all the schools. This project is a priority for the future.

In-service training for teachers should address not only new technologies but also how to use new technologies to transform the way classes are taught. If ICT are truly embedded in the curriculum, i.e. in the syllabuses for all subjects, the whole dynamics of the class are likely to change.

The reform of the ICT courses syllabuses, which started in 2011, was unfortunately not continued in 2012. This is regrettable as the ICT syllabuses in question are more than 13 years old.

## **F. INTERNAL AUDIT SERVICE**

Last year, i.e. in 2012, and at the beginning of the current year, the IAS's activity focused primarily on the devising of an 'IAS Strategic Audit Plan for the European Schools for the period 2013-2015'.

The strategy is based on the results of a risk assessment exercise, conducted by the IAS in March 2012, which included missions at the Brussels III and Munich European Schools and at the Office of the Secretary-General of the European Schools.

The purpose of that risk assessment exercise was to identify the European Schools' key subsidiary procedures (both operational and support subsidiary procedures) presenting a higher level of risk (both intrinsic and remaining after the introduction of the relevant controls) in terms of identification of events whose possible occurrence might jeopardise achievement of the European Schools' key objectives, in order on the one hand, to foster, where necessary, improvement of internal controls and on the other, to draw up a Strategic Audit Plan containing a short list of forthcoming issues to be addressed for IAS audits in the European Schools during the period 2013-2015 (or 2013-2014, should the Service Level Agreement between the Board of Governors and the IAS valid until 30 June 2014 not be renewed beyond that date).

On that basis, a complete plan of action was proposed by the Central Office in order to improve the relevant internal controls and thus mitigate the perceived risks pointed out by the IAS. The action plan proposed by the Central Office was considered positively by the IAS. The Central Office paid a great deal of attention to development of the action plan.

In addition to the aforementioned participation in the devising of the internal controls action programme linked with the Strategic Audit Plan for the European Schools, other noteworthy measures taken by the Central Office last year, i.e. in 2012, in accordance with the IAS's recommendations stemming from the October 2011 Audit Report on Cross-Cutting Issues in Financial Management (Budget Implementation) in the European Schools, related to the drawing up of preliminary draft directives on firstly, the use of extra-budgetary accounts and secondly, the strengthening of the ex ante financial and operational verification function on a decentralised scale. The two draft documents were discussed at the September 2012 meeting with the European Schools' Bursars and further progress on the drawing up of these two sets of directives is expected to be made during the year 2013.

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

It was the sixth enrolment session which the CEA had managed since its setting up in 2006. Thanks to applications software developed to match the provisions of the enrolment policy adopted by the CEA each year, permanent across-the-board monitoring and tracking is carried out at the Office of the Secretary-General.

The 2013-2014 enrolment session is currently under way.

### **1. Objectives and priorities for enrolments for the year 2012-2013**

In September 2011, the Board of Governors defined the guidelines for 2012-2013 enrolments with a view to devising of the enrolment policy by the CEA.

The overall situation with respect to infrastructure and the availability for occupancy of the Brussels IV School's permanent site at Laeken in September 2012 were the decisive factors behind the enrolment policy for the 2012-2013 school year. In order to use the new resources of the Laeken site and to continue the Brussels IV School's development, whilst also trying to minimise the other three schools' overcrowding, all applications without a special priority criterion were referred to the Brussels IV School for the sections and year groups open there. In addition, voluntary transfers to the Brussels IV School of pupils enrolled in the Brussels I, II and III Schools were also authorised.

Otherwise, in view of the need to renovate one of the buildings on the Brussels I School's site, called the Fabiola building, at its April 2012 meeting, the Board of Governors agreed to the temporary accommodation of a proportion of the Brussels I School's pupils on the Berkendael site, made available to the school for that purpose by the *Régie des Bâtiments* (Belgian Public Buildings Authority). At its Administrative Board's April 2012 meeting, the school opted to move the nursery and primary year 1 classes of the existing language sections to the Berkendael site on a temporary basis at the beginning of the 2012-2013 school year in September 2012.

## 2. Results of the 2012-2013 enrolment policy

The main data on the 2012-2013 enrolment session are as follows:

- 2294 enrolment and transfer applications were received and processed, 2193 of which were for Categories I or II pupils.
- 1640 new pupils joined the Brussels Schools at the beginning of the 2012-2013 school year.
- Out of the 46 enrolment applications for Category III pupils received, 12 of the 24 children with siblings already attending the school were admitted.
- Out of the 25 enrolment applications for children of NATO civilian staff, 20 pupils were admitted to the different schools.

	<b>New pupils on 2 October 2012</b>
<b>Brussels I School</b>	309
<b>Brussels II School</b>	320
<b>Brussels III School</b>	359
<b>Brussels IV School</b>	652
<b>Total</b>	<b>1640</b>

Out of the 2143 places offered, 964 went to pupils with a priority criterion (single sections, SWALS, grouping of siblings and return from assignment).

Out of the 1852 offers of places initially accepted, 212 were subsequently turned down by the parents, 112 of them corresponding to an offer of a place in the first preference school. 186 of the 291 places refused had been offers for the Brussels IV School.

Overall, the provisions of the enrolment policy in terms of optimum use of infrastructure resources bore fruit, particularly at the Brussels IV School, which had a new intake of 652 pupils in September 2012.

However, whilst the objective of ensuring balanced distribution of the pupil population across the Brussels Schools has been achieved to some extent, that aimed at balanced distribution of the language sections has not come about in some schools, for example, in the German language nursery classes at the Brussels I School. It is also the school where the impact of the measures referring new applications without a special priority criterion to the Brussels IV School has been greatest.

As regards the Brussels II School, lessening its overcrowding continues to be difficult, despite the efforts made. In fact, the factors contributing to the school's continuing high pupil numbers are the number of single sections, the number of SWALS attending the school and the number of applications submitted, particularly for the nursery classes, on the basis of the regrouping of siblings priority criterion.

In the case of the Brussels III School, where pupil numbers in the Czech, Greek and Spanish sections have risen this year, the measures designed to relieve congestion in the school have not proved sufficient.

At the Brussels IV School, there is steady growth in pupil numbers, even though there is still some imbalance in the distribution of pupils in the language sections open. Thus, the French language section continues to account for almost half the total number of pupils on roll (48%). The Dutch language section, on the other hand, recorded a far larger number of enrolments than in previous years.

This year saw the creation of a Bulgarian section at the Brussels IV School, with the opening of nursery classes and primary year 1 in September 2012.

In addition, Croat pupils, for whom tuition in Croatian as Language 1 will be provided after the Republic of Croatia has finally joined the European Union and after it has acceded to the Convention defining the Statute of the European Schools, have for the first time been admitted to the Brussels IV School and to the Brussels I School for the year groups which are not available at Brussels IV.

### **3. Enrolment policy for 2013-2014**

In view of the constant development in pupil numbers and the distribution of pupils amongst the schools at the beginning of the 2012-2013 school year in September 2012, the 2013-2014 enrolment policy was devised on the basis of guidelines whose main objectives are to use resources in the most efficient way possible so as to lessen overcrowding, in the Brussels II and III Schools in particular, and to ensure balanced distribution of the pupil population amongst both schools and language sections, at the same time guaranteeing the latter's continuing existence.

The 2013-2014 enrolment policy can be consulted on the website of the Office of the Secretary-General of the European Schools [www.eursec.eu](http://www.eursec.eu) under *Enrolments*.

## **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 pupil numbers, 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**

New premises comprising three rooms were inaugurated in May 2012, their purpose being to accommodate:

1. the OHIM's after-school centre, open after the end of the school day
2. classes for SWALS during the school day.

These premises and their fitting-out were provided by the Office for Harmonisation in the Internal Market (OHIM).

The school started installing panic doors at all of the emergency exits, this project forming part of its 2013-2016 multi-annual plan.

In addition, the school made improvements to the primary and secondary accommodation involving refurbishment (painting and decoration) of halls in the two cycles.

To ensure better coordination of supervision work in the secondary cycle, a common area was fitted out for the three educational advisers and primary/secondary transition secretary.

## 2. Bergen

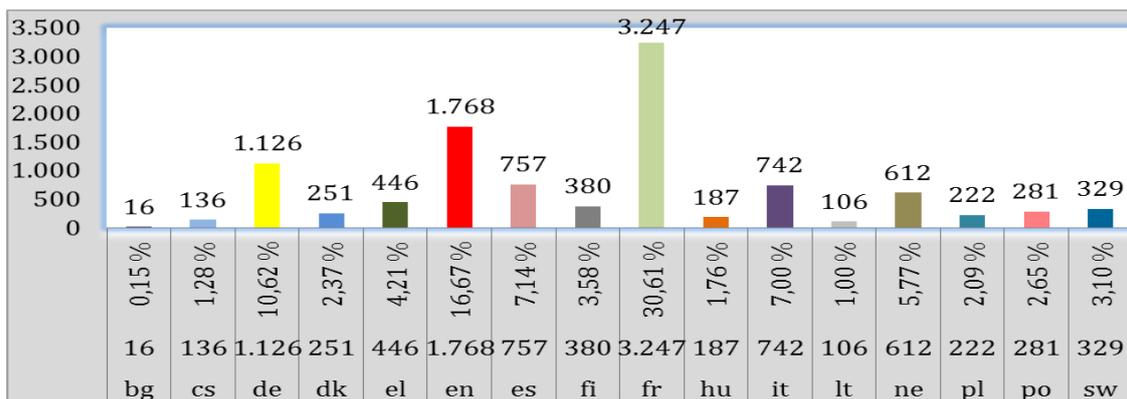
A local authority inspection in December 2010 revealed many gaps in the partition walls designed for fire and smoke emission prevention, further to which the school's management was requested to produce an inventory of all the partitions in the whole building.

Before summer 2011, *Stichting NOB* (Foundation for Dutch Education Worldwide) submitted a plan for improvement of the partition walls to Bergen local authority, which approved it in 2012. In view of the high costs, the plan will be implemented in stages. Pupils' safety is not endangered.

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

The four Brussels European Schools have a total of **10 606 pupils** on roll in 16 language sections. The graph below shows the overall breakdown of these pupils by language section, in numbers and in percentage terms.



On 21 December 2012, Belgium's Council of Ministers decided "to make the Berkendael site at Forest available as a temporary school for the requirements of the European Schools, as long as the existing capacity is not fully available, until the end of the 2014-2015 school year.

A working group, composed of representatives of Belgium and of the Board of Governors of the European Schools, has, moreover, been set up to assess any additional needs." The European Commission is also represented in this working group, whose first meeting was held on Thursday 21 March 2013.

This small group will determine the capacity required for the schools in the coming years, the possible location of any new school and the standards which future schools will have to meet. In view of the current economic difficulties, Belgium will no longer be able, as in the past, to go beyond the initial 1962 agreement.

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

Following the decision of the *Régie des Bâtiments* to make the Berkendael site available to the European School, Brussels I/Uccle, 21 nursery and primary year 1 classes were moved to that site. The comments below therefore refer to the two sites occupied by the Brussels I School.

### Renewal of environmental permits

The environmental permits were due for renewal for Berkendael in 2012 and for Uccle in 2013.

The School was granted extra time to upgrade or improve the infrastructure, more particularly the HV and LV (high-voltage and low-voltage) network, at Berkendael.

On the Uccle site, a ground and soil survey needs to be carried out around the Van Houtte Building (swimming pool), the Villa and the Science Building (heating oil tanks).

An air analysis will also have to be made to determine CO levels in the car parks (possibly mechanical or forced ventilation system).

Action will also need to be taken on the comments made during the evacuation drill in the fire brigade's presence regarding the opening of certain emergency exit doors and the alarm system.

An energy audit of all the buildings is required for renewal of the environmental permit.

### Uccle site

The Fabiola building is empty and has been closed since 1 September 2012. Renovation work has not yet started and, as far as is known, the engineering study has not yet been undertaken by the *Régie des Bâtiments*.

There is a continuing problem with water seepage in some buildings, particularly the arts and science buildings, and in the underground car park.

The entrance on Opstalweg needs to be completely redesigned to make it more user-friendly.

Installation of a vehicle barrier allowing opening by remote control would enable the guard on duty to concentrate on more effective checking of pedestrians entering and leaving the site.

A card access control system in the canteen would allow supervision to be moved from outside to inside the canteen and educational value to be added to the supervision carried out at meal times.

The school does not have a room for activities such as theatrical or musical performances. The only places where such activities can be organised are the pupils' canteen and the multipurpose room in the middle of the Arts Building. This room, which is small in relation to our pupil population, does not provide the conditions required, as the classrooms around it are not soundproofed and lessons are seriously disrupted whenever an event is held there. The situation is not, therefore, satisfactory.

## Berkendael site

There is a general problem with the electricity system (short circuits). The school has a year to remedy this problem.

In addition, in the '66' building, the low-voltage electrical panels do not meet the statutory standards.

There are problems with wetness at the side entrance of the Halsdorf Building. In bad weather water stagnates, meaning that pedestrian access for pupils and parents is impracticable.

In the classrooms building, the existing supply system does not allow water to be piped to the rooms, nor is there sufficient hot water on the different floors.

### **b) Brussels II**

During the year 2012, a certain amount of maintenance and renovation work was carried out by the *Régie des Bâtiments*:

- Refurbishment of classrooms in the secondary building and the sports hall
- Creation of showers and changing rooms in the sports hall and opening of the new bus park in November 2012.

In 2013, refurbishment of classrooms in the secondary building is also being carried out. However, because of significant 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 school currently has around 3000 pupils on roll. This means that that new investment is necessary, as is the fitting-out of new areas, but no project of that type is planned at present.

The *Régie des Bâtiments* carries out essential repairs, in the event, for example, of ground subsidence in the playground, broken and loose tiles in classrooms, water seepage in the nursery building and other urgent repairs to the water pipes and the heating system.

Improvements are planned in the form of:

- extension of the bicycle park
- play equipment for the nursery and primary pupils
- the work required for the secondary laboratories to comply with safety standards
- refurbishment of some toilet facilities.

Maintenance and renovation work is carried out in agreement and in partnership with the *Régie* but the majority of expenditure is defrayed by the school.

#### **d) Brussels IV**

The school took possession of the Laeken site in August 2012. The new school year therefore started, as foreseen, on the new site. As mentioned in the previous report and on account of the gradual increase in pupil numbers, one of the new school's buildings remains unoccupied in the 2012-2013 school year (Building T).

In September 2012, the school opened a new language section, namely the Bulgarian section, with the nursery classes and primary year 1, and will open a new Romanian language section, also with the nursery classes and primary year 1, in September 2013. In addition, Croat SWALS have priority for admission purposes to the year groups already opened at the Brussels IV School.

Despite the site's exceptional architectural quality, it has nevertheless been found that the school's structure and fitting-out present difficulties from a purely practical and functional viewpoint. The school regularly contacts the *Régie des Bâtiments* to take stock of the situation with respect to the practical and technical problems still to be resolved. A full list of the problems observed is updated daily. Work on the site has not been fully completed to date (restoration of Building G in particular).

#### **4. Culham**

There was no major construction work in 2011-2012.

A facilities maintenance programme will continue during the transitional phase ending on 31 August 2017, the official closure date of the European School, Culham.

The European School, Culham is now sharing its buildings with Europa School UK, which opened on 1 September 2012 and occupies six classrooms, a staffroom and some offices. The shared facilities also include the canteen and the Schuman Hall.

#### **5. Frankfurt**

The Category I pupil population and hence, in line with the trend, the total pupil population, has risen steadily in recent years. The number of primary school teaching blocks will double from September 2013 and two complete year groups will therefore be accommodated there.

It is clear that extension of the school is imperative and all the decision-makers acknowledge this fact. However, the final decisions required for practical measures to be taken for construction to go ahead have still not been adopted. The political decisions on banking supervision will further exacerbate the problem of the capacity of the existing facilities. With more than 1300 pupils on roll, the capacity of the grounds, the buildings and the facilities has reached its limits. The status quo means that in the coming school years, it might not be possible to enrol all entitled pupils.

#### **6. Karlsruhe**

With the assistance of the City of Karlsruhe, improvements were made, involving energy-saving measures and, once again, improvement of the toilet facilities. The walls in all the buildings were painted and 130 doors were revarnished. The classrooms were renumbered and half of the secondary pupils' lockers were refurbished. Three interactive boards (smart boards) and nine cameras for those boards (smart cameras) were installed in the nursery and primary schools.

## 7. Luxembourg

### a) **Luxembourg I**

The Luxembourg II School's departure to Mamer offers more freedom with respect to reorganisation of the buildings and infrastructure.

For outdoor activities, the school still lacks sports facilities. The few that it had were permanently lost with the construction of temporary buildings L and T.

At the present time, an official letter from the *Administration des Bâtiments Publics* (Luxembourg Public Buildings Administration) about the dates of removal of the buildings not used since September 2012 is still awaited. Freeing up of that space will enable the school to envisage installation of outdoor sports grounds.

More space inside the building means that the school can accept new pupils.

Expenditure on a great deal of maintenance work, for which the school should normally pay, is still being defrayed by the *Administration des Bâtiments Publics*, with the result that the school can expect to see a considerable increase in maintenance costs when at some point it has to pay all the costs which are really chargeable to it.

### b) **Luxembourg II**

The school's new campus was officially inaugurated on 1 October 2012 after a successful start to the new school year on 4 September 2012.

The European School, Luxembourg II, situated seven kilometres west of Luxembourg city centre, benefits from an exclusive hillside location. The 15-hectare site offers the possibility of bringing together, on the same campus, buildings catering for an extensive age range – from three months to 18 years of age. The reason for this is that the Interinstitutional Children's Centre (*Centre Polyvalent de l'Enfance*) forms part of the set of buildings grouped around a spacious inner courtyard. The whole comprises more than 86,000 m<sup>2</sup> of built area, providing schooling for more than 3000 pupils, crèche places for 105 babies and toddlers and day nursery places for 250 preschool children, not to mention the facilities of the study and recreation centre.

The quality of the buildings commands admiration, in terms of both the general design, which is modern and ecologically sound at the same time, and the sheer wealth of facilities provided, conducive to pupils' learning and well-being. A 13,000 m<sup>2</sup> sports complex houses five sports halls, four gymnasia and two swimming pools (8 x 15 metres, 15 x 25 metres).

Everything combines to ensure that the ideal of European education continues and maintains its pedagogical ambitions.

## 8. Mol

Various types of work (repairs and renovations) were carried out by the *Régie des Bâtiments* during the year 2012, in order to provide pupils and teachers with modern and well-equipped premises.

The last new building constructed (the DOMUS) is fully integrated into school life.

The secondary year 7 students have a room there where they can relax during their free periods and an ICT room is used regularly, as are offices for the SEN Working Group and Careers Guidance.

The large room in the DOMUS building is used as a meeting room and as an examination room for secondary years 6 and 7 and for the Baccaalaureate written examinations.

The many in-service training courses for European School teachers organised by the inspectors are also held there.

During summer 2012, the last part (phase 3) of fitting of new sun blinds in the secondary school was completed and sun blinds were also fitted in the whole of the primary school building.

Replacement of the boilers and their upgrading are in progress and will continue throughout the calendar years 2013 and 2014.

There is expected to be a considerable reduction in energy consumption following this work. Trees which are too old and have become dangerous and a threat to safety are in the process of being felled. The felled trees have been or will be replaced by double their number.

The school's management is in contact with *Régie des Bâtiments* officials about various other matters, such as refurbishment of the pupils' toilet areas and of the sports infrastructure.

## **9. Munich**

In addition to routine work such as regular maintenance and modernisation of the school buildings, four extra classrooms were provided for the secondary school in summer 2012.

In order to accommodate a steadily increasing pupil population, a new prefabricated module, called 'purple container', will be installed and operational by the 2014-2015 school year. As a result, 13 extra classrooms will be available, to accommodate a maximum of around 270 primary pupils.

Another project under way is the construction of a separate school building ('Annexe') for 1500 primary pupils, located approximately five kilometres from the current premises. The work is due to be completed by September 2017.

## **10. Varese**

In May 2012, the school emphasised the urgency of and the need for payment of the ordinary contribution and of the extraordinary contribution (€400 000) to the Head of the Private Office of the Minister of European Affairs at a meeting organised in Rome. This sum is required to fund the second phase of construction of the four new primary school classrooms and to cover the cost of some extraordinary urgent maintenance operations which might be needed in due course.

Before the start of the summer holidays, the school committed the ordinary contribution entered in the budget in order begin construction work on the four new primary school classrooms and in October 2012, reminded the Head of the Italian Delegation of the situation. In that context, contributions for extraordinary maintenance of buildings which are more than 50 years old have had to be reduced.

## 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 2012, 111 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 tongue<sup>1</sup>. 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 for subjects taught in English, French or German (Physical Education, Music, Art) could be filled by non-native speaker teachers at the beginning of the 2013-2014 school year in September 2013, as could 18 posts of educational advisers. That makes a total of 34 posts (new, existing but remaining unfilled and replacements combined) which could be filled by non-native speaker teachers.

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 host country language.

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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	2 NI BE (EN L2) 1 SV (Maths + ICT in EN)
<b>Bergen</b>	None	None	1 NL (Bio in EN) 1 DE (Phys and Maths in EN)
<b>BI</b>	None	None	1 NI BE (EN L2)
<b>BII</b>	None	None	None
<b>BIII</b>	None	None	2 NI BE (EN L2)
<b>BIV</b>	None	None	1 DE (Int. Sc. in EN)
<b>Culham</b>	None	None	None
<b>Frankfurt</b>	None	None	1 NL BE (EN L2)
<b>Karlsruhe</b>	None	None	None
<b>Lux I</b>	None	None	1 NI BE (FR L2) 1 DK (Maths + Int. Sc.) taught partially in FR
<b>Lux II</b>	None	None	None
<b>Mol</b>	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)
<b>Munich</b>	None	None	1 FI (Maths in EN)
<b>Varese</b>	None	None	1 NL (Adv. Maths in EN)

The year 2012 was marked by cost sharing discussions led by the UK presidency. The Cost Sharing Working Group made several proposals to the Board of Governors at its April meeting, but none of the proposals were approved by all the stakeholders. It was concluded that the non-binding measures taken at the Stockholm meeting had not been effective. In September 2012 the number of seconded teachers' posts remaining unfilled increased from 88 to 111. In December the Heads of Delegation discussed cost sharing issues at a restricted meeting and it was concluded that the Secretary-General should take several actions in three different fields:

1. Seconded teachers
  - Reminding Member States of their obligations
  - Promoting non-native speaker teachers' posts
  - Creation of new language sections to reduce the number of SWALS – Bulgarian, Romanian in progress, process to be started for Estonian, Latvian and Slovak
  - Promotion of the Host Country Language
2. Savings:
  - Regrouping, limiting options – decided by the Board of Governors in 2011
  - Reorganisation of secondary school studies
  - Salary cuts for seconded teachers (30%) – done in April 2011
  - Salary cuts for locally recruited teachers (20%) – done in April 2011
3. Finding alternative sources of funding
  - Increasing income from other sources (school fees) – Category III fees increase in December 2012 (+ 25%) and decrease in reductions granted for siblings
  - Looking for organisational partners Munich-style (Article 28 of the Convention) and giving them, for example, voting rights on the school's Administrative Board
  - Looking for local partners Karlsruhe-style (Articles 28 and 29 of the Convention) and giving them, for example, voting rights on the school's Administrative Board.

The table below shows the situation in 2012 of the breakdown of posts in relation to the theoretical breakdown in accordance with the principle adopted in Helsinki

Nationality	Number of pupils per country	Breakdown of pupils by Member State (%)	<u>Seconded staff:</u> Educational Advisers, Librarians and Directors and Deputy Directors	<u>Seconded staff:</u> Bursars	<u>Seconded staff:</u> OSGES	<u>TOTAL</u> <u>Seconded staff in post</u>	(%)	<u>Seconded staff required in relation to pupils from the MS</u>	Difference
German	3527	15,35%	231	3	2	236	15,82%	229	7
Austrian	324	1,41%	23			23	1,54%	21	2
Belgian	2371	10,32%	200	5		205	13,74%	154	51
British	1760	7,66%	219			219	14,68%	114	105
Bulgarian	310	1,35%	5			5	0,34%	20	-15
Cypriot	38	0,17%	0			0	0,00%	2	-2
Danish	650	2,83%	33			33	2,21%	42	-9
Spanish	1910	8,31%	89	1	2	92	6,17%	124	-32
Estonian	207	0,90%	4			4	0,27%	13	-9
Finnish	667	2,90%	33		1	34	2,28%	43	-9
French	3012	13,11%	184			184	12,33%	196	-12
Greek	803	3,49%	42		2	44	2,95%	52	-8
Hungarian	319	1,39%	16			16	1,07%	21	-5
Irish	475	2,07%	61			61	4,09%	31	30
Italian	2331	10,14%	100		1	101	6,77%	151	-50
Latvian	192	0,84%	1			1	0,07%	12	-11
Lithuanian	309	1,34%	8			8	0,54%	20	-12
Luxembourg	230	1,00%	20	1		21	1,41%	15	6
Maltese	72	0,31%	4			4	0,27%	5	-1
Dutch	1042	4,53%	81	1		82	5,50%	68	14
Polish	433	1,88%	25			25	1,68%	28	-3
Portuguese	578	2,52%	31			31	2,08%	38	-7
Romanian	262	1,14%	0			0	0,00%	17	-17
Slovak	199	0,87%	4			4	0,27%	13	-9
Slovene	120	0,52%	3			3	0,20%	8	-5
Swedish	584	2,54%	41			41	2,75%	38	3
Czech	252	1,10%	15			15	1,01%	16	-1
<b>TOTAL</b>	<b>22977</b>	<b>100,00%</b>	<b>1473</b>	<b>11</b>	<b>8</b>	<b>1492</b>	<b>100,00%</b>	<b>1492</b>	<b>0</b>
<b>Comments:</b>									
Adding to the total of 22 977, the 892 pupils who are not nationals of the 27 Member States, the total pupil population amounts to 23 869.									

### 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.

Seven 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, Helsinki and The Hague. Three others are in the process of accreditation: the Copenhagen (Denmark) and Tallinn (Estonia) schools each presented a dossier of conformity to the Board of Governors at its December 2012 meeting and plan to open in 2013. A new school at Culham (Europa School UK) will present a general interest file to the Board of Governors at its April 2013 meeting.

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 opened at Bad Vilbel, near Frankfurt, in September 2012.

Fact sheets on Types II and III schools (Ref. 2012-12-D-10-en-2) have been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu)). This document is updated annually (the last update was in December 2012).

#### 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, *Scuola per l'Europa* in Parma, European Schooling Helsinki and the International School Provence-Alpes-Côte d'Azur, Manosque 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 and the School of European Education in Heraklion are at different stages of the process of securing accreditation for secondary years 6 and 7.

## V. CONCLUSION

The UK and Belgian presidencies held office in a financially challenging period. The Board of Governors took several decisions designed to cut costs and increase income.

The number of complaints and appeals increased and both the legal service of the Secretary-General's Office and the Complaints Board were overloaded with work.

Many major changes took place at the Office of the Secretary-General during 2012. The new Secretary-General, Mr Kivinen, and the new Deputy Secretary-General, Mr Marcheggiano, both took up their posts on 1 January 2012. The post of Financial Controller was filled by Mr Villatoro and the secondment of the Head of the ICT Unit, Mr Montarelo, ended in November 2012.

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.