Report of the Secretary-General to the Board of Governors of the European Schools for the year 2014

Presented to the Board of Governors of the European Schools at its meeting of 15, 16 and 17 April 2015, in Prague

This report refers to the following documents

- Policy on enrolment in the Brussels European Schools for the 2015-2016 school year (Ref. 2015-01-D-73-en-2)
- Fact sheets on Accredited European Schools (Ref. 2014-10-D-34-en-1 – Updated in November 2014)

These documents can be consulted on the website of the Office of the Secretary-General of the European Schools: www.eursc.eu
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1 This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu).
I. INTRODUCTION

The objective of this report is to provide the members of the Board of Governors with consolidated facts and figures on the European School 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 most important achievement of the year was the historic agreement on Cost Sharing reached amongst all the members of the Board of Governors in June 2014. A compromise solution was finally found after several years of negotiation. At the same time the procedures for creating, discontinuing and replacing seconded staff members’ posts were revised.

Comprehensive revision of the Financial Regulation in December 2014 was another milestone achievement. The ‘Financial Regulation’ Working Group took on board the recommendations of the Internal Audit Service (IAS) and the Court of Auditors which were still outstanding. The new Financial Regulation entered in force on 1 January 2015.

The change to the Financial Regulation was accompanied by a change to the accountancy software. For the management teams and accounts departments the year 2014 was extremely difficult, as a result of the very ambitious project to implement the new SAP software within a very short timeframe. Thanks to the extraordinary commitment of the SAP teams, the objective was achieved and GO LIVE took place on 1 January 2015 – albeit not entirely without complications.

The total pupil population increased by 838 pupils (3%) in 2014. This growth in pupil numbers was due to a 5% (946 pupils) increase in the Category I pupil population. This in turn gave rise to two major infrastructure difficulties. As a result of the creation of the Single Supervisory Mechanism in Frankfurt, the pupil population increased significantly in a very short period. The Frankfurt School was therefore obliged to organise schooling for nursery pupils in Parents’ Association temporary prefabs. The German delegation took a decision to extend the school and whilst awaiting the extension, the German delegation and the European Central Bank agreed on the temporary infrastructure arrangement.

The second complicated situation arose in Brussels, where the entire nursery and primary infrastructure of the four schools is bursting at the seams, resulting in severe overcrowding. The annual population growth is between 400 and 500 additional pupils. The Board of Governors failed, in December 2014, to reach agreement on the creation of a new nursery and primary school on the Berkendael site. The negotiations with the Belgian authorities concerning the future infrastructure are going well.

The number of European Baccalaureate students grew by 16% in 2014. The increase is attributable to general growth in the pupil population and to the fact that there are more and more Accredited European Schools with Baccalaureate level students. The students of the Accredited European School of Strasbourg were awarded their first Baccalaureate certificates in summer 2014.

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</thead>
<tbody>
<tr>
<td>N</td>
<td>1498</td>
<td>1515</td>
<td>1482</td>
<td>1491</td>
<td>1571</td>
<td>1807</td>
<td>16%</td>
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</table>
In August 2014 H.K.H. Princess Marie inaugurated the Accredited European School in Copenhagen and Europa School UK started officially as an Accredited European School in Culham. In addition, the secondary cycle of the Accredited Europese School Den Haag was opened and some months later the new building complex for Europäische Schule RheinMain was inaugurated, a cause for great celebration.

In the pedagogical area a great deal of syllabus development work was done. On the basis of the new assessment policy, the new primary school reports were approved and implemented. The proposals for a new marking/grading scale in the secondary cycle were discussed by several boards and committees.

A lively discussion about the future organisation of secondary studies took place throughout the school year. The Board of Governors’ decisions pertaining to changes to secondary years 1-3 entered into force on 1 September 2014.

As regards the proposals pertaining to secondary years 4-7, a request for an external evaluation conducted by a university centre was made by the ‘Reorganisation of secondary studies’ Working Group. The contract was awarded to the Institute of Education, University College London.

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.

III. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

A. PEDAGOGICAL ASPECTS

1. Activities of the Pedagogical Development Unit during the year 2014

The work carried out by the Pedagogical Development Unit was reorganised as from September 2013.

One of the Pedagogical Development Unit’s tasks is the monitoring of teaching and learning in the European School system for quality assurance purposes.

i. Composition of the Pedagogical Development Unit

The Deputy Secretary-General also remains Head of the Pedagogical Development Unit.

The Unit is staffed by three assistants (two of whom work half time) and four secretaries (two of whom work full time and two part time). The Pedagogical Development Unit is also able to benefit from the contribution made by one of the Baccalaureate Unit’s assistants in dealing with certain matters.

ii. Duties of the Pedagogical Development Unit

A description of the Pedagogical Development Unit's main areas of action was given in the Secretary-General’s Report for the year 2013.

iii. As from 1 September 2014, the following duties were taken over by a different Unit:

- The schools’ school calendar. Since 2014, the General Secretariat has taken over organisation of the European Schools’ school calendar. The schools were duly informed.

- Evaluations of seconded teachers (follow-up on reports, now handled by the Human Resources Unit).

- Coordination of requests for special arrangements for the Baccalaureate for students with special educational needs. In order to ensure better coordination of special arrangements for students with special educational needs, since 2014 these have been centralised in the Baccalaureate Unit in coordination with the Inspectors responsible for Educational Support. A new form for that purpose was produced by the Baccalaureate Unit and the Pedagogical Development Unit and made available to the schools, to enable there to be better management of special arrangements in the future, and involving updating of the Educational Support procedural document, which was approved by the Board of Governors at its December 2014 meeting. The schools were informed of those changes and the new version of the Educational Support procedural document, including the changes in the special arrangements, was published on the website on 17 December 2014.

² This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu).
iii. Overview of the work done

During the 2014 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.
- 66 operational pedagogical working groups, chaired mainly by the Inspectors, which held 190 meetings in all, amounting to 257 meeting days in total.
- 17 in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors, including 2 decentralised courses (for mathematics and physics in the secondary, in relation in particular with the technological tool; and for implementation of the new assessment tool in the primary cycle, organised jointly with follow-up on the implementation of the Early Education Curriculum).
- 1 in-service training course for management staff, under the General Secretariat’s responsibility.
- 249 inspection visits, mainly inspections which are mandatory under the Staff Regulations.
- 2 whole school inspection visits.
- 3 follow-up visits on whole school inspections.
- Receipt of and follow-up on working group and in-service training reports.

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 setting out the Inspectors’ activities, which is regularly updated and approved by the Joint Board of Inspectors, was presented to the Teaching and Budgetary Committees for their information and then to the Board of Governors for its information.

Support for the planning and budgeting of all of the Inspectors’ activities is provided by the Pedagogical Development Unit. The total number of activities in 2014 was approximately 470.

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

- 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.
- Updating of the ‘Guidelines for organisation of the working groups coordinated by the Pedagogical Development Unit’.
- Updating of the ‘Guidelines for the production, management and publication of the curricula/syllabuses of the European Schools’.
- A total of 12 new syllabuses were approved in 2014.
- Support with follow-up on implementation of the assessment policy for the primary school, including the School Report, was provided, in conjunction with the ICT Unit.
- The guidelines for whole school inspection (WSI memo) were updated.
- Support with follow-up on the ‘Teaching standards of the European Schools’ and with the development of tools and a pilot project for implementation of the ‘Guidelines for reflection, observation/(self-)evaluation of teachers in the nursery, primary and secondary cycles of the European Schools’ was provided in cooperation with the Human Resources Unit.
- Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5.
- Guidelines on organising student exchanges in the European Schools.
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:

- Planning and budgetary estimate of the Inspectors’ activities, shown under the heading ‘Expenditure on meetings of the Boards of Inspectors’.
- Budgetary estimate for the different whole school inspections.
- Budgetary estimate for the different working groups coordinated by the Pedagogical Development Unit.
- Budgetary estimate concerning the new proposal for continuous professional development.
- Budgetary estimate for decentralised in-service training for implementation of the assessment policy in the primary cycle.
- Budgetary estimate for decentralised in-service training for Mathematics in the secondary cycle.
- Monitoring of use of the technological tool accompanying the new mathematics syllabuses, the other scientific subjects and economics.
- Agreements for members of working groups: Intermath, EEC (Early Education Curriculum), Human Sciences.
- Areas of interest and expertise of the nursery/primary cycle and secondary cycle Inspectors.

The Pedagogical Development Unit also takes charge of updating the General Rules. In 2014 there were two updates.

The first update involved:

- Amendments following implementation of the new Educational Support policy (Articles 18, 30, 44, 49, 55, 57, 61, 62 and 66)
- Updates of Annexes II, III and IV (following Croatia’s accession and the decision to remove an annex concerning the calculation of Baccalaureate marks)
- Class Councils (Article 18)
- Dominant language (Article 47(e))
- The School report (Article 55)
- Assessment (Article 56)
- Promotion to the year above (Article 57)
- Admission to the secondary cycle (Article 58)
- The school calendar (Annex I)
Those amendments were approved by the Board of Governors at its meeting of 8-10 April 2014, with immediate entry into force, subject to application of Article 56 concerning the new marking scale for the primary cycle, which entered into force on 1 September 2014.

There was a second update involving the handing over of examination scripts to pupils’ legal representatives. As requested by the Joint Teaching Committee at its February 2014 meeting, a ‘Handing over of examination scripts’ Working Group was set up; it met on 20 March 2014 and concluded that Articles 11, 18 and 31 needed to be updated.

The proposed amendments were submitted at the October 2014 pedagogical meetings and at the December 2014 meeting of the Board of Governors, which approved them and their immediate entry into force. A new version of the General Rules (2014-03-D-14-en-2) was published on the website on 17 December 2014.

The Pedagogical Development Unit also coordinated the common policy project for Educational Support in the primary and secondary cycles. The new policy was approved by the Board of Governors at its December 2012 meeting and entered 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.

The Unit also guaranteed coordination of the work on updating of the call for expressions of interest from therapists wishing to apply to offer their services to pupils with special educational needs for whom an agreement to provide them with support is in place.

Following comments from therapists and Directors, the list of therapists who could respond to calls for expressions of interest was expanded, in consultation with the European Commission’s legal service and a representative of the PMO (Office for the Administration and Payment of Individual Entitlements). A positive opinion of the new list was expressed at the meeting of the Educational Support Working Group held on 16 January 2014.

As from May 2014, the list, initially comprising only speech therapists and psychomotor therapists, was expanded to include the following categories of therapists:

- Physiotherapists
- Occupational therapists
- Orthoptists
- Psychologists.

At the same time, after receipt of an opinion from the legal service and the Educational Support Working Group, Article 3 of the tripartite agreement was amended to ensure optimum confidentiality of therapists’ personal data.

The subject of a therapist’s place of residence was also considered and the provisions were updated after consultation of the PMO’s staff. Residence in the country in which the therapist wishes to exercise his or her profession is not an absolute requirement, but it is imperative for the profession to be duly recognised and accredited by the competent authorities of the therapist’s country of origin and by the country in which he or she wishes to exercise his or her profession.

In addition, the text of the call for expressions of interest was updated in line with the new Educational Support policy. The schools were duly informed of these changes and the European Schools’ website was updated in May 2014.

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, likewise in the light of the amendments \(^3\) made to Article 61 of the General Rules in 2013.

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\(^3\) which aim to give a more precise definition in the area of Class Councils’ decision-making power with respect to pupils’ promotion at the end of the year.
Even though the repeat rate in percentage terms at the end of the 2013-2014 school year appears higher than the figure recorded for the previous year, it is nevertheless still appreciably lower than that recorded for the previous years.

Data on the pass rate in the different subjects in years S4, S5 and S6 were also produced, as were data on appeals lodged against decisions of Class Councils.

In the context of the organisation of courses and the structure of studies in the secondary cycle, the Pedagogical Development Unit continued to chair the Working Group created by the Board of Governors at its meeting of 18-20 April 2012. The Unit also provided the Group with administrative support by supplying all the necessary data and documents.

The ‘Organisation of studies in the secondary cycle’ Working Group thus created inherited some of the mandates of the ‘Languages’ Working Group and had a total of four mandates in 2014:

- At its April 2012 meeting, the Board of Governors gave the Working Group the following mandate: “… for the sake of rationalisation of studies, with particular reference to options. The working group’s composition would be 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.”

- At its April 2013 meeting, the Board of Governors gave the Working Group the following mandate:

  - gave a mandate to a subgroup of the ‘Organisation of studies’ Working Group to study conditions for the continuation of sections in secondary;
  - was largely in favour of increasing the average size of groups;
  - requested the Working Group to continue and deepen reflection on the proposal for years S1-3: to that end, the General Secretariat would produce a sufficiently detailed written summary, so as to be able to direct the working group’s work effectively.

As regards the European Schools’ mission, a very broad consensus was reached amongst the members of the Board of Governors on the vision described in 1.3.1, i.e. paying greater attention to pupils not aiming to take the European Baccalaureate. The debate must continue within the Working Group on the cost and the other implications of the certification which would need to be awarded to such pupils.

The Board of Governors requested the ‘Organisation of studies’ Working Group to continue and deepen its reflection, taking on board the observations made, in order to present a comprehensive new proposal, encompassing S1 to S7, which would be put to the vote at the Board of Governors’ December meeting.”

- At its December 2013 meeting, the Board of Governors approved the part of the proposal pertaining to years S1-S3, which entered into force on 1 September 2014. In the case of the proposal for years S4-S7, the Board of Governors deemed it necessary for an external evaluation to be conducted. It thus gave a mandate to a select subgroup to supervise preparatory work on the call for tenders.

- At its meeting of 8-10 April 2014, the Board of Governors gave the following mandate to the ‘Follow-up on the external evaluation reports’ Working Group:

The Board of Governors decided:

- to approve the increase in the maximum amount earmarked for external evaluation of the proposal for reorganisation of studies for years S4 to S7, thus bringing it to €112 500;
- to approve use of the restricted procedure, without publication in the Official Journal, and the planning set out in point III of the document;
- to mandate a working group which would be charged with acting on the inception and interim reports received from the external evaluators selected and, in particular, with confirming that the reports submitted by the evaluators fulfil the conditions indicated in the specifications.

The working group’s composition would be as follows:

- The Deputy Secretary-General
- A representative of the European Commission
- Two representatives of the Inspectors appointed by the Board of Inspectors (Secondary)
- A representative of the parents
- A representative of the teaching staff
- A representative of the Directors.”


On conclusion of its meetings in 2013, the ‘Organisation of studies’ Working Group had successfully produced a proposal for a new form of organisation of studies in the secondary cycle covering years S1-S7, which was approved by the Board of Governors at its meeting of 3-5 December 2013.

The proposal for years S1-S3 entered into force in September 2014. A satisfaction survey, the results of which will be known in 2015, was sent to the schools, including the accredited ones.

The proposal for reorganisation of studies in years S4-S7 was submitted to external evaluation. The external evaluator was selected through a call for tenders, preparatory work on which was entrusted by the Board of Governors to a select subgroup, bringing together the same categories of stakeholders as the ‘Organisation of studies’ Working Group.

Following the call for tenders for the external evaluation, the contract was awarded to the Institute of Education, University College London.

The subgroup charged with following up on the external evaluators’ report and checking its compliance with the specifications met twice in 2014, on the following dates: 13 October and 3 November 2014. The Pedagogical Development Unit also provided the Group with administrative support by supplying all the necessary data and documents.

The initial report was analysed by the Working Group to check its conformity and feedback was sent to the external evaluators (2014-10-D-33-en-1).

On 3 November 2014, the Working Group met the Institute of Education in order to better define the objectives expected of the study.

The Pedagogical Development Group also chaired the ‘Revision of the Gaignage criteria’ Working Group. At its April 2014 meeting, following approval of the criteria for continuity of language sections in the secondary cycle, the Board of Governors “decided to assess whether it was advisable to set up a working group, giving it a mandate to revise the Gaignage criteria so as to adapt them to match the current reality of the European School system. The working group’s composition would thus be as follows:
The Working Group met on 24 November 2014. At that meeting, it produced its first report for submission to the preparatory committees at their February and March 2015 meetings (2014-12-D-5), in which it proposes changes to be made to the Gaignage criteria. It also intended to request widening of the scope of its mandate in order to look at the Gaignage criteria in the light of the following reflections:

A. Process of accreditation of schools
B. Direct funding of certain schools by European Institutions in the vicinity
C. Access to L1 teaching for SWALS, in the case of pupils belonging to Category III
D. School fees for pupils belonging to Category II
E. Acceptance threshold for additional pupils belonging to Category III.

The Joint Board of Inspectors and the Joint Teaching Committee expressed a favourable opinion on the proposals put forward. They will now be submitted to the Budgetary Committee for an opinion and proposed to the Board of Governors for a decision, if appropriate.

2. The 2014 European Baccalaureate

The European Baccalaureate 2014 session was chaired by Mr Kiril Bankov (Bulgaria). A total of 1807 students from 13 European Schools and four Accredited Schools (European Schooling Helsinki, École internationale de Manosque, Scuola per l’Europa di Parma and École européenne de Strasbourg) were entered for the 55th session of the European Baccalaureate. 19 candidates abandoned the examinations session. 31 candidates failed, therefore 50 candidates were not awarded the European Baccalaureate Certificate. 17 candidates were partially absent for illness during the written and/or oral examinations and had to take substitute examinations in June 2014. 11 candidates were absent due to participating in National Examinations. One candidate was allowed to take part in an extraordinary session in September 2014 due to personal circumstances.

Global pass rate in the 2014 Baccalaureate: 98.3%.

### Success rates 2010–2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
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<tbody>
<tr>
<td>2010</td>
<td>98.5%</td>
</tr>
<tr>
<td>2011</td>
<td>98.2%</td>
</tr>
<tr>
<td>2012</td>
<td>97.4%</td>
</tr>
<tr>
<td>2013</td>
<td>97.8%</td>
</tr>
<tr>
<td>2014</td>
<td>98.3%</td>
</tr>
</tbody>
</table>
A comparison over five years of pass rates shows that the situation is relatively stable.

<table>
<thead>
<tr>
<th>School</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>100,0%</td>
<td>100,0%</td>
<td>97,0%</td>
<td>96,7%</td>
<td>100,0%</td>
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<tr>
<td>BE</td>
<td>97,9%</td>
<td>89,4%</td>
<td>92,7%</td>
<td>95,2%</td>
<td>97,9%</td>
</tr>
<tr>
<td>Br I</td>
<td>99,0%</td>
<td>99,1%</td>
<td>98,8%</td>
<td>97,9%</td>
<td>98,8%</td>
</tr>
<tr>
<td>Br II</td>
<td>99,6%</td>
<td>98,1%</td>
<td>94,9%</td>
<td>94,2%</td>
<td>97,6%</td>
</tr>
<tr>
<td>Br III</td>
<td>99,5%</td>
<td>96,9%</td>
<td>97,8%</td>
<td>99,0%</td>
<td>100,0%</td>
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<tr>
<td>CU</td>
<td>98,3%</td>
<td>96,3%</td>
<td>100,0%</td>
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<td>FR</td>
<td>100,0%</td>
<td>100,0%</td>
<td>100,0%</td>
<td>100,0%</td>
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<tr>
<td>KA</td>
<td>95,9%</td>
<td>97,5%</td>
<td>97,4%</td>
<td>98,6%</td>
<td>98,8%</td>
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<tr>
<td>LU I</td>
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<td>97,8%</td>
<td>97,8%</td>
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<tr>
<td>LU II</td>
<td></td>
<td>99,1%</td>
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<tr>
<td>MO</td>
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<td>MU</td>
<td>96,7%</td>
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<td>VA</td>
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<td>PA</td>
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<td>ST</td>
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<td>96,7%</td>
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<tr>
<td>TOTAL</td>
<td>98,5%</td>
<td>98,2%</td>
<td>97,4%</td>
<td>97,8%</td>
<td>98,3%</td>
</tr>
</tbody>
</table>

The following table shows the pass rate in the different language sections. This year, the pass rates by language section ranged between 88.9% and 100%. Due to small numbers of bachelors in some sections the results are not always statistically comparable.

<table>
<thead>
<tr>
<th>Language section</th>
<th>Number of pupils</th>
<th>Passed</th>
<th>Success rate</th>
</tr>
</thead>
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<td>DA</td>
<td>36</td>
<td>36</td>
<td>100,0%</td>
</tr>
<tr>
<td>DE</td>
<td>310</td>
<td>306</td>
<td>98,7%</td>
</tr>
<tr>
<td>EL</td>
<td>64</td>
<td>63</td>
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</tr>
<tr>
<td>EN</td>
<td>421</td>
<td>414</td>
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<td>ES</td>
<td>97</td>
<td>96</td>
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<tr>
<td>FI</td>
<td>29</td>
<td>29</td>
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<tr>
<td>FR</td>
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</tr>
<tr>
<td>HU</td>
<td>11</td>
<td>11</td>
<td>100,0%</td>
</tr>
<tr>
<td>IT</td>
<td>150</td>
<td>147</td>
<td>98,0%</td>
</tr>
<tr>
<td>NL</td>
<td>134</td>
<td>132</td>
<td>98,5%</td>
</tr>
<tr>
<td>PL</td>
<td>22</td>
<td>21</td>
<td>95,5%</td>
</tr>
<tr>
<td>PT</td>
<td>36</td>
<td>32</td>
<td>88,9%</td>
</tr>
<tr>
<td>SV</td>
<td>29</td>
<td>29</td>
<td>100,0%</td>
</tr>
<tr>
<td>Total</td>
<td>1789</td>
<td>1758</td>
<td>98,3%</td>
</tr>
</tbody>
</table>
For all the candidates who participated in the 2014 session of the Baccalaureate, the average Final Marks was 77.3. A comparison of the Final Marks shows a slight rise over the past five years.

**Overall average of past five years**

This year the average Final Mark ranged between 74.1 and 82.4.

**Final Mark average per school**

The average Final Mark ranged between 73.9 and 82.3 depending on the language section. In certain sections with a small number of candidates, the average could be regarded as less statistically significant.
This year, 161 Students Without A Language Section registered for the European Baccalaureate session. 157 pupils sat the examinations.

In the following table the performance of SWALS per subject compared with students in their language sections can be seen. As is to be observed, there is no significant deviation in marks, even for those subjects taught through Language 2 (in yellow), where SWALS might be expected to score higher.

<table>
<thead>
<tr>
<th>Subject</th>
<th>bi4</th>
<th>chi</th>
<th>eco</th>
<th>ge4</th>
<th>hi4</th>
<th>ma3</th>
<th>ma5</th>
<th>maa</th>
<th>ph4</th>
<th>phy</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWALS</td>
<td>7.58</td>
<td>7.57</td>
<td>7.29</td>
<td>7.61</td>
<td>7.41</td>
<td>6.56</td>
<td>7.61</td>
<td>8.85</td>
<td>8.01</td>
<td>8</td>
</tr>
<tr>
<td>OTHER</td>
<td>7.6</td>
<td>7.39</td>
<td>7.41</td>
<td>7.63</td>
<td>7.66</td>
<td>6.7</td>
<td>7.29</td>
<td>8.3</td>
<td>8.15</td>
<td>7.5</td>
</tr>
<tr>
<td>ALL</td>
<td>7.59</td>
<td>7.4</td>
<td>7.38</td>
<td>7.62</td>
<td>7.64</td>
<td>6.68</td>
<td>7.32</td>
<td>8.34</td>
<td>8.13</td>
<td>7.52</td>
</tr>
</tbody>
</table>

**Final Mark average per language section**

![Bar chart showing final mark average per language section](chart)

**SWALS - average Final Mark for Scientific subjects**

![Bar chart showing average final mark for scientific subjects](chart2)
In the next graph their performance in Languages 2, 3 and 4 can be seen. It is to be observed that their performance in Language 2 is higher than the average.

### Final Mark average for L2, L3 and L4

<table>
<thead>
<tr>
<th>Subject</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2</td>
<td>8.28</td>
<td>8.02</td>
<td>7.83</td>
<td>8.01</td>
<td></td>
</tr>
<tr>
<td>L2a</td>
<td>7.81</td>
<td>8.14</td>
<td>7.99</td>
<td>8.06</td>
<td></td>
</tr>
<tr>
<td>L3</td>
<td>7.85</td>
<td>8.13</td>
<td>7.98</td>
<td>8.05</td>
<td></td>
</tr>
<tr>
<td>L4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SWALS - average Language Final Marks for the past five years

Number of SWALS:

<table>
<thead>
<tr>
<th>Subject</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2</td>
<td>87</td>
<td>86</td>
<td>116</td>
<td>96</td>
<td>139</td>
</tr>
<tr>
<td>L2a</td>
<td>10</td>
<td>19</td>
<td>19</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>L3</td>
<td>35</td>
<td>34</td>
<td>56</td>
<td>43</td>
<td>72</td>
</tr>
<tr>
<td>L4</td>
<td>24</td>
<td>18</td>
<td>24</td>
<td>28</td>
<td>27</td>
</tr>
</tbody>
</table>
B. HUMAN RESOURCES

Since 2013 the HR Unit of the Office of the Secretary-General has been responsible not only for human resources management within the Office but also for most of the human resources-related issues involving the 14 schools.

The recruitment of new staff members for the Office of the Secretary-General remained an important part of the work.

In addition, and as a result of the aforementioned internal reorganisation, recruitment procedures for the managerial staff of the 14 Schools were carried out and the professional experience of 164 newly seconded teachers had to be determined.

Moreover, the mandate to review the Regulations for Member of the Seconded Staff of the European Schools was completed in April 2014.

Finally, the HR Unit was mandated to handle the task of ‘change management’ as part of the challenging SAP project and took over responsibility for the organisation of training for more than 140 SAP end users.

In 2013 the number of staff members in the Office remained virtually stable (8 seconded staff and 47 administrative and ancillary staff). In total, six recruitment procedures, including the posts of Head of the Accounts Unit and Head of the Baccalaureate Unit, were carried out. Moreover, the Office continued recruiting postgraduates under the Erasmus programme.

With respect to the managerial staff of the 14 Schools, a total of two selection procedures for Deputy Directors were carried out.

On the basis of a mandate from the Board of Governors, the Regulations for Members of the Seconded Staff of the European Schools were reviewed in order firstly, to align that set of Staff Regulations with the recently reviewed EU Staff Regulations and secondly, to comply with recent judgments of the Complaints Board of the European Schools. The revised Staff Regulations entered into force on 1 September 2014.
C. LEGAL ASPECTS

1. Appeals

In 2014, 85 administrative appeals were dealt with by the Office of the Secretary-General and 51 contentious appeals were dealt with by the Complaints Board, almost half of which (24 appeals) were lodged following rejection of a prior administrative appeal to the Secretary-General of the European Schools. This figure of 85 appeals is the lowest recorded over the last six years and is consistent with the reduction observed in 2013, when only 100 administrative appeals were lodged, as compared with 168 in 2012.

Whilst the number of appeals against Class Council decisions was up slightly (34 in 2014, as compared with 21 in 2013), the 2014 figures are lower than the 2013 ones in all other areas, with the exception of those coming into the ‘miscellaneous’ category. This decline is attributed to the gradual lapse of certain disputes as a result of consolidation of the Complaints Board’s case law (it is to be noted that some disputes have a limited lifespan, being subject to time limitation) and of amendment of some provisions of the rules and regulations.

One particularly striking example is the fact that whereas in 2013, ten administrative appeals were lodged against decisions concerning the choice of Language 1 (mother tongue/dominant language) – in that case, the said appeals being presented as an emerging dispute – no appeals of that type were lodged in 2014. Although it is too early to assert this with only a year’s hindsight, it can reasonably be thought or, at the very least, hoped that the fact that there have been no such challenges is related to clarification of Article 47(e) of the General Rules at the Board of Governors’ April 2014 meeting.

As a reminder, in October 2013, the Complaints Board handed down a decision that was particularly awkward for the European School system, in so far as it implied that it was possible to forgo education in one’s Language 1 (mother tongue or dominant language) after having been in a language section as a SWALS for only two years (in the case in point, in the nursery cycle). That decision led the Secretary-General to propose amendment of Article 47(e) of the General Rules to the Board of Governors, so that such a decision would not be possible in the future.

As regards the teaching staff, it is worth noting that no appeals were lodged by part-time/locally recruited teachers in 2014. As for the 16 appeals recorded for members of the seconded staff, half of them (8) related to the method of calculation of the severance grant used by the European School, Alicante for Spanish seconded staff, which differed from the one used by the other schools (the amounts taken into account as basic national salary being lower in those other schools).

Although several of the appeals in question, which have become contentious, are still pending before the Complaints Board, it can be deduced from the decisions already delivered by the Board that the calculation method used by the European School, Alicante has been validated for the future, since the adoption in 2013 of memorandum 2013-04-M-2, which clarified and harmonised this method of calculation for all the schools.
Details of all administrative and contentious appeals, by area or decision-making organ, are given below:

<table>
<thead>
<tr>
<th>Administrative appeals</th>
<th>Contentious appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>34 appeals against a Class Council’s decision</strong></td>
<td><strong>27 appeals against decisions of the Central Enrolment Authority (+ 1 in summary proceedings)</strong></td>
</tr>
<tr>
<td><strong>11 appeals concerning an application for enrolment in schools other than the Brussels ones, 7 of them concerning Category III school fees</strong></td>
<td><strong>3 appeals against a Class Council’s decision</strong></td>
</tr>
<tr>
<td><strong>0 appeals concerning determination of Language 1</strong></td>
<td><strong>2 appeals concerning an application for enrolment in schools other than the Brussels ones, 1 of them concerning Category III school fees</strong></td>
</tr>
<tr>
<td><strong>16 appeals concerning the teaching staff, all lodged by seconded teachers</strong></td>
<td><strong>0 appeals concerning determination of Language 1</strong></td>
</tr>
<tr>
<td><strong>10 appeals against the European Baccalaureate results</strong></td>
<td><strong>10 appeals (+ 1 in summary proceedings) concerning the teaching staff, all lodged by seconded teachers</strong></td>
</tr>
<tr>
<td><strong>4 appeals concerning special needs pupils</strong></td>
<td><strong>3 appeals against the European Baccalaureate results (+ 1 in summary proceedings)</strong></td>
</tr>
<tr>
<td><strong>2 appeals against a Discipline Council’s decision</strong></td>
<td><strong>1 appeal concerning special needs pupils</strong></td>
</tr>
<tr>
<td><strong>8 appeals not coming into any of the aforementioned categories</strong></td>
<td><strong>2 appeals against a Discipline Council’s decision (+ 1 in summary proceedings)</strong></td>
</tr>
<tr>
<td><strong>TOTAL: 85</strong></td>
<td><strong>3 appeals seeking revision of a decision</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL: 51 (+ 3 in summary proceedings)</strong></td>
</tr>
</tbody>
</table>
2. Future prospects

The fall in the number of appeals in 2013 and 2014 seems to point to growing satisfaction amongst users and the staff of the schools. However, those figures do not allow the situation in the years to come to be prejudged. At its April 2013 meeting, the Board of Governors expressed its intention to strengthen legal protection within the European Schools by assigning to an ad hoc working group set up for that purpose the task of formulating proposals to that end.

In 2014, the said working group on legal protection met three times: on 29 January, 28 April and 12 November 2014. After that last meeting it formulated a set of proposals, a number of which involve amendment of the implementing texts of the Convention defining the Statute of the European Schools, including the General Rules of the European Schools and the Regulations for Members of the Seconded Staff.

Specifically, it is proposed to include in the General Rules the procedures and time limits for appeals against decisions of the Board of Governors and of the Administrative Boards. It is also proposed to widen the scope for appeals in the disciplinary area to include all exclusions, including those not exceeding ten working days.

All the proposals formulated are designed to strengthen legal protection, meaning an increase in the appeal possibilities, with the result that the annual number, which is currently down, might very quickly start rising again. It is impossible at this juncture to estimate the workload which the staff of the Office will have to take on in that area in the future.

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

To supplement the data given in document 2014-10-D-1-en-2, ‘Facts and Figures on the Beginning of the 2014-2015 School Year in the European Schools’, the following tables provide a summary of financial data that were not available when that document was published in December 2014.

Table 2 shows the development of costs from 2009 to 2014. The figures show an increase of 6.66% over the five-year period and an increase of 1.76 % between 2013 and 2014, compared with the financial year 2013. One of the main reasons for this increase would be the financing of the new accounting software, SAP. It should be noted that the pupil population as an absolute figure increased by 8.64% from 2011 to 2014, and by 3.41% between 2013 and 2014. (Pupil numbers can be found in document 2014-10-D-1-en-2, referred to above).

Table 1: Development of costs from 2009 to 2014 - Expenditure (€)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alicante</td>
<td>12 236 285</td>
<td>12 139 108</td>
<td>13 060 752</td>
<td>13 236 930</td>
<td>13 295 950</td>
<td>11 784 918</td>
<td>-3.69%</td>
<td>-11.36%</td>
</tr>
<tr>
<td>Bergen</td>
<td>8 957 569</td>
<td>8 862 205</td>
<td>9 168 279</td>
<td>7 855 243</td>
<td>7 946 616</td>
<td>8 297 619</td>
<td>-7.37%</td>
<td>4.42%</td>
</tr>
<tr>
<td>Brussels I</td>
<td>32 639 312</td>
<td>33 126 483</td>
<td>34 136 002</td>
<td>32 469 655</td>
<td>31 543 222</td>
<td>32 250 152</td>
<td>-1.19%</td>
<td>2.24%</td>
</tr>
<tr>
<td>Brussels II</td>
<td>31 906 989</td>
<td>33 123 327</td>
<td>33 538 842</td>
<td>32 803 011</td>
<td>32 980 161</td>
<td>32 262 013</td>
<td>-2.18%</td>
<td>-2.18%</td>
</tr>
<tr>
<td>Brussels III</td>
<td>28 326 826</td>
<td>29 403 027</td>
<td>31 764 900</td>
<td>29 484 264</td>
<td>28 441 379</td>
<td>29 492 622</td>
<td>4.12%</td>
<td>3.70%</td>
</tr>
<tr>
<td>Brussels IV</td>
<td>4 745 841</td>
<td>6 362 991</td>
<td>8 429 405</td>
<td>11 442 564</td>
<td>13 411 372</td>
<td>15 178 893</td>
<td>219.84%</td>
<td>13.18%</td>
</tr>
<tr>
<td>Culham</td>
<td>9 369 762</td>
<td>9 344 272</td>
<td>9 462 066</td>
<td>8 443 687</td>
<td>7 902 857</td>
<td>9 070 470</td>
<td>-3.19%</td>
<td>14.77%</td>
</tr>
<tr>
<td>Frankfurt</td>
<td>11 066 933</td>
<td>11 465 586</td>
<td>11 970 985</td>
<td>12 344 572</td>
<td>11 949 604</td>
<td>12 840 250</td>
<td>16.02%</td>
<td>7.45%</td>
</tr>
<tr>
<td>Karlsruhe</td>
<td>12 734 208</td>
<td>12 846 356</td>
<td>11 917 882</td>
<td>11 761 967</td>
<td>11 211 655</td>
<td>10 785 565</td>
<td>-15.30%</td>
<td>-3.80%</td>
</tr>
<tr>
<td>Luxembourg I</td>
<td>38 965 091</td>
<td>39 537 147</td>
<td>40 150 686</td>
<td>34 093 699</td>
<td>27 768 106</td>
<td>27 819 310</td>
<td>-28.60%</td>
<td>0.18%</td>
</tr>
<tr>
<td>Luxembourg II</td>
<td>7 421 163</td>
<td>7 740 478</td>
<td>8 184 407</td>
<td>14 183 713</td>
<td>22 891 902</td>
<td>22 188 512</td>
<td>198.99%</td>
<td>-3.07%</td>
</tr>
<tr>
<td>Mol</td>
<td>11 784 623</td>
<td>12 106 724</td>
<td>12 321 631</td>
<td>11 386 474</td>
<td>11 166 563</td>
<td>11 104 815</td>
<td>-5.77%</td>
<td>-0.55%</td>
</tr>
<tr>
<td>Munich</td>
<td>20 252 301</td>
<td>22 116 802</td>
<td>22 180 083</td>
<td>22 245 333</td>
<td>21 936 755</td>
<td>24 263 494</td>
<td>19.81%</td>
<td>10.61%</td>
</tr>
<tr>
<td>Varese</td>
<td>19 096 570</td>
<td>18 596 747</td>
<td>18 596 427</td>
<td>17 570 518</td>
<td>18 733 012</td>
<td>18 423 730</td>
<td>-3.52%</td>
<td>-1.65%</td>
</tr>
<tr>
<td>OSG</td>
<td>9 036 140</td>
<td>8 836 111</td>
<td>8 281 565</td>
<td>8 450 149</td>
<td>9 802 476</td>
<td>9 998 319</td>
<td>10.65%</td>
<td>2.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>258 539 613</td>
<td>265 607 364</td>
<td>273 163 912</td>
<td>267 771 779</td>
<td>270 981 630</td>
<td>275 760 682</td>
<td>6.66%</td>
<td>1.76%</td>
</tr>
</tbody>
</table>

The figures for 2009-2013 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled. The figures are thus not the same as just the commitments shown in the closure.

The figures for 2014, which exclude appropriations carried forward to 2015, 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 mentioned that Brussels IV has so far comprised only years 1, 2, 3, 4 and 5 of the secondary cycle, since 2010, so its cost is not fully comparable with that of the other schools. For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2014, the cost per pupil of the Brussels Schools continued to decline, falling by 0.93%, compared with the previous year, while the decline for the Luxembourg Schools was 6.17% in comparison with last year's figures.

The average cost per pupil per year across the schools, including the costs of the Office of the Secretary-General, is €11 108, showing a slight decrease of €139 in absolute figures compared with the previous year, or 1.2% in percentage terms. For the period 2009-2014 a 6% decrease was recorded.
The fees from Category II pupils showed an increase in absolute figures (based on the increase by 1,059 pupils in 2014, accounting for over 78% of the pupil population of the system as the report was written. It should be noted that the number of pupils belonging to Category I, the contribution increases by almost half a million euro, according to the data available at the time.

Table 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2009. The percentages for the contribution of the Member States show a fairly slight decrease, while the contribution of the Commission also shows a slight decrease in percentage terms, in comparison with the year 2013, although in absolute figures the contribution increases by almost half a million euro, according to the data available at the time the report was written. It should be noted that the number of pupils belonging to Category I, increased by 1,059 pupils in 2014, accounting for over 78% of the pupil population of the system as a whole. The fees from Category II pupils showed an increase in absolute figures (based on the provisional data), albeit remaining fairly stable in percentage terms as a proportion of the total amount of contributions.
The revenue from Category III school fees showed an increase of €1.5 million (according to the data available), thus increasing their percentage contribution to the total budget from 6.1% in 2013, to 6.6% in 2014. Two reasons for this slight increase might be the fact that the new fee rates and the new rules on reductions came into force in 2013. The revenue from other sources returned to the level of the last five years, except for the year 2013, when the main source of this category of revenue (the temporary contribution under budget line 704001 Contribution Temporaire (the ‘solidarity levy’ according to Article 50 of the Regulations for Members of the Seconded Staff of the European Schools) was not applied.

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Budget contributions (excluding surplus carried forward and use of reserve funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Member States</td>
<td></td>
</tr>
<tr>
<td>€</td>
<td>53 742 828</td>
</tr>
<tr>
<td>%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Commission</td>
<td>151 907 627</td>
</tr>
<tr>
<td>%</td>
<td>58.7%</td>
</tr>
<tr>
<td>EPO</td>
<td>17 353 943</td>
</tr>
<tr>
<td>%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Category II fees</td>
<td>13 909 948</td>
</tr>
<tr>
<td>%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Category III fees</td>
<td>17 087 017</td>
</tr>
<tr>
<td>%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Other</td>
<td>4 764 977</td>
</tr>
<tr>
<td>%</td>
<td>1.8%</td>
</tr>
<tr>
<td>TOTAL*</td>
<td>258 766 340</td>
</tr>
</tbody>
</table>

For the years 2009 to 2013, the figures show revenue as recorded in the final accounts.
The figures exclude the surplus carried forward and use of the reserve fund.
* For 2014 the figures for Brussels I and Luxembourg II correspond to the initial appropriations entered in the budget for 2014 and as a consequence are subject to adjustment.
2. Budget of the General Secretariat

The budget of the Office of the Secretary-General covers the operating costs of the system at the central level.

The table below shows the development of the Office’s budget from 2007 to 2014.

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.

The volume of expenditure in the budget implemented in 2013 was €1 351 149 higher than the equivalent figure for the previous year.

The volume of expenditure in the budget implemented in 2014 was €1 597 917 higher than the equivalent figure for the previous year.

This is due to the expenditure incurred in the context of development of the new accounting application by SAP. This significant increase in expenditure also had repercussions on 2014.

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.
A breakdown of the costs of the main meetings in the year 2014 charged to the budget of the Office of the Secretary-General of the European Schools appears below.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2014</td>
<td>36 403</td>
<td>45 541</td>
<td>-----</td>
</tr>
<tr>
<td>December 2014</td>
<td>30 318</td>
<td>24 100</td>
<td>900</td>
</tr>
</tbody>
</table>

Subtotal: 66 721 69 641 900

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2014</td>
<td>14 585</td>
<td>7 695</td>
<td>600</td>
</tr>
<tr>
<td>November 2014</td>
<td>17 759</td>
<td>10 290</td>
<td>600</td>
</tr>
<tr>
<td>Other meetings</td>
<td>748</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

Subtotal: 33 092 17 985 1 200

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI, TC 2014</td>
<td>126 570</td>
<td>40 602</td>
<td>3 300</td>
</tr>
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</table>

Subtotal: 126 570 40 602 3 300

**d) OTHER MEETINGS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Groups, CEA, Troika Selection Committees (Item 2605)</td>
<td>20 366</td>
<td>5 325</td>
<td>1 300</td>
</tr>
<tr>
<td>Working Groups (Item 2607)</td>
<td>250 178</td>
<td>5 150</td>
<td>1 700</td>
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<tr>
<td>Courses (Item 2607)</td>
<td>27 252</td>
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<tr>
<td>Inspections (Item 2608)</td>
<td>156 000</td>
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</tbody>
</table>

Subtotal: 453 796 10 475 3 000

TOTAL: 680 179 138 703 8 400

**GRAND TOTAL: 827 282**
E. ICT AND STATISTICS

For the ICT and Statistics Unit of the Central Office of European Schools, the year 2014 followed exactly the same pattern as the year 2013: an extremely difficult year, with, fortunately, significant progress in many areas.

As was the case in 2013, the three guidelines contained in the ICT Unit’s strategic plan determined the 2014 priorities, which are a response to the recommendations of the Internal Audit Service (IAS) following the analysis of the European School’s IT risks made by their staff in March 2012:

Key strategic area 1: Governance and management of projects

Key strategic area 2: Business Continuity

Key strategic area 3: Provision of services (service desk) and service support (help desk)

As was also the case in 2013, many actions were carried out in 2014 in the latter two key strategic areas. However, as a result of the absence of an IT strategy group and of lack of human resources and time, key strategic area 1 brings together the recommendations and the needs that are the most difficult to implement.

The very significant increase in consultancy services enabled major advances to be made in several projects, the consultants contributing mainly

- the knowledge and experience that the ICT Unit needs;
- additional manpower;
- recommendations based on best practices.

1. Implementation of the SAP ERP (Enterprise Resource Planning) system (accounts, finance)

   This is a very ambitious project because of:
   - Its extremely tight initial schedule:

     ![Diagram of project timeline]

     which was nevertheless adhered to, despite the difficulties experienced and the change requests, which modified the project’s scope so as to widen it;
• acceptance of the maximum number of new practices and procedures, as recommended by the Court of Auditors and the IAS, and of the best practices offered by SAP, thus bringing about considerable change in the European Schools' administrative operation.

Many difficulties were encountered during this project (something which is normal and only to be expected). Mention can be made of the main ones amongst them.

• Importing of MASTER DATA
  In summary, master data are of course all the data required for the operation of applications but also all the rules, procedures and instructions for the encoding, maintenance and/or deletion of those data. As virtually all the 15 sites work in different ways, a colossal amount of work was involved in cleaning up the data, standardising them, creating instructions, etc. As a result, this part of the project fell way behind schedule and the quality of the data provided was not always satisfactory. But solutions were found every time.

• Training courses and teaching material
  All the future users of SAP ERP attended many training courses – and at a frantic pace – in one of the European Schools’ three vehicular languages. For time and cost reasons the number of training courses was reduced as much as possible in 2014. The teaching material provided by SAP did not always live up to expectations, end users often being lost in the new procedures/steps to be followed. Further training sessions in 2015 were thus planned, as well as new teaching material and increased support for users, in order to ensure the success of the last phase of the project, namely the ‘Go Live’ one.

• HR mini-subproject
  This subproject, which started in July 2014, involves automated entry of employees’ salaries into SAP ERP, followed by their secure payment. It is dependent mainly on the quality of the master data provided and on the work of third parties (‘social secretariats’ (providing services relating to social security, etc.), fiduciary companies, payroll providers, etc.). The project fell way behind schedule and must continue in 2015.

• …

For the record, the method of implementation chosen, called Rapid Deployment Solutions (RDS), involves evaluating the SAP ERP configured in accordance with the well known needs of several European institutions and with the best practices recommended by SAP. An analysis of the specifications and of the developments specific to the European Schools then has to be produced during the Blueprint evaluation phase (Gap analysis). This methodology has the dual advantage of considerably reducing the time and the cost required for implementation of the ERP system. The European Schools are the first European institutions to have used this method, which is in common use in the private sector. The European Schools can be proud of this project and of this challenge.

2. School Management System (SMS) administrative application

In 2014, a new version of the school management software was implemented in the form of version 1.1. This offers new features and the expected corrections and improvements. Thanks in particular to close collaboration with the European School, Luxembourg I, the system’s entire security has been revamped and finally meets the European Schools’ expectations. A new design, a new search engine, easier data filtering and different settings according to the school have now enabled the SMS application to reach a high level of satisfaction.
The school report for the primary/nursery schools, designed by the working group concerned, was produced and implemented successfully for all the European Schools. As is the case with any new IT application, minor teething problems were encountered but quickly corrected.

The WEB Parents application was activated in many schools. It was given a positive reception and allows parents to

- view their children’s absences,
- view their children’s course of studies;
- view the work assigned to their children,
- view school reports, etc.

The 2014 Baccalaureate session, when SMS was used for the first time for the publication of official documents, went well.

In 2015 a working group will need to be formed to produce new specifications in order to be able to issue as quickly as possible the call for tenders required to replace or extend the present school management system (SMS) in accordance with the European Schools’ Financial Regulation. That was completely impossible in 2014 because time was sorely lacking.

### 3. HR data and seconded staff payroll management (NewPersee)

Deployment of the new application (New) PERSEE developed by the ICT Unit’s ‘Development’ subunit, proved to be a real success. Its effectiveness, smoothness and ergonomics in use meant that it was quickly accepted by the end users.

The architecture of the servers hosting the application was optimised in order to bear the workload better and to benefit from updated hardware (high availability) and implementation of an https protocol (data encryption), and redirection to a more intuitive url address was put in place (only accessible internally, for security reasons).

### 4. European Schools’ portal: intranet/extranet/internet (‘Eursc.eu’ project)

This is the most ambitious, the most complex and the most eagerly awaited of all the projects. Unfortunately, just as in 2013, it did not prove possible to make any significant progress. This project will in fact be the outcome of many other projects, such as the Corporate Active Directory, its active management (FIM), the Exchange server, Office 365, Business Objects, etc.

In 2014, a Sharepoint governance analysis (for both administrative and pedagogical needs) was made with the help of Microsoft consultancy, the Central Office’s different units and the Brussels I – Uccle, Brussels IV – Laeken and Luxembourg I Schools. The aim was to determine the European Schools’ needs as accurately as possible. This analysis’s deliverables were the production of use and functional guidance scenarios by Microsoft. Subsequently, POC (Proof of Concept) pilots are to be conducted in some schools. A POC O365 for pedagogical use (Teacher-Student relationship) has started with the Laeken and Uccle European Schools.
5. Development of the IT infrastructure (Hardware, Software, Network)

The year 2014 was marked by continuity in upgrading and improving the services offered to the European Schools by the ICT Unit, in conjunction with intensive Microsoft consultancy.

In IT,
- a Disaster Recovery Plan or **DRP** allows, in the event of the occurrence of a major or large-scale crisis in an IT centre, reconstruction of its infrastructure and reboots of the applications supporting an organisation’s activity;
- a Business Continuity Plan or **BCP** aims to guarantee the business’s survival after a major disaster affecting the IT system. It involves starting up business again as quickly as possible, with minimum loss of data. This plan is one of the key points in a business’s IT security policy.

The creation and maintenance of these plans form one of the IAS’s very strong recommendations followed by the European Schools in 2014. In 2015, high priority will continue to be given to drawing up and implementing these plans.

For example, the second Data Centre planned at Ixelles (replica site) should host the first servers and services in 2015.

The project to strengthen the intranet, which connects all the schools to the Central Office, progressed well in 2014. In 2015 all the Belgian sites will use the services of **BELNET**, which supplies the Belgian national research network, a high-speed internet connection, access to a very high-speed network for research and education in Europe **GEANT2** (Gigabit European Advanced Network Technology 2), etc. BELNET’s equivalents are: **Deutsches Forschungsnetz** (DFN) in Germany, **RedIRIS** in Spain, **SURFnet** in the Netherlands, **RESTENA** in Luxembourg, **Janet** in the UK and **GARR** in Italy. The schools in Luxembourg are already connected to RESTENA. The schools in Germany will soon be connected via DFN’s services and the Varese School via GARR.

6. IT strategy group(s)

In accordance with the recommendations made by the IAS, an IT strategy group, mandated by the Board of Governors, with real executive power, was to be formed within the European Schools. The subjects to be analysed will be many and varied but can be broken down into two main categories: firstly, tasks principally with a pedagogical purpose and secondly, other tasks. At the time of writing, the moot question (following the Budgetary Committee’s March 2015 meeting) is whether it is preferable to set up a single group that can be divided according to the issues addressed, or whether two separate groups should be set up instead.

One of the first tasks of this or these IT strategy group(s) would be to evaluate the possibility and advantages of starting up a **BYOD** (Bring Your Own Device) project in the European Schools. The big outstanding question is who should pay for these devices: the school or parents? It is possible nowadays to find very cheap devices on the market. If prices continue to fall, the rental charge for such devices could possibly be incorporated into school fees, as is the case in several international schools. With that in prospect, the schools would be responsible ‘solely’ for providing good quality and secure wireless internet infrastructure, pupils bringing the hardware devices to school themselves. This subject should be analysed in detail by the future IT strategy group, from both the pedagogical and technical angles.
F. INTERNAL AUDIT SERVICE

Activities of the European Commission’s Internal Audit Service (IAS) in relation with the European Schools

As mentioned in the previous year’s report, during 2013 the European Commission’s Internal Audit Service (IAS) undertook a process of optimisation (e.g.: eliminating obsolete recommendations, merging some duplicate recommendations, simplifying the wording, re-assessing the rating of certain recommendations, and finally, leaving aside the ‘desirable’ recommendations and concentrating on ‘very important’ and ‘important’ recommendations) and follow-up on the status of outstanding recommendations for the European Schools made during the period 2008-2011. The objective of the follow-up was to assess the progress made by the Office of the Secretary-General and the European Schools on the recommendations that resulted from the following IAS audits:

-2008-2009: Audits of Human Resources management at the Office of the Secretary-General and the Schools of Luxembourg I, Varese and Brussels I.

-2011: Audit of Financial Management at the Office of the Secretary-General and the Schools of Alicante and Brussels II.

This process, which was mainly recorded in the IAS document ‘Follow-Up Status Report on Audits in the European Schools’, led to a decrease in the total number of outstanding recommendations from 140 to 29, after the last revision on the spot performed by the IAS in November 2013.

For those 29 outstanding recommendations, a detailed action plan was prepared by the Office of the Secretary-General and sent to the IAS, which considered it appropriate. After this acceptance by the IAS, the action plan was disseminated, having been forwarded to the Directors of the Schools and presented at the meeting of the Budgetary Committee in November 2014 and that of the Board of Governors in December 2014.

It is worth pointing out that one of the remaining recommendations, considered to be very important by the IAS, was a change in the role of the central Financial Control Unit. This issue was specifically addressed during the recent revision of the Financial Regulation and is to be implemented in the near future following the procedure set out in newly revised Article 20 of the Financial Regulation (decentralisation of ex-ante financial control to the schools, after validation of the respective internal control systems put in place concerning segregation of duties of initiation and verification of transactions).

In addition to the above, a number of other recommendations, relating to Human Resources and Finance, from the list of 29, were also implemented in the action plan devised by the Office of the Secretary-General and can, therefore, in the Office of the Secretary-General’s opinion, be considered as ready for review by the IAS. In this group, the following actions, for example, may be mentioned:

-Adoption of a revised version of the model contracts for part-time/locally recruited teachers for the schools located in Belgium, which has been in place since summer 2014, and adaptation of the model used for the recruitment of administrative and ancillary staff (AAS) members for an indefinite period, adapted in conformity with the new Belgian legislation introduced in January 2014 (there is no longer any trial period).

-With reference to recovery of outstanding balances owed by teachers on account of the differential adjustment, a new Memorandum (document 2014-12-M-1/KK) was issued, in force as from the current 2014-2015 school year, to ensure a more harmonised procedure for amounts to be withheld and to mitigate to an even greater extent future risk of non-recovery to which attention is drawn in the recommendation.
As regards national salary slips, a specific communication was sent to the national delegations concerning the obligation laid down in Article 49.2(a) of the Regulations for Members of the Seconded Staff to submit salary slips concerning national emoluments in due time.

With reference to planning of teaching capacity, a new procedure regarding secondment was agreed by the Board of Governors, the latest version of this new system appearing in the document ‘Creation and suppression of seconded posts in the nursery, primary and secondary cycles 2015/2016 school year’ (Document Ref.: 2014-10-D-5-en-6).

Finally, regarding the link between the accounting software and the electronic payment systems, progress is being made on this issue as part of implementation of the new SAP software.

Based on the above, and without prejudice to the opinion of the IAS that may result from a further follow-up that is expected to be carried out by the IAS, probably during 2015, in order to assess on the spot the effective implementation of the recommendations considered in principle to be ready for review, it may be concluded that major progress was made by the European School system during the financial year 2014 on the objective of complying with the complete set of recommendations made by the IAS. To that end, substantial efforts still need to be made by the Office of the Secretary-General and the schools. The decision of the Board of Governors to create a new position of Internal Control Coordinator, also in line with the recommendation received from the IAS, will be very useful for that purpose. After completion of the corresponding recruitment procedure, the position is expected to be filled as from 1 April 2015.

Together with cooperation on implementation of the above recommendations, the Office of the Secretary-General also actively cooperated on the other activities engaged in by the IAS during the financial year 2014, mainly involving the following:


- Final IAS Strategic Internal Audit Plan 2015-2017 (document Ref. Ares (2014) 3948612-26/11/2014. In connection with its carrying out, a letter announcing the IAS audit on ‘Treasury and Revenues Management’ was recently released by the IAS, on 16 February to be precise, and the relevant documentation requested by the IAS is currently being provided by the schools and the Office of the Secretary-General.
G. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS (CEA)

Since 2006, the date of its setting up, the CEA has managed eight enrolment sessions for the Brussels European Schools. The enrolment applications submitted to the schools are registered in a computer application which takes account each year of the provisions of the enrolment policy in force. Overall follow-up on and monitoring of applications is carried out continuously at the Office of the Secretary-General.

1. Objectives and priorities for enrolments for the year 2014-2015

In December 2013, the Board of Governors determined the guidelines for the 2014-2015 enrolment policy, which the CEA then devised.

The context of this policy remains identical with that of last year, namely on the one hand, the steady increase in the total pupil population of the four schools and on the other, the infrastructure available in Brussels. It should also be pointed out that because of renovation of one of the Brussels I School's buildings on its Uccle site, the school's nursery and primary year 1 classes have been temporarily accommodated on the Berkendael site since September 2012.

Thanks to the benefits accruing from the previous policies, the Brussels I School can still accept new enrolments. The Brussels III School can also offer places depending on the structure of the classes formed in previous school years. As for the Brussels IV School, development of its secondary cycle is continuing, thanks to the Laeken site’s resources. The Brussels II School continues to face overcrowding, which needs to be minimised as far as possible. This situation is inherent in the school's linguistic structure, a large proportion of its pupils being in sections which exist only in that school, and the number of SWALS (Students Without a Language Section) is also on the increase.

To take account to a greater extent of the wishes of applicants for enrolment, a new procedure was introduced under the 2014-2015 Policy: after the award of places to pupils with a special priority criterion, the places available in each class are first awarded to applicants who have designated the school as their first preference one.

In addition, in order to guarantee the continuing existence of those language sections which are present in several schools, namely the DE, EN, FR, IT and NL sections, nursery and primary year 1 pupils are admitted to the Brussels II School up to 15 pupils and to the other schools up to 24 pupils.

in order to make optimum use of the resources available, applications for admission to primary years 2 to 5 are referred to the Brussels I, III and IV Schools, as are applications for admission to secondary years 1 to 3 of the FR section. In the other sections (DE, EN and NL), applications for admission to secondary years 1 to 3 are divided out between the Brussels III and IV Schools. As regards applications for admission to secondary years 4 and 5 of the DE, EN and FR sections and to secondary years 1 to 5 of the IT section, they are accepted at the Brussels IV School.

Finally, the provisions governing applications for voluntary transfers of pupils between schools have been relaxed during the first enrolment phase.
2. Results of the 2014-2015 enrolment policy

The main data on the 2014-2015 enrolment session are as follows:

- 2410 enrolment and transfer applications were received and processed, 2350 of which were for Categories I or II pupils.
- Out of the 24 enrolment applications for Category III pupils received, 2 of the 5 children with siblings already attending the school were admitted: only one offer of a place was accepted.
- Out of the 25 enrolment applications for children of NATO civilian staff, 14 pupils were admitted to the schools.
- Out of the 11 enrolment applications for children of UN employees with the status of international civil servants, 7 offers of places were accepted.
- In total, at the beginning of the 2014-2015 school year in September 2014, 1802 new pupils were admitted to the Brussels Schools, breaking down as follows:

<table>
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<tr>
<th>School</th>
<th>New pupils accepted as at 23 September 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brussels I School</td>
<td>575</td>
</tr>
<tr>
<td>Brussels II School</td>
<td>348</td>
</tr>
<tr>
<td>Brussels III School</td>
<td>425</td>
</tr>
<tr>
<td>Brussels IV School</td>
<td>454</td>
</tr>
<tr>
<td>Total</td>
<td>1802</td>
</tr>
</tbody>
</table>

Out of the 2303 places offered, 989 went to pupils with a priority criterion (sole/single sections, SWALS, grouping of siblings and return from assignment, for example).

Out of the 1984 offers of places initially accepted, 182 were subsequently turned down by the parents, 126 of them corresponding to an offer of a place in the first preference school. 141 of the 319 places refused had been offers for the Brussels I School and 102 for the Brussels IV School.

The pupil population of the four schools is continuing to grow at all teaching levels, something which has a considerable impact in terms of infrastructure resources. Compared with the previous year, pupil numbers in the nursery classes are still as high.

The situation in relation to each school is as follows:

- the Brussels I School has seen a large increase in pupil numbers, particularly in the nursery and primary cycles;
- at the Brussels II School, total pupil numbers have fallen, but the school’s linguistic structure remains a constraint;
- the structure of classes adopted at the Brussels III School has enabled new pupils to be admitted, without, however, leading to too large an increase in pupil numbers (of the order of 30 pupils);
- at the Brussels IV School, pupil numbers in the nursery and primary cycles are now comparable with those of the other schools. On the other hand, the French language section continues to account for almost half of the total number of pupils. The school now has two sole/single sections, namely the Bulgarian section, created in September 2012, and the Romanian section, opened in September 2013, the year groups of which are gradually been opened each year. Furthermore, Croatian SWALS are admitted to this school up to secondary year 5 (to the Brussels I School from secondary year 6 onwards).

3. Enrolment policy for 2015-2016

In this context of growing overcrowding, the question of the infrastructure available at the beginning of the 2015-2016 school year in September 2015 is a concern. On completion of the discussions, the guidelines for the 2015-2016 Enrolment Policy were approved by the Board of Governors, exceptionally by written procedure, on 23 January 2015 and the Enrolment Policy was published on the European Schools' website on 5 February 2015.

In addition, as the renovation work on the Brussels I School's Fabiola building, which accommodates the nursery and primary year 1 classes, cannot be completed in time for the beginning of the new school year in September 2015, the Host State has agreed to extend by one school year the availability of the Berkendael site. On that basis, the 2015-2016 Enrolment Policy provides for distribution of applications across all the schools, although the Central Enrolment Authority has expressed strong reservations about its ability to guarantee a place for all Category I pupils.

The 2015-2016 enrolment policy can be consulted on the website of the Office of the Secretary-General of the European Schools www.eursc.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.

Alicante

Various types of work were undertaken to improve safety and security:

- The emergency entrance, located on the main avenue and somewhat inaccessible because of traffic, was moved to the side road, which has the advantage of being opposite the fire station.
- Installation of a new car park access system.
- Installation of three high definition cameras in the three entrance areas: primary, secondary and car park, allowing better access control.

Work undertaken as part of IT logistics:

- Installation of wifi in all the school buildings: nursery, primary, secondary, administration, canteen, theatre.
- Increase in the power of the server for the cameras in order to lengthen recording time.
Work undertaken as part of refurbishment of the buildings:

- Installation of new flooring in the pupils’ canteen as it was very worn and was a danger to pupils (cost defrayed by the Parents’ Association).
- Replacement of furniture (chairs and tables) in a poor state of repair in the pupils’ canteen.
- Fitting out of two new areas for special needs pupils, with all the necessary equipment, in the primary school building (funded by the OHIM).

**Bergen**

In 2014 the following work was carried out:

- Maintenance of the emergency lighting and escape route indicators.
- Replacement of the central heating boiler.
- Replacement and repair of the guttering.
- Repaving of the playgrounds.
- Replacement of the lighting fixtures and ceilings of the sports hall.
- Paintwork inside and outside the school building and repair of dry rot.
- Other maintenance work.

Following heavy rainfall in August, several problems with the guttering occurred. Repairs could not be carried out easily because of the high level of the ground water. *Stichting NOB* (Foundation for Dutch Education Worldwide) investigated and solved this problem. *Stichting NOB*, the Province of North Holland and the municipality of Bergen subsidised the installation of solar panels on a section of the roof of the European School, Bergen.

**Brussels Schools**

The question of the infrastructure in Brussels continues to be a source of concern. The CEA’s estimates show that an additional school will become essential as from 2015-2016, as the pupil population is continuing to increase at a rate of more than 400 pupils per year.

On 15 October 2014 the four Brussels European Schools had a total of **11 405 pupils** on roll in 17 language sections. The graph below shows the overall breakdown of these pupils across the language sections, in absolute figures and in percentage terms.
The working group, composed of representatives of Belgium and of the Board of Governors of the European Schools, set up to assess any additional needs of the European Schools, demonstrated that the European Schools’ school buildings were constructed in accordance with the existing Belgian standards (of both the French-speaking and Dutch-speaking communities).

The working group’s current request to the Belgian Federal Government is: 1) Continuing availability of the Berkendael School and 2) Additional infrastructure by 2019 (to accommodate 2500 pupils). The Council of Ministers of the Belgian Federal Government has offered Berkendael for the year 2015-2016 and has requested that more statistics and simulations be sent. Berkendael will therefore accommodate the Uccle School's nursery and primary year 1 classes for the next school year. Between 500 and 550 pupils are expected there.

The decision on creation of a fifth school was blocked by certain delegations at the Board of Governors' December 2014 meeting as they wished progress on the Cost Sharing issue to be made beforehand. At the request of the Brussels-Capital Region, however, an estimate was made of the surface area required for the fifth school, this being based on existing Belgian standards.
Brussels I

UCCLE SITE:
The Fabiola building has been closed since the beginning of the 2012-2013 school year. The renovation work has not yet started.

In January this year the Régie des bâtiments (Belgian Public Buildings Authority) informed the Secretary-General that they were unfortunately unable to keep to the timing promised (September 2015) for making the Fabiola building available. The reasons for this are mainly a lack of technical expertise at the disposal of the staff in charge of the work and an increase in the number of projects undertaken in November and December 2014. The estimated time for completion of the renovation work is March 2016.
As a result, the nursery and primary year 1 classes (in excess of 550 pupils) will have to remain at Berkendael for the 2015-2016 school year. Pupils currently in P1 at Berkendael will return to Uccle in September 2015 to be in P2 and continue their schooling there.

The school’s management has expressed its deepest concern and disappointment regarding the present situation. Given the financial impact for the school (around €500 000), not to mention the disruption that being on two sites represents for parents and staff alike, as well as the increase in the workload for the Parents’ Association’s services and the school administration, the school has declared that renovation of the Fabiola building must be the absolute priority. The relevant services of the Régie des bâtiments will provide the school with full information regarding the content of the technical specifications.

Other buildings on the site are ageing and require repair work or replacement/installation of new equipment.

In addition, the school will have to ensure that all necessary work has been completed by 15 March, in order to obtain the environmental permit. There is still some work to be done by the Régie des bâtiments.

Furthermore, by August 2018, the school will be expected to provide an attestation of its action plan to cut its energy consumption, which will require some additional renovation work to be done.

BERKENDAEL SITE:
The Berkendael site, which has accommodated the nursery and primary year 1 pupils since September 2012, will continue to do so until the end of the school year in 2016 because of the renovation work in progress in the Fabiola building.

As emerges from a recent evaluation, the following work has already been done by the Régie des bâtiments:
- Replacement of the flooring in the main building’s toilets
- Repair of the roofing of the Halsdorf building, to prevent water seepage
- Refurbishment of the entrance facade.

The following work remains to be done before the end of the current school year:
- Repair of the outside lighting
- Improvement of the play area’s drainage.

The Régie des bâtiments received approved the school canteen’s conversion into a self-service restaurant, the Parents’ Association services funding the entire operation. An agreement on the subject has to be signed between the school and the Régie des bâtiments.
Brussels II

Work carried out at the European School, Brussels II during 2014.

Conducted for the Régie des bâtiments:
- Refurbishment of the stairs to the primary school gas room
- Moving of a hydrant
- Replacement of two fire doors on the ground floor of the primary school
- Installation of check valves in the ducts carrying hot fluids from the laboratories

Carried out by or on behalf of the European School, Brussels II:
- Painting of the parking spaces and entrance of the school, installation of speed reducers
- Welding of the goal posts on the sports field (8)
- Setting of model classes, testing of a new type of smartboard
- Replacement of the locks on pupils’ lockers (approx. 800)
- Gas pipeline to replace the appliances in the kitchen
- Signs in stairwells
- Improvements in different classrooms involving electrical and internet connections (e.g. S310)
- General minor maintenance work
- Repair of the steel door on the fire escapes
- Replacement of IT cabling cat5 \(\rightarrow\) cat6 (multi)

Brussels III

The European School, Brussels III is chronically short of space, in terms of both classrooms (mainly for the primary and nursery classes) and multipurpose rooms and communal services. As no plan to increase the space currently available is under consideration, the school is trying to make do as best it can.

Work undertaken:
- Refurbishment of the nursery and primary play areas.
- Installation of additional bicycle parking spaces (in conjunction with the Régie des bâtiments).
- Improvements made to the toilets, which will continue, depending on the availability of the school’s own budgetary funds.
- Solving of some water seepage problems in the nursery classes (emergency intervention by the Régie des bâtiments).

Work to be undertaken in the future:
- Replacement of flooring in classrooms and of clinker in the playgrounds.
- Storage of the archives and of various types of equipment would be greatly facilitated if basement spaces were made more easily accessible. Work to that end should be undertaken.

The school observes that the meetings which it has been able to have with the Régie des bâtiments are generally constructive. Unfortunately, resources are limited and the Belgian authorities seem to experience difficulties in honouring all requests.
**Brussels IV**

The school is continuing its expansion, with 331 more pupils on 15 October 2014, making a total of 2263 pupils on roll. All the buildings are now occupied, although some floors are awaiting the coming school years to be occupied.

There are still several problems in the buildings which the *Régie des bâtiments* made available to the European School, Brussels IV and as a result, final acceptance has not yet taken place. Withdrawal of the observations is still in progress.

The main problems experienced by the school are damp and water seepage in all the buildings, malfunctioning of movement detectors and of the cogeneration system and problems with doors.

Unfortunately, the work required is making only very slow progress. The school's workmen carry out urgent repairs whenever the guarantee so permits.

The school's electricity is generated by 100% renewable (green) energy sources, thanks to solar panels and the cogeneration system.

**Culham**

There was no major construction work in 2013-2014.

In accordance with the general maintenance plan various work was carried out during summer 2014, including repairs to the temporary classrooms and installation of vision panels in some of the classroom doors.

A programme of planned maintenance will continue during the phasing-out of the school up to 31 August 2017, the date of final closure.

The European School shares the premises with Europa School UK, which opened on 1 September 2012. The site security has been improved following the installation of electronic gates at both of the main entrances. This will be supplemented with CCTV cameras in April 2015.

Further safety and security measures include fire safety training and the preparation of a 'Lock Down' policy.
**Frankfurt**

As a result of the setting up of the Single Supervisory Mechanism (to supervise banking) in Frankfurt, the number of pupils increased. This means that in the current school year one out of five pupils is new at the European School, Frankfurt. As a new modular building will only be ready in April 2015 all the nursery classes had to start the school year in September 2014 in prefabs provided by the Parents’ Association, which were installed in the space of just two months. The expenditure on these prefabs was defrayed by the Parents’ Association, with the support of the European Central Bank (ECB).

The new modular building provided by the Parents’ Association will be partly used for teaching and the Federal Republic of Germany will pay a rent for this use. All other expenditure will be defrayed by the European School, Frankfurt. The new modular building is a wooden construction providing 17 classrooms, a gymnasium and a canteen and will be used by the nursery and the lower primary classes. As the number of pupils is expected to increase further, some of the present primary school rooms will be used by the secondary school as from September 2015. The European School, Frankfurt has worked out a plan for how the capacity problems could be solved in the interim period. That document was presented at the Administrative Board meeting in January 2015. In order to ensure timely planning and carrying out of all the measures required, clear confirmation from the host country will need to be communicated by early March at the latest.

The European School, Frankfurt started in good time the work required to convert the former nursery school rooms into secondary school classrooms. The fear now is that a smooth start to the next school year cannot be guaranteed unless the host country takes the necessary decisions in time.

A feasibility study, commissioned by the host country, is currently being conducted to check what possible long-term solutions to the capacity problems can be envisaged.

Changing the accounting system to SAP has caused many technical problems and created a huge workload for the staff and has thus substantially disrupted the operational processes of the European School, Frankfurt.

**Karlsruhe**

As is the case each year, a great deal of effort went into renovation and modernisation of the infrastructure. Interactive (smart) boards and smart cameras were replaced and new ones were acquired. The flooring of nine primary school classrooms was repaired and painting work was necessary. The nursery school was fitted out with new furniture.

In the secondary school, new energy-saving lighting was installed. The changing rooms and the showers in the gymnasium were refurbished to improve conditions for physical education lessons. The City of Karlsruhe has to invest a sum amounting to several million euro to reduce energy consumption. The savings made will enable the initial outlay to be recouped proportionally over a ten-year period.

The European Dialogue Centre finally came into being thanks to a collective effort. The city, the Land (State), the Institute for Transuranium Elements and a sponsor joined forces to enable the canteen to be extended.
Luxembourg

a) Luxembourg I

The Administration des Bâtiments Publics (Luxembourg Public Buildings Administration) is awaiting a potential buyer to take down and remove the temporary building, which is of no further use to the school since Luxembourg I and Luxembourg II were separated. It has once again confirmed that the site will be returned to its original state once the building has been removed.

Apart from the shortage of outdoor recreational space for the secondary school students, the present infrastructure is satisfactory. The departure of a large number of pupils for Luxembourg II has enabled the school to have greater flexibility in allocation of rooms to its different teachers.

Given that the school's facilities are ageing all the time, it is highly likely that the costs of maintenance and repairs will rise sharply in the years to come, this being particularly true of the school canteen's kitchen.

The following is a list of the work that was done recently:

- Conversion of the primary school hall so that it can be used as a performance venue.
- Some of the curtains and the power-drive system (stage) in the auditorium were changed.
- Refurbishment of the secondary school library (replacement of the furniture still in progress + replacement of the lino, which has been completed).
- Installation of wifi on the site (already completed in the secondary school and administration buildings; the remainder of the buildings will follow).
- Approximately €9000 was invested in late 2014 to replace/purchase outdoor furniture and games for the nursery school.
- A lunch bar was fitted out in the part of the school canteen for secondary school student. Slightly more 'funky' furniture and plants were installed and a new stand (called ‘Lunch 2 go’) opened, thus allowing the offer of meals to be diversified even further.
- The number of fire extinguishers was increased (workshop and laboratory in particular), which is a great improvement.
- Much emergency lighting was added, in response to the recommendations made by LuxControl.
- The PRV building process centres¹ for management of heating, lighting and ventilation are in the process of being replaced.

Several requests for work have also been sent to the ABP² for the current year (2015).

¹ PRV building process centres: Siemens model which manages the technical aspects, lighting, heating, ventilation etc.

² ABP: Administration des Bâtiments Publics (equivalent of the Régie des bâtiments in Belgium).
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 m² 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 m² sports complex houses five sports halls, four gymnasias and two swimming pools (8 x 15 metres, 15 x 25 metres).

In 2014, additional work on outdoor games for the nursery and primary cycles was completed, as was the setting up of a pedagogical garden.

The access routes to the campus by cycle track were redesigned and the number of bicycle parking spaces was increased. Reflection on general access to the campus is still in progress. There are acute congestion problems with private vehicles and public transport vehicles at peak times.

**Mol**

- The tree felling programme is now well under way and most of the selected trees have now been removed from the site, while much replanting has also been done. This project will continue in 2015 and also in 2016.
- The main secondary school student toilets have been completely renovated, the boys’ facilities having been completed in 2013 and the girls’ in late 2014.
- The swimming pool was re-opened in September 2014 after substantial upgrading of the technology and water cleaning systems. The environmental licence procedure under the Flemish Region’s regulations, known as Vlarem II, has almost been completed, with some minor work remaining to be done in early 2015. The swimming pool area has also been improved in terms of storage of the chemical products. A concrete area will allow the chemicals to be delivered to the site in compliance with the new environmental rules.
- The secondary schools’ sports fields and the running track have been completely refurbished and should come into full use in the spring of 2015. A modern drainage system prevents flooding during the winter months.
- The plans for 2015 include a complete redesign of the entrance gate to secure the site and allow for safer access of the large volume of traffic – cars, buses, bicycles and pedestrians – using the entrance every morning. The current other three pedestrian/bicycle entrances will be fitted with lights and cameras and will be remotely operated so that security staff can monitor anyone trying to either enter or leave the site during the school day. Electronic access will be fitted to a number of doors across the various buildings so that during the period of time immediately before school starts and after school ends will be restricted to just one door per building.
- The concrete plinth surrounding the tops of all buildings will be replaced in early 2015. This safety and security measure is part of the overall maintenance of the buildings.
- It is hoped that the nursery classes’ move to the primary building will start in 2015.
- It had been intended to start refurbishment of the secondary school science laboratories in May/June 2015 but this will probably not now go ahead until May/June 2016.

Munich

Apart from regular maintenance of the premises, an additional canteen, catering for around 150 students, was provided in summer 2014. In addition, preventative and structural fire protection and general building safety measures are an ongoing task. In order to monitor these major developments and to promote and implement policies encompassing all security-related activities, Munich hired an expert, on a temporary basis for the time being.

Another focus was the completion of the new prefabricated module, called ‘purple pavilion’, in order to cope with the steadily increasing pupil population. Thanks to the combined efforts of all the parties involved, the new building became operational in time for the beginning of the 2014-2015 school year. As a result, 13 extra classrooms and seven group rooms are available to accommodate a maximum of around 270 primary pupils.

Another project under way is the construction of a separate school building (‘Annex’) for 1500 primary pupils, located approximately five kilometres from the current premises. The work is due to be completed by September 2018.

It should be pointed out that the timeframe is very tight and that it was only in 2014 that the issue of funding for the project was finally resolved, following renegotiations at the highest ministerial level. Any further delay, for whatever reason, would cause serious problems, both pedagogically and logistically.

Varese

EU enlargement has increased the need for more space at the Varese School, which has been requesting a larger contribution for the buildings from the Italian Government since 2002. Unfortunately, Italy’s special contribution has been reduced in recent years.

Several letters have been sent by the school, to the Head of the Italian delegation on the Board of Governors and, on 29 January 2015, after the Administrative Board meeting (20 January 2015), to Rome, with a detailed list of the school’s needs. A concrete response to the school’s requests is now awaited.
IV. IMPLEMENTATION OF THE REFORM OF THE EUROPEAN SCHOOL SYSTEM

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

The Board of Governors approved the cost sharing procedure by means of a written procedure initiated on 3 June 2014.

The agreed cost sharing target level calculation model is based on four main elements:

1. the number of pupils by nationality,
2. the number of seconded staff members by nationality,
3. the language section structure of the system,
4. the average annual national salary costs of seconded staff from each EU Member State.

The number of pupils on roll is recorded on 15 October each year. All – and only – pupils with EU nationality are taken into account – except the pupils of the European School, Munich. Pupils with dual nationality or more are calculated as shares (dual nationality as 0.5+0.5, triple nationality as 0.33+0.33+0.33).

All types of seconded posts, both teaching and managerial posts, are taken into account when defining the allocation of posts and funding. The seconded staff members of the European School, Munich are excluded from implementation of the Cost Sharing Structural Model on account of its special regime, laid down in the Agreement signed in 1977, according to which the Munich School refunds the national salaries of seconded staff members to the seconding Member States.

The language section coefficients are based on the fact that there are Member States with a language section in all or nearly all schools and there are Member States without a language section or with some language sections. Based on this categorisation, two correcting coefficients have been introduced. The language section coefficients are:

- 0.8 for Member States without any or with some language sections
- 1.0 for Member States with language sections in all or most of the schools

The average annual national salary costs of seconded staff from each EU Member State are based on the average of the total annual salary costs of seconded staff of each Member State. Total salary costs are divided by the average number of seconded posts in the respective financial year. All salary costs of seconded staff will be taken into account when defining the average annual salary of each Member State. National salaries of teachers from BG, CZ, EE, HR, CY, LV, LT, HU, MT, PL, RO, SI, SK are taken from the Eurydice Facts and Figures document.
The Member States were given five years to reach their target level, with the objective of reaching 20% of the target level per year by making a financial contribution linked to the average national salary or by seconding additional teachers.

At the December Board of Governors’ meeting, each Member State is requested to take a position on the creation of new posts.

If the Member State prefers to second teachers, it can indicate this at the meeting.

If the Member State prefers to top up its secondment with a financial contribution, it should indicate its wish to that effect at the meeting also, so that the possible revenue can be included in the draft budget proposal for the following year.

A Member State can also decide to use both measures at the same time.

Cost Sharing Mechanism

Member States’ financial contributions will be collected as revenue in the special fund kept in the budget of the Office of the Secretary-General. In accordance with Article 4 of the Financial Regulation, the revenue will be used to cover expenditure on the creation of cost sharing seconded posts in the first instance.

The remaining funds will be used to refund, proportionately and incrementally, those Member States which ‘oversubscribe’ in terms of seconded posts, the ultimate aim being to achieve true cost sharing by 2020.

At the December Board of Governors’ meeting, the creation of seconded posts for the next school year will be discussed. The Board of Governors will also decide which of these posts are cost sharing post, which will be refunded to the seconding Member State using the fund.

Criteria to govern the selection of cost sharing posts will be drawn up and agreed in advance of the December 2014 Board of Governors’ meeting.

The creation of cost sharing seconded posts is subject to the total amount of revenue collected.

The possibilities for enhancing the fund from which cost sharing and oversubscribed posts could be paid will need further exploration in order to create a fund sufficient to fully support the cost sharing mechanism.

The evolution of the cost sharing measures should be monitored annually and the Board of Governors should review the situation in 2020, or earlier, if the Board of Governors so decides.

The cost sharing process was initiated at the December 2014 meeting. All the Member States respected the cost sharing agreement – with the exception of Croatia (absent). Each Member State below the target level chose the option of sending additional seconded teachers.
### Cost sharing table - 2014 - 2015

<table>
<thead>
<tr>
<th>Nationalities / Member States</th>
<th>Pupils with an EU nationality enrolled 15.10.2014</th>
<th>% Seconded Staff in post per Member State in September 2014</th>
<th>% Staff out of a Member State</th>
<th>Staff share required in function of pupils</th>
<th>Language section coefficient</th>
<th>Target level</th>
<th>Difference</th>
<th>National average salary</th>
<th>Calculated contribution</th>
<th>Expected contribution in 2015 (20%)</th>
<th>OR expected seconded post contribution in 2015 (20%)</th>
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<td>1.00</td>
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</table>

*This version of the above table was presented to the Board of Governors at its December 2014 meeting. During the meeting an amendment had to be made with respect to the number of Hungarian seconded staff. Thus, 14, the number indicated, is incorrect. The number of Hungarian seconded staff in post in September 2014 is in fact 16, not 14.*
2. 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.

The system’s opening up allows the accreditation of European schooling provided in national schools, in the state (public) or private sector.

Under the terms of an agreement signed with the Board of Governors following an audit by European Schools’ Inspectors, Accredited European Schools provide European schooling and education which in principle lead up to the European Baccalaureate.

To date, two Member States, Germany and Estonia, have applied for accreditation for private schools: the Bad Vilbel school, near Frankfurt, opened in September 2012; the Tallinn school, in Estonia, opened in September 2013.

A total of ten national schools have been accredited by the Board of Governors to date, in accordance with the procedure laid down by it, in Parma (Italy), Dunshaughlin (Ireland), Heraklion (Crete), Strasbourg (France), Manosque (France), Helsinki (Finland), The Hague (Netherlands), Bad Vilbel (Germany), Tallinn (Estonia) and Culham (UK). Three others are in the process of accreditation: 1) the Copenhagen school, which will be audited in September 2015, 2) the Brindisi school (Italy), which will be audited in March 2015, and 3) the Differdange school (Luxembourg), which will present a general interest file to the Board of Governors at its April 2015 meeting.

Fact sheets on Accredited European Schools (Ref. 2014-10-D-34-en-1)) have been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu). This document is updated annually (the last update was in November 2014).

ACCREDITED SCHOOLS:

1. Scuola per l’Europa di Parma
2. Centre for European Schooling. Dunshaughlin
3. School of European Education. Heraklion
4. European Schooling Helsinki
5. Ecole européenne de Strasbourg
6. Ecole Internationale Provence-Alpes-Côte d’Azur de Manosque
7. Europese School Den Haag Rijnlands Lyceum
8. Europäische Schule RheinMain. Bad Vilbel
9. Tallinn European Schooling
10. Europa School UK

SCHOOLS IN THE PROCESS OF ACCREDITATION:

1. European School of Copenhagen
2. Scuola Europea di Brindisi
3. Ecole Internationale de Differdange (Luxembourg)
PLANS TO SET UP ACCREDITED SCHOOLS:

1. School in Brussels
2. Schools in Germany

The European Baccalaureate in Accredited Schools

The European Baccalaureate, in its present form, can be offered in an Accredited European School after the signing of an Additional Agreement to the Accreditation Agreement recognising the education provided in secondary years 6 and 7. This 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, the School for European Education in Heraklion, the International School Provence-Alpes-Côte d’Azur, Manosque and the European School of Strasbourg have all five signed an Additional Agreement and offer, on that basis, secondary years 6 and 7 leading to the European Baccalaureate.

The table below shows the history of the Baccalaureate years in those schools and the number of students who have taken the Baccalaureate examinations.

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V. CONCLUSION

The Bulgarian and Czech presidencies held office in a challenging period, when the Board of Governors took several important decisions concerning the sharing out of costs amongst the Member States, pedagogical organisation and financial regulation matters. I would like to thank both presidencies for their support and their effectiveness.

In the space of two years we have replaced all our main ICT management tools thanks to the exemplary commitment of our ICT teams. In the course of the year 2015, dynamic and autonomous management of users and of material resources (Active Directory) will be implemented. This FIM (Forefront Identity Manager) will enable the European Schools’ security strategy to be enhanced and advanced audit functionalities to be introduced. A new communication and collaboration platform (SHAREPOINT) will also come into being: it will ultimately replace, amongst other things, our many different document sharing tools. The European Schools’ ICT infrastructure will continue to be strengthened. Their ICT business continuity will also be ensured, in accordance with the recommendations of the Internal Audit Service. Those are the main objectives of a year which promises to be a busy one.

Our Inspectors were very active throughout the year and a wealth of very important school and syllabus development work was done in the various working groups.

I would like to highlight the importance of the intensive collaboration with the Internal Audit Service and Court of Auditors. Thanks to their recommendations and comments, we have been able to improve our financial regulations and financial management. However, there is still a great deal of work to be done.

I would like to thank all the delegations and the European Commission and European Patent Office representatives for the support that they gave to the General Secretariat during this exhausting year. I would also like to express my gratitude to the Directors, Deputy Directors and Administrators for their constructive collaboration. And last but not least, I would like to thank all the members of the Office for their invaluable cooperation and support.

One of the main challenges for the year 2015 will be to find a solution to ‘Institutional cost sharing’ questions. I have enjoyed very good cooperation so far with the representatives of the OHIM, the European Central Bank and the European Investment Bank and I am confident that a solution benefiting all the stakeholders can be found.

The mission of our Schools for the last 61 years has been to provide a broad education of high quality, from nursery level to university entrance, and to offer an opportunity for pupils to stay connected with their mother tongue, whilst being educated in a multilingual and multicultural environment, to become open-minded European citizens.

There is a growing need for ‘European School’-type education in today’s Europe without borders. The Accredited European School concept has been a great success. There is great interest amongst many Member States in providing this type of multilingual and multicultural education within their respective territories. I am certain that in 2015 several new Accredited European School projects will be launched. I also hope that we will be able to proceed with the project to create a fifth European School in Brussels.