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## **Report of the Secretary-General to the Board of Governors of the European Schools for the year 2015**

**Presented to the Board of Governors of the European Schools at its meeting of 12, 13 and 14 April 2016, in Copenhagen**

This report refers to the following documents

- Facts and figures on the beginning of the 2015-2016 school year in the European Schools (Ref. 2015-10-D-6-en-2)
- Policy on enrolment in the Brussels European Schools for the 2016-2017 school year (Ref. 2015-12-D-7-en-3)
- Fact sheets on Accredited European Schools (Ref. 2015-11-D-6-en-1 – Updated in November 2015)

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

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

## I. INTRODUCTION

The year 2015 was a very special one for the European Schools in many respects.

In the pedagogical field the secondary school curricula reform was discussed in all the forums. On the basis of the recommendations in the External Evaluation report produced by the Institute of Education, UCL (<http://www.eursc.eu/getfile/2030/2>), the Board of Governors endorsed the proposal to set up a 'Pedagogical Reform' Task Force in order to reflect on possible reform of the entire school system.

At its April meeting, the Board of Governors decided to approve the new marking scale for the secondary cycle with a view to its gradual entry into force as from the 2020 Baccalaureate session.

The December Board of Governors' meeting decided to approve temporary use of the Berkendael site as an extension to the European School, Brussels I, as from 1 September 2016, pending opening of the European School, Brussels V, to accommodate ultimately the nursery and primary cycles in their entirety, starting in September 2016 with the nursery cycle and primary years 1 and 2 pupils. On 18 December the Council of Ministers of the Belgian Federal Government made an important decision concerning the fifth European School in Brussels:

*"On a proposal from the Minister responsible for the Régie des bâtiments (Belgian Public Buildings Authority), Jan Jambon, the Council of Ministers of the Belgian Federal Government has agreed to make a fifth European School available for 2019-2020.*

*In view of the upward trend in the number of enrolments in the European Schools, the current capacity of the existing European Schools will no longer be sufficient as early as the 2017-2018 school year. As from the 2019-2020 school year, 2500 extra places will be required, chiefly at the nursery, primary and lower secondary school levels. A fifth European School is therefore required for 2019-2020, in order to be able to accommodate this growth in demand. The Berkendael Site will remain operational until an additional fifth European School is opened."*

The Board of Governors decided to open new language sections in Brussels. In September 2016 an Estonian language section will open at Brussels IV and Latvian and Slovakian language sections will open at the Berkendael site.

From the administrative and financial perspective, the year 2015 marked a turning point. The new Financial Regulation entered into force on 1 January 2015 at the same time as the 'GO LIVE' of the new SAP accountancy software.

The first few months with the new Financial Regulation and with the new software were very difficult. Despite massive investment in change management and end-user training, it took several months before the system was operational from the technical and human resources viewpoint.

Substantial investment in resources was made in putting in place and providing internal control systems. A systematic approach was taken to implement the outstanding recommendations made by the Court of Auditors (ECA) and the Internal Audit Service (IAS) of the European Commission in the financial management area. More detailed information about the progress made can be found in this report.

The Board of Governors gave a mandate to the Secretary-General to sign a Contribution Agreement on the financing of the Luxembourg I and Luxembourg II European Schools with the European Investment Bank, the European Investment Fund and the European Stability Mechanism. The Secretary-General is in the process of negotiating with other major stakeholders in order to set up similar types of contribution agreements in 2016.

The total pupil population went up by 518 pupils (2%) in 2015. This growth in pupil numbers was due to an increase in the pupil population in the Brussels Schools (484 additional pupils). The percentage of Category I pupils rose by 718 pupils (4%).

<b>CAPACITY AND POPULATION OF THE BRUSSELS SCHOOLS</b>					
	<b>CAPACITY</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
<b>EEB1</b>	3 100	3 040	3 086	3 277	3 397
<b>EEB1, BERKENDAEL</b>	1 000				
<b>ESB2</b>	2 850	3 144	3 088	2 961	3 003
<b>EEB3</b>	2 650	2 892	2 875	2 908	2 998
<b>EEB4</b>	2 800	1 530	1 928	2 260	2 492
<b>TOTAL</b>	<b>12 400</b>	<b>10 606</b>	<b>10 977</b>	<b>11 406</b>	<b>11 890</b>

The overcrowding situation in the four Brussels Schools is becoming alarming. At present the entire nursery and primary infrastructure of the four schools in Brussels is being used to its maximum extent, resulting in severe overcrowding. The opening of the Berkendael site will, however, ease the situation for the coming three years.

Finally, the 2015-2016 school year will be remembered for the tragic attacks in Paris and in Brussels. Following those events, the Secretary-General requested Directors in all the European Schools to pay special attention to security measures and to raise the alert level in their schools. Thanks to the close and very professional support and guidance of the Commission's Security Directorate, the Directors have been able to heighten security on their premises.

The objective of this report is to provide the members of the Board of Governors and all our other stakeholders 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. All suggestions as to how to improve the quality or the content of the report are welcome.

## **II. FACTS AND FIGURES ON THE BEGINNING OF THE 2015-2016 SCHOOL YEAR IN THE EUROPEAN SCHOOLS<sup>2</sup> (Ref.: 2015-10-D-6-en-2)**

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

#### **A. PEDAGOGICAL ASPECTS**

##### **1. Activities of the Pedagogical Development Unit during the year 2015**

The work carried out by the Pedagogical Development Unit was reorganised slightly again as from September 2015.

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 (DSG) also remains Head of the Pedagogical Development Unit.

The DSG and the Unit have three assistants (two of whom work half time) and four secretaries (two of whom work full time and two part time). The DSG 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. Overview of the work done**

During the 2015 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.
- 76 operational pedagogical working groups, chaired mainly by the Inspectors, which held 181 meetings in all, amounting to 262 meeting days in total.
- 12 in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors.
- 1 in-service training course for management staff, under the General Secretariat's responsibility.
- 275 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.

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

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 2015 was approximately 483.

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 seven new syllabuses were approved in 2015.
- 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 Common Framework for Whole School Inspection was updated.
- 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 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. One particularly noteworthy outcome of this support provided by the Pedagogical Development Unit to the working group in question was the approval in October 2015 of a new Tool Kit for the evaluation of all teachers. This Tool Kit will form an integral part of a single document ('Quality Teaching') bringing together all the documents on the evaluation of all teachers currently in force.
- Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5.
- Ongoing support for the 'Guidelines on organising student exchanges in the European Schools' Working Group.
- Updating of the Regulations for conduct of the *Latium Europaeum* examination at the end of year 5
- Establishment of new procedures governing organisation of the *Latium Europaeum* examination at the end of year 5.

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 various in-service training courses.
- Monitoring of use of the technological tool accompanying the new mathematics syllabuses, the other scientific subjects and economics.
- Setting up of the procedure for purchase and distribution of the S3 Human Sciences textbook entitled 'The Mediterranean World'.
- Agreements for 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 2015 there were two updates to the General Rules.

The first update was made in June 2015 and involved:

- the amendment of Article 30 (Talented pupils in sports, music or the arts) and more particularly the addition of point 2.b. That amendment was approved by the Board of Governors at its meeting of 15-17 April 2015, with immediate entry into force.
- the amendment of Annex I (School calendar) and more particularly point e), where a sentence which was misleading for the Schools was removed. That point was approved by the Board of Governors of the European Schools by means of written procedure No 2015/15 of 26 March 2015, with immediate entry into force.

This first amendment of the General Rules in 2015 was approved by the Board of Governors, following its meeting of 15-17 April 2015, by means of written procedure No 2015/22 of 5 June 2015, with immediate entry into force.

A new version of the General Rules (2014-03-D-14-en-3) was published on the website on 25 June 2015.

The second update was made in September 2015 and involved:

- the amendment of Article 26 (Class work – points 2 and 3) (with a view to its application as from the 2016 Baccalaureate session). That amendment was approved by the Board of Governors at its meeting of 15-17 April 2015, with entry into force on 1 September 2015.

A new version of the General Rules (2014-03-D-14-en-4) was published on the website on 31 August 2015.

The Pedagogical Development Unit also continued to coordinate in 2015 the common policy project for Educational Support in the primary and secondary cycles. The policy, as in place for several years now, was approved by the Board of Governors at its December 2012 meeting and entered into force in the European Schools as from September 2013.

As is the case each year, in 2015 the Unit also provided the Inspectors responsible for Educational Support with the assistance required for them to produce the annual report entitled 'Statistics on pupils with special educational needs' for the period covering the 2014 calendar year.

That was the last report taking this form. The next report will relate to the school year and no longer the calendar as has been the case so far.

Another aspect of Educational Support which was examined in 2015 involved an analysis of the needs and of the job description of Educational Support Coordinators, which was discussed first in the Educational Support Group and then submitted to the Joint Teaching Committee. The analysis was favourably received by the Joint Teaching Committee at its meeting of 12 and 13 February 2015 and was approved by the Board of Governors at its meeting of 15-17 April 2015, subsequent to which the Procedural Document on Educational Support was updated.

The tenor of the proposals was as follows:

- 1) Educational Support coordination would no longer be included in internal structures but would be funded from budget line 601104 as from 1 September 2015;
- 2) the management of schools would be given the possibility of evaluating the need to compensate (on top of coordination time) support coordinators for attending class councils and intensive support (ISA) meetings during the academic year, on top of coordination time, where the latter was found to be insufficient;
- 3) the tasks listed in the 'Other tasks carried out' section should not normally be requested of Educational Support coordinators (pedagogical profile);
- 4) monitoring of use of this coordination time by schools would be included in the Annual Statistical Report produced by the Inspectors.

In October 2015, the Inspectors charged with overseeing Educational Support also proposed a plan for follow-up on introduction of the new Educational Support policy for the 2015-2016 school year which was approved by the Joint Board of Inspectors and sent forward to the Joint Teaching Committee for information.

A new version of the Procedural Document (2012-05-D-15-en-10), including all the amendments which had been approved by the Joint Teaching Committee, was published on the website on 27 October 2015.

During the year 2015, the Unit continued to guarantee coordination of the work on 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 is in place.

The call for expressions of interest in its present form will expire at the end of the 2015-2016 school year, i.e. in June 2016. It was therefore necessary to consider what the next steps should be with respect to the call for expressions of interest.

At the meeting of the Educational Support Policy Group held on 22 June 2015, renewal/extension of the call for expressions of interest was discussed. It was suggested that the present call for expressions of interest should be renewed for a further four-year period.

The new text (2015-09-D-36-en-1), including the amendments necessary to reflect the current situation in the Schools (change to the number of pupils and the application dates) and also the steps to be taken by therapists who already appear on the lists compiled for the current call to ensure their switch to the new call for expressions of interest, was submitted to the Joint Board of Inspectors and to the Joint Teaching Committee.

In the case of therapists already appearing on the lists compiled for the previous call for expressions of interest, their candidature will not be automatically renewed or changed unless they make an express request to that effect. The second call for expressions of interest will be initiated as from 1 May 2016.

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<sup>3</sup> made to Article 61 of the General Rules in 2013.

The repeat rate in percentage terms at the end of the 2014-2015 school year is lower than the figure recorded for the previous year and remains 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 order to have a more detailed analysis of repeating, a working group was set up at the Joint Teaching Committee's February 2015 meeting, the composition of which is as follows:

- The Deputy Secretary-General
- 2 Inspectors
- 1 Director
- 1 Deputy Director for the secondary cycle
- 1 representative of the teachers
- 1 representative of Interparents
- 1 representative of the European Commission

This working group will attempt to analyse the statistics and to respond to the questions and requests of the different parties involved.

In October 2015, the Joint Teaching Committee also mandated the 'Analysis of repeat rates' Working Group to address the question of the inconsistencies noted in the document 'Harmonised Assessment and B tests at the end of secondary year 5' and to take over the mandate, initially given to the 'Secondary Assessment' Working Group, on the question of examination terminology and questions relating to 'Examinations and tests leading to official marks in the secondary cycle'.

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.

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<sup>3</sup> 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.

Against that background, the Working Group formulated a proposal for reorganisation of the structure of studies in the secondary cycle which was presented to the Board of Governors at its December 2013 meeting. The Board of Governors approved the part of the proposal concerning years S1-S3 but wished an external evaluation made by independent experts to be carried out for the part of the proposal concerning years S4-S7.

Following a call for tenders for the external evaluation, the contract was awarded to the Institute of Education (IoE), University College London. At its April 2014 meeting, the Board of Governors had given the following mandate to the 'Follow-up on the external evaluation reports' Working Group.

*"B.11. External evaluation of the proposal for reorganisation of the structure of studies for secondary years S4-7: financial aspects (2014-02-D-33-en-3)*

*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"<sup>4</sup>*

The IoE delivered its final report on 30 June 2015 and the 'Follow-up on the external evaluation reports' Working Group expressed a favourable opinion on compliance with the specifications. That Working Group therefore terminated its work in 2015.

Following the IoE's final report and its recommendations, the 'Organisation of studies' Working Group convened on 9 September 2015. It formulated two proposals for submission to the Board of Governors at its December 2015 meeting:

The first proposal involved the setting up of a 'Pedagogical Reform' Working Group, tasked with translating the IoE's recommendations into actions: *"The Board of Governors endorsed the proposal to set up a 'Pedagogical Reform' Working Group, whose composition and mandate are described below:*

*A task force composed of:*

- *Chair of the Board of Inspectors (Secondary)*
- *Head of the Pedagogical Development Unit*
- *Head of the Baccalaureate Unit.*

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<sup>4</sup> Document 2014-04-D-5-en-3 'Decisions of the enlarged meeting of the Board of Governors of the European Schools', meeting of 8-10 April 2014, pages 14 and 15.

*The task force will incorporate one or more external experts,*

- *a language learning expert;*
- *a curriculum revision expert;*
- *an expert from DG Education and Culture from the European Commission, familiar with definition of the eight key competences;*

*and one or more internal experts (in particular the Chair of the Board of Inspectors (Nursery and Primary)), as needs require and according to the questions discussed at the different meetings.*

*The task force will also meet at least twice per school year with the Representatives of the different stakeholders in the ES decision-making process and will report regularly to the Board of Inspectors and to the Joint Teaching Committee of the European Schools at their meetings. This is designed to guarantee good communication about the progress of the work and to assess regularly the different proposals arising. The task force has undertaken to ensure continuity with the following presidency.”<sup>5</sup>*

The second proposal involved inclusion of the Host Country Language in the list of Languages 2. The Board of Governors decided that that question would be incorporated into the work of the ‘Pedagogical Reform’ Working Group.

Also following from the IoE’s recommendations, the experts emphasised the following points, amongst others:

- The need for urgent revision of the Science syllabuses, in order to “concentrate on the ‘big ideas’ of science rather than excessive detail.”
- The Mathematics syllabuses, about which the IoE experts say that “The current European Schools Mathematics curriculum involves an extensive shift in demand between S4 and S5 and potentially goes well beyond what is normally required for students aged between 15-16,” therefore recommending that “The current mathematical demands made on all students should be reduced, in order to ensure that they correspond with later expectations of universities and colleges, and to ensure that as many students as possible achieve their potential in Mathematics rather than a large number effectively disengaging.”

In order best to achieve those objectives and to adopt a cross-curricular approach through the Science and Mathematics syllabuses, a proposal was put to the Board of Inspectors (Secondary) (BIS) that the design and writing of the Science and Mathematics syllabuses should be outsourced. The BIS endorsed the proposal. Work on drawing up the specifications for the call for tenders, which should result in selection of the service provider charged with designing and writing these syllabuses, started in December 2015, in close cooperation on the one hand, with the Inspectors responsible for the scientific subjects and mathematics (Steering Committee) and on the other, with the experts in those subjects designated by the Inspectors of the subjects concerned (Steering Group).

Finally, a proposal was also formulated concerning the continuation of language sections from the primary cycle to the secondary cycle. That proposal had been endorsed by the Board of Governors at its April 2014 meeting. The Working Group had also drawn the Board of Governors’ attention to the need to address the question of updating the Gaignage criteria.

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<sup>5</sup> Document 2015-12-D-8-en-3 ‘Decisions of the meeting of the Board of Governors of the European Schools’, meeting of 1-3 December 2015, pages 9 and 10.

In that connection, “The Board of Governors also 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 Deputy Secretary-General
- The Inspectors’ representatives
- The Directors’ representative
- The teachers’ representative
- The parents’ representative”

The ‘Revision of the Gaignage criteria’ Working Group presented its proposals for adaptation of the Gaignage criteria to the Board of Governors at its April 2015 meeting, which endorsed them

## 2. The 2015 European Baccalaureate

The 56th session of the European Baccalaureate was chaired by European Baccalaureate President from the Czech Republic, Ms Ivana Bozdechova.

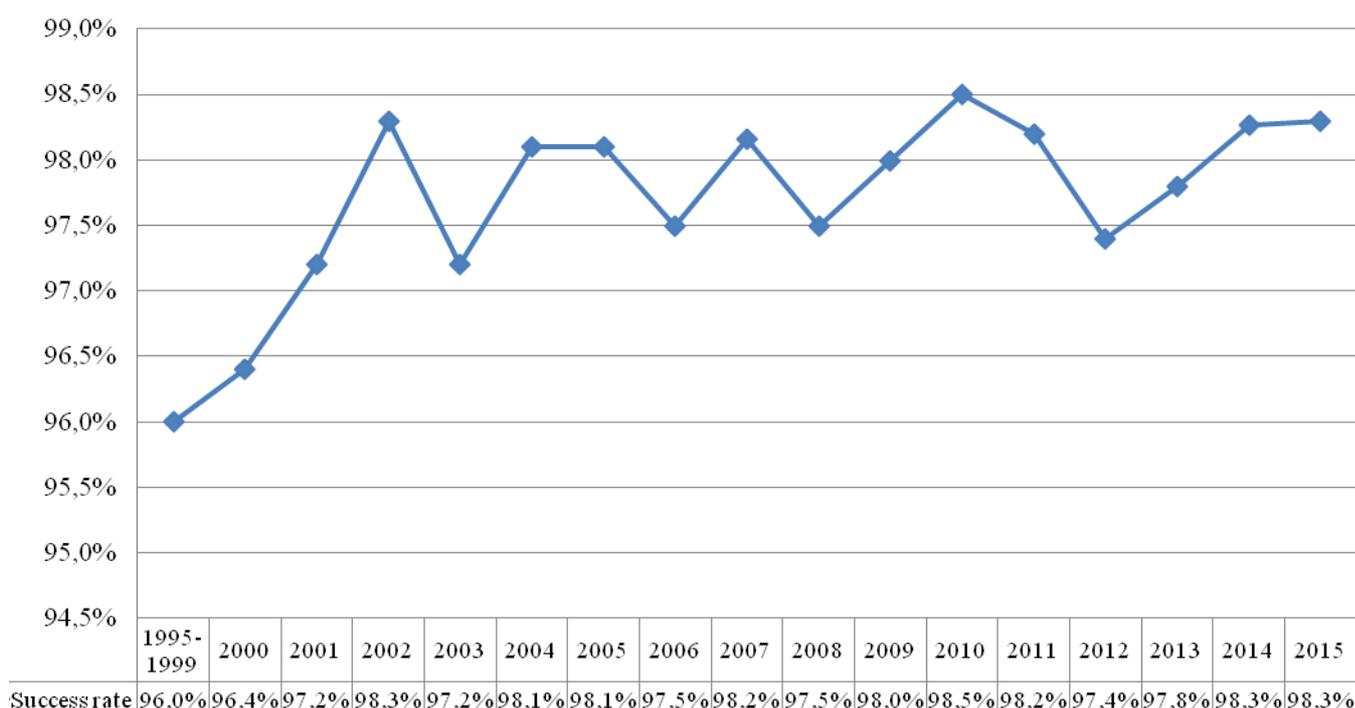
A total of 1814 candidates from 13 European Schools and 5 Accredited Schools registered for the European Baccalaureate 2015 session. 45 candidates were not awarded the European Baccalaureate Diploma (i.e. upper secondary leaving certificate): 15 candidates dropped out from the examinations session and 30 candidates failed.

During the written examinations 19 candidates were partially absent due to medical reasons and 7 due to participation in National Examinations, namely the Spanish *Selectividad*. 31 substitute examinations were organised in June 2015.

Two candidates were allowed to take part in an extraordinary session in September 2015, 3 substitute examinations were organised accordingly.

6 candidates chose to resit their Maths 5 examination and that possibility was organised in 4 corresponding schools.

Success rate



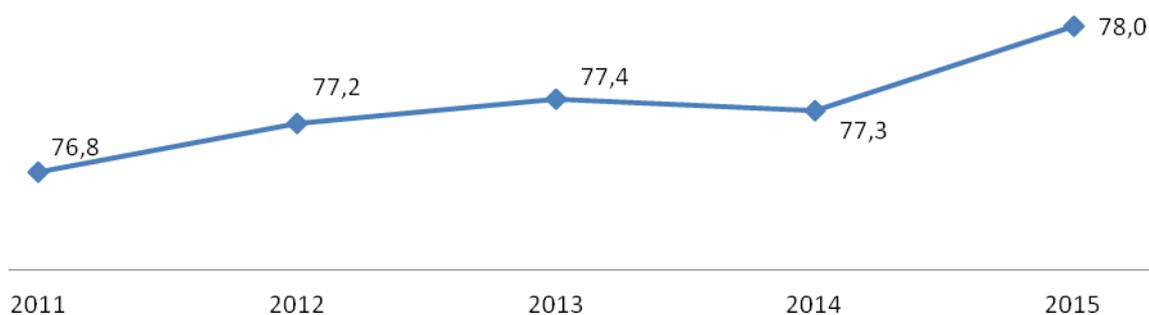
The following table shows the pass rate in the different language sections. This year, the pass rates by language section ranged between 97.1% and 100%. Due to small numbers of bachelors in some sections the results are not always statistically comparable.

**Pass rate by language section**

Language section	Number of pupils	Passed	Pass rate
<b>DA</b>	37	37	100.0%
<b>DE</b>	280	276	98.6%
<b>EL</b>	55	55	100.0%
<b>EN</b>	443	436	98.4%
<b>ES</b>	104	101	97.1%
<b>FI</b>	38	37	97.4%
<b>FR</b>	436	429	98.4%
<b>HU</b>	9	9	100.0%
<b>IT</b>	203	200	98.5%
<b>NL</b>	116	114	98.3%
<b>PL</b>	23	22	95.7%
<b>PT</b>	32	30	93.8%
<b>SV</b>	23	23	100.0%
<b>Total</b>	<b>1799</b>	<b>1769</b>	<b>98.3%</b>

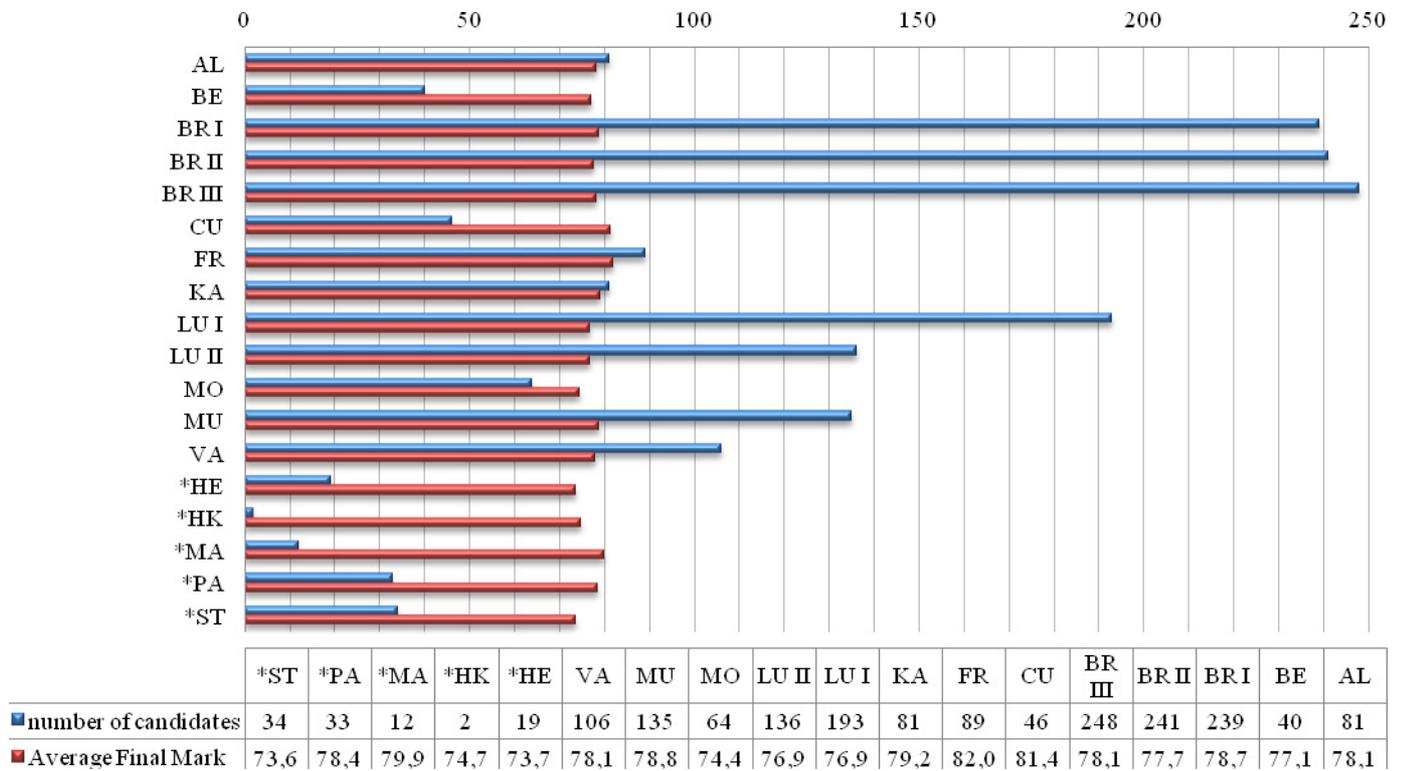
For all the candidates who participated in the 2015 Baccalaureate session, the average Final Marks was 78.0. A comparison of Final Marks shows a slight rise over the past five years.

**Overall average of past five years**



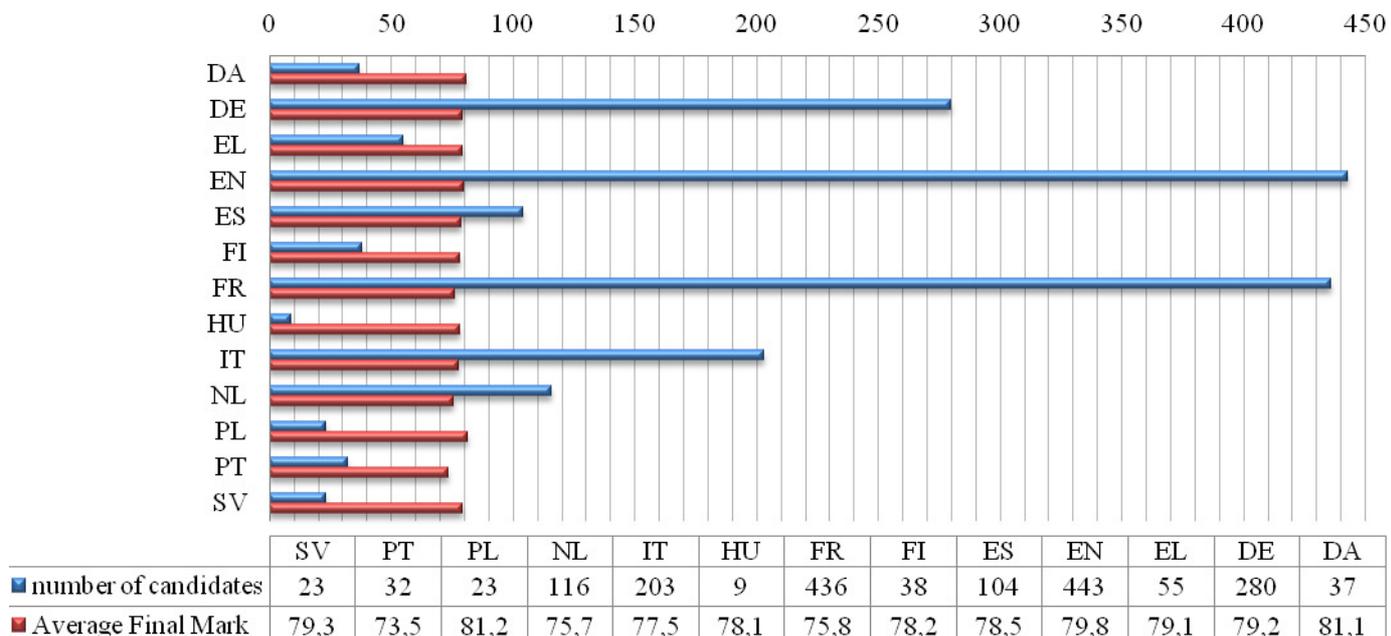
This year the average Final Mark ranged between 73.6 and 82.0 across the schools:

### Final Mark average by school



Across the Language Sections the average Final Mark ranged between 73.5 and 81.2. The small number of candidates in certain sections does not allow the average to be regarded as statistically significant.

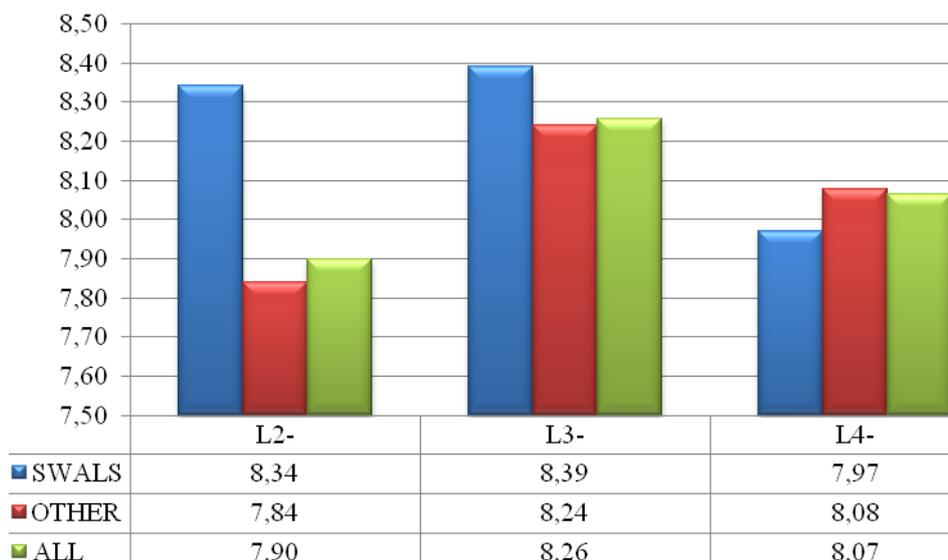
### Final Mark average by language section



This year, 173 Students Without A Language Section registered for the European Baccalaureate session.

In the next graph their performance in Languages 2, 3 and 4 can be seen. It can be observed that their performance in Languages 2 and 3 is higher than the average.

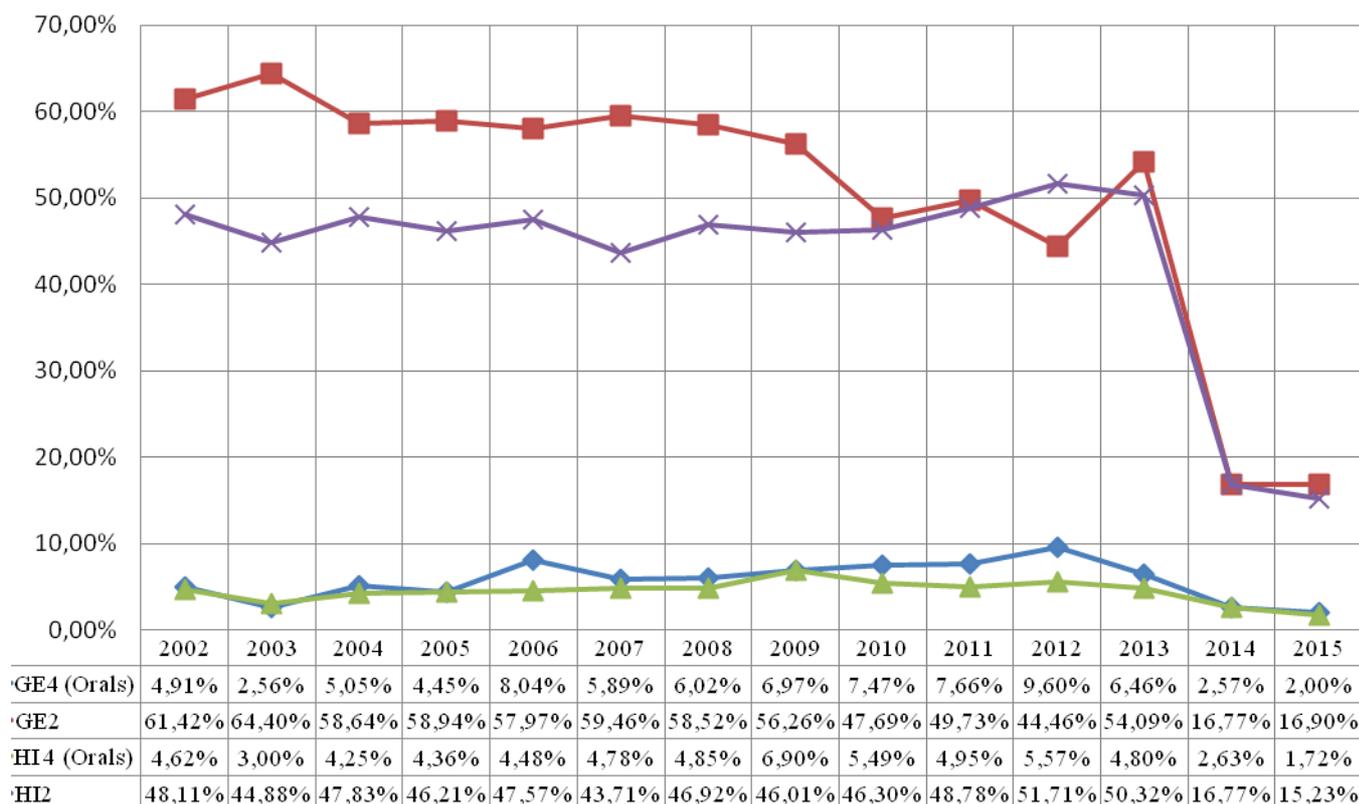
**Final Mark for L2, L3 and L4**



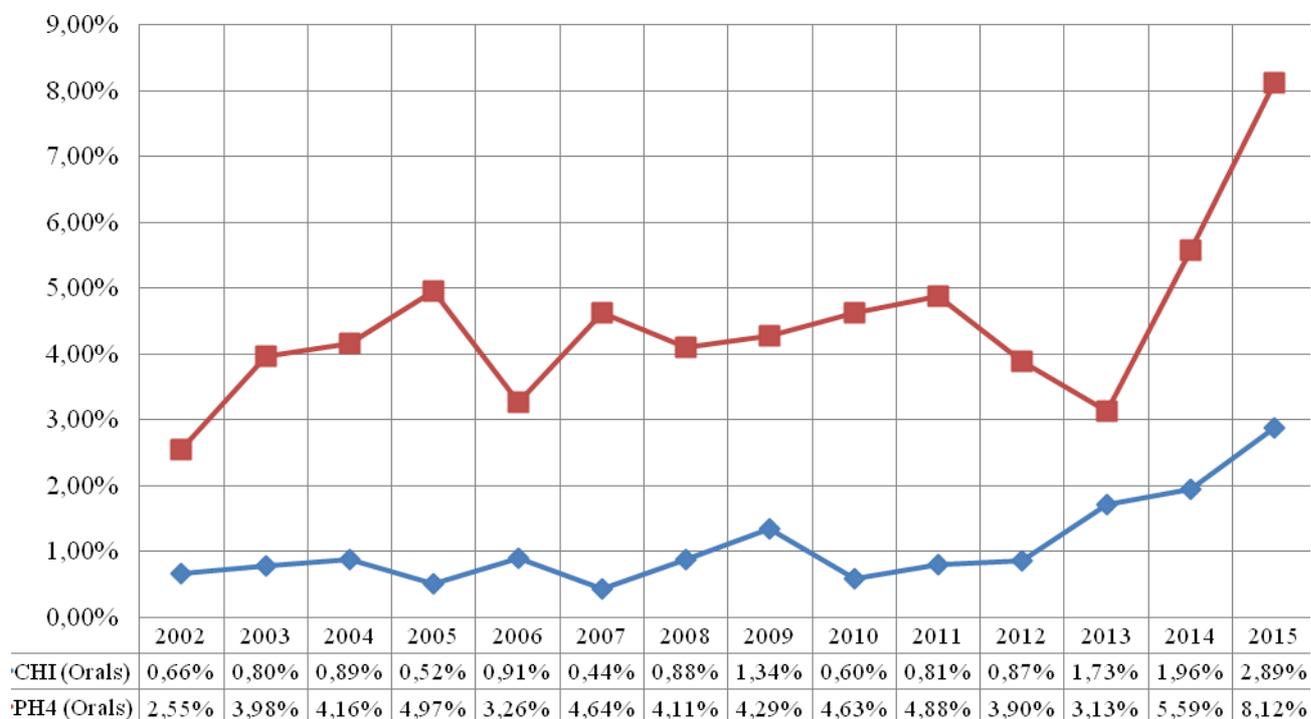
In the following table the performance of SWALS by subject compared with pupils in their language sections can be seen. As can be observed there is no significant deviation in marks, even for those subjects taught in Language 2 (in yellow) where it might be expected that SWALS would score higher.

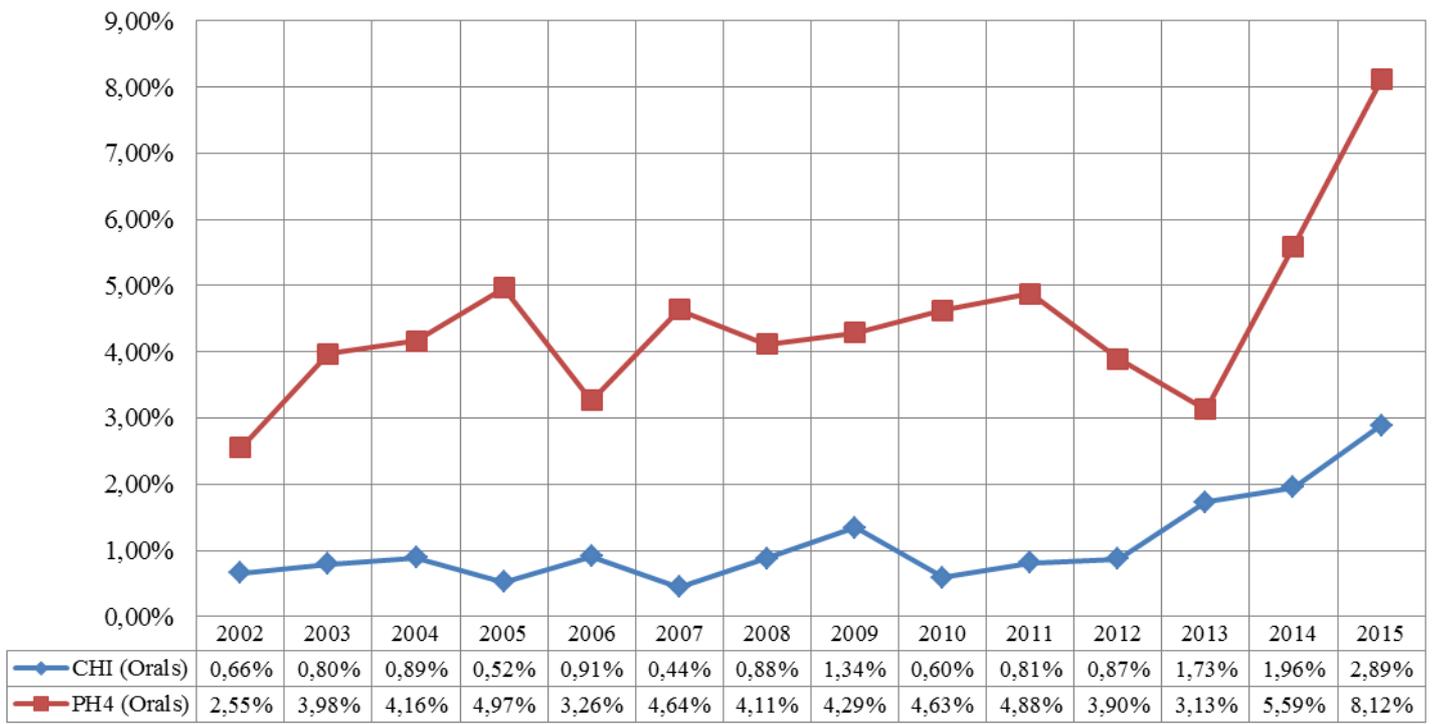
Subject	bi4	chi	eco	ge4	hi4	ma3	ma5	maa	ph4	phy
SWALS	7.44	7.74	7.65	7.55	7.76	7.15	7.35	8.97	8.50	7.49
OTHER	7.47	7.55	7.34	7.54	7.57	6.86	7.47	8.23	8.10	7.41
ALL	7.46	7.57	7.37	7.54	7.60	6.89	7.46	8.28	8.14	7.42

The Baccalaureate reform entered into force in the 2013-2014 school year. For the second year, all the candidates sat 5 written and only 3 oral examinations. The choices most affected were Orals in History and Geography, both of which are 2 and 4-hour option courses, the number of candidates choosing these examinations falling by more than 64% in GE2, GE4 and HI2 and by 54% in HI4:



Candidates choosing Philosophy 4 almost tripled in number (49 candidates in 2013 to 146 in 2015) and Chemistry orals doubled this year compared with the year 2013 (from 27 to 52):





## B. HUMAN RESOURCES

Since 2013 the Human Resources 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 also as a result of the aforementioned internal reorganisation, seven recruitment procedures for the managerial staff of the 14 Schools were carried out and the professional experience of 135 newly seconded teachers had to be determined.

In 2015 the number of seconded staff members in the Office remained stable (8 in total) whilst the number of AAS members increased to 49. Four recruitment procedures for AAS members were carried out.

Moreover, the Office continued recruiting trainees for internships and temporary staff to replace AAS members who were absent.

As an outcome of consultation of the *Secrétariat social* (an external payroll services provider) of the Office of the Secretary-General and consultation of the *Service public fédéral Emploi, Travail et Concertation sociale* (Federal Public Service Employment, Labour and Social Consultation), the Office of the Secretary-General received the legal advice that the Law of 5 December 1968, which provides the legal basis for membership of any *Commission paritaire (CP)* (Joint Committee), does not apply to the European Schools, as – according to Article 6 of the *Convention defining the Status of the European Schools* – they are regarded as “educational establishments governed by public law”. Consequently, the members of the AAS in Belgium are not covered by any *CP*. Legal experts belonging to Partena, our *Secrétariat social*, were requested to carry out a detailed study and to provide the management with a report on their findings concerning the Office’s legal position. In parallel, the AAS members received a mandate to consult external legal experts to carry out the same study so that the results could be compared.

An ad hoc working group was set up, composed of representatives of the management of the Office of the Secretary-General, one Director of one of the schools in Belgium, one representative of the European Commission, one representative of the Budgetary Committee and representatives of the AAS members in the five schools in Belgium and at the Office of the Secretary-General. The ad hoc group provided the Budgetary Committee with a report at its March 2016 meeting.

The AAS Working Group met three times to prepare a proposal to create the function of ‘Accounting Officer’ in the AAS Service Regulations and also to provide a proposal to harmonise Annex 2 and Annex 3 of the AAS Service Regulations. The proposal concerning the creation of the function of ‘Accounting Officer’ was adopted by the Board of Governors in December 2015. The proposal to harmonise the salary scales of AAS recruited before and after April 2007 will be presented to the Board of Governors in April 2016.

Several training courses were organised for members of the staff of the Office of the Secretary-General.

English groups were created based on the participants’ level, twice a week, and 3 hours in total. First aid courses were run for staff members interested.

## C. LEGAL ASPECTS

### 1. Appeals

In 2015, **88 administrative appeals** were dealt with by the Office of the Secretary-General and **83 contentious appeals** were dealt with by the Complaints Board, almost half of which were lodged following rejection of a prior administrative appeal. This figure of 88 appeals is consistent with the reduction observed the previous year, when only 85 administrative appeals were lodged, as compared with 100 in 2013 and 168 in 2012.

As in previous years, with the exception of 2013, which saw an exceptional fall in the number of appeals lodged in that area, appeals lodged against Class Council decisions were largest in number, although their number (32) was actually stable compared with the previous year, when 34 appeals of this type were lodged. The same stability can be observed in the appeals lodged against Baccalaureate results, 9 such appeals having been recorded in 2015 as compared with 10 in 2014.

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

<b>Administrative appeals</b>	<b>Contentious appeals</b>
	<b>39</b> appeals against decisions of the Central Enrolment Authority (including <b>3</b> in summary proceedings)
<b>32</b> appeals against a Class Council's decision	<b>12</b> appeals against a Class Council's decision (including <b>4</b> in summary proceedings)
<b>6</b> appeals concerning an application for enrolment in schools other than the Brussels ones, <b>1</b> of them concerning Category III school fees	<b>1</b> appeal concerning Category III school fees
<b>5</b> appeals concerning determination of Language 1	<b>3</b> appeals concerning determination of Language 1
<b>25</b> appeals concerning the teaching staff, including <b>2</b> lodged by locally recruited teachers	<b>18</b> appeals (including <b>1</b> in summary proceedings) concerning the teaching staff, <b>0</b> of them having been lodged by locally recruited teachers
<b>9</b> appeals against the European Baccalaureate results	<b>4</b> appeals against the European Baccalaureate results (including <b>1</b> in summary proceedings)
<b>1</b> appeal concerning special needs pupils	<b>0</b> appeal concerning special needs pupils
<b>5</b> appeals against a Discipline Council's decision	<b>2</b> appeals against a Discipline Council's decision
	<b>3</b> appeals seeking revision of a decision (including <b>1</b> in summary proceedings)
<b>5</b> appeals not coming into any of the aforementioned categories	<b>1</b> appeal not coming into any of the aforementioned categories
<b>TOTAL : 88</b>	<b>TOTAL : 83 (including 10 in summary proceedings)</b>

## 2. Current status and future prospects

At its April 2013 meeting, the Board of Governors mandated a working group to formulate proposals aimed at strengthening legal protection within the European School system in the broad sense, i.e. including at the level of operation of the Complaints Board.

After having met four times in 2013 and 2014, the working group presented its conclusions to the Board of Governors at the April 2015 meeting. These were then formalised in proposals for amendments to the rules and regulations applicable (General Rules, Regulations for Members of the Seconded Staff, Statute and Rules of Procedure of the Complaints Board), which have not yet entered into force to date.

The new provisions are designed to increase protection for litigants (i.e. applicants or appellants who contest the Schools' position), which materialises in the implementing texts of the 1994 Convention defining the Statute of the European Schools, through widening of the appeal possibilities offered to the people covered by the Convention and through an increase in the human capital assigned to dealing with the dispute at Complaints Board level (the appointment of a seventh judge is planned).

As regards the Complaints Board's operation, in addition to the appointment of a seventh judge, it is worth pointing out there will be the possibility of a single judge hearing less complex cases and the introduction of a 'referral' mechanism subject to the same restrictive conditions as those allowed by the European Court of Human Rights ("a particularly serious ground" must be set out).

As for the changes affecting the General Rules and the Regulations for Members of the Seconded Staff, they relate to the conditions and implementing provisions for initiation of contentious procedures against decisions of the Board of Governors and of the Administrative Boards and decisions on a pupil's exclusion for disciplinary reasons. In litigants' best interests, the working group also amended the General Rules so that the time period allowed for the lodging of appeals starts to run as from actual receipt of the decision adversely affecting the person to whom it is addressed and no longer from the presumed date of receipt, i.e. the day after its dispatch.

At this juncture, as the reform is not yet in force and as the Schools are in the position of defendants in litigation before the Complaints Board, so that they have no control over the flow of appeals, it is difficult to evaluate the workload and the financial impact which might result. As, however, most of the new provisions only formally make official legal situations in which litigants find themselves that are already recognised pursuant to the Complaints Board's case law, it can reasonably be expected that the number of appeals will remain stable.

The only upward trend which seems to likely to emerge, although this has not been confirmed so far, is that of litigation involving part-time teachers, i.e. locally recruited, teachers, since, by judgment of 11 March 2015, the Court of Justice of the European Union ruled that the Complaints Board had sole jurisdiction to decide on disputes concerning decisions taken on the basis of their employment arrangements (case C 464/13), whereas previously the vast majority of cases involving locally recruited teachers had been dealt with by national courts and tribunals.

This trend has not been confirmed so far since in 2015, the number of appeals lodged by locally recruited teachers was the lowest possible (0). The adoption of Service Regulations for Locally Recruited Teachers, negotiation of which is due to be restarted in 2016, might, however, reverse the trend.

From the legal viewpoint, apart from appeals, it should be pointed out that the Office of the Secretary-General is faced with a growing number of inquiries regarding personal data protection. The year 2015 was also marked by renewed interest in the conclusion of financing agreements, as provided for in Article 28 of the Convention defining the Statute of the European Schools.

## 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<sup>6</sup>

To supplement the data given in document 2015-10-D-6-en-2, 'Facts and Figures on the Beginning of the 2015-2016 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 2015.

Table 1 shows the development of costs from 2010 to 2015. The figures show an increase of 6.88% over the five-year period and an increase of 0.19% in 2015 compared with the financial year 2014. It should be noted that the pupil population as an absolute figure increased by 13.72% from 2010 to 2015, and by 2.04 % between 2014 and 2015. (Pupil numbers can be found in document 2015-10-D-6-en-2, referred to above).

	2010	2011	2012	2013	2014	2015	% 2010 - 2015	% 2014 - 2015
Alicante	12 136 915	13 063 127	13 239 486	13 291 431	11 857 159	12 572 642	3.59	6.03
Bergen	8 855 642	9 175 350	7 853 298	7 943 540	8 488 442	8 222 382	-7.15	-3.13
Br I	33 182 990	34 212 200	32 427 533	31 513 924	33 613 280	33 929 622	2.25	0.94
Br II	33 134 973	33 523 508	32 808 110	32 979 059	32 840 553	31 465 592	-5.04	-4.19
Br III	29 397 215	31 742 797	29 492 282	28 536 902	29 871 588	28 251 950	-3.90	-5.42
Br IV	6 372 420	8 431 352	11 475 974	13 382 371	16 313 487	18 486 518	190.10	13.32
Culham	9 343 045	9 456 200	8 445 468	7 900 641	9 067 963	8 395 932	-10.14	-7.41
Frankfurt	11 472 375	11 969 244	12 338 347	11 957 813	13 066 646	13 905 321	21.21	6.42
Karlsruhe	12 852 609	11 921 801	11 747 171	11 221 382	11 139 778	11 264 064	-12.36	1.12
Lux I	39 515 931	40 142 660	34 098 279	27 781 816	28 112 758	29 103 346	-26.35	3.52
Lux II	7 744 401	8 183 844	14 222 763	22 889 186	23 441 946	23 545 227	204.03	0.44
Mol	12 119 443	12 345 548	11 372 143	11 155 974	11 088 318	10 904 907	-10.02	-1.65
Munich	22 146 674	22 173 927	22 218 088	21 940 116	24 439 432	24 732 054	11.67	1.20
Varese	18 596 747	18 596 427	17 570 518	18 733 012	18 496 481	17 988 552	-3.27	-2.75
OSG	8 939 935	8 325 167	8 254 664	9 801 298	11 721 315	11 321 154	26.64	-3.41
<b>TOTAL</b>	<b>265 811 315</b>	<b>273 263 152</b>	<b>267 564 124</b>	<b>271 028 465</b>	<b>283 559 146</b>	<b>284 089 263</b>	<b>6.88</b>	<b>0.19</b>

The figures for 2010-2014, obtained from the previous accounting software COBEE, show actual expenditure, considered as commitments made on budget appropriations and actually used (excluding appropriations carried forward to the following financial year that were not finally used and, consequently, cancelled).  
In the case of the figures for 2015, obtained from SAP, Actual expenditure = Expenditure during the year (sum of all Good Receipts or Invoices or Payments) + Open Precommitments + Appropriations carried forward to the next year (2016) – Appropriations brought forward from the 2014 budget.  
Data processed on 29/02-01/03/2016

<sup>6</sup> Source: Annual Report of the Financial Controller – Ref.: 2016-03-D-13-en-2

Table 2 shows the development of the cost per pupil over the same five-year period. It should be pointed out that Brussels IV has been phasing in secondary years 1 to 6 since 2010, so its costs are not fully comparable with those of the other schools. Also to be noted is the phasing-out of the Culham School as a Type I School, in accordance with the decision of the Board of Governors taken in 2007. This means that the primary cycle will be closed by August 2016, whilst the school's remaining activities will have been ended by August 2017. Further details are included in document 2015-10-D-22-en-2, presented at the last Board of Governors' meeting in December 2015.

For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2015, the cost per pupil of the Brussels Schools shows a fall of -4.35%, while the fall for the Luxembourg Schools is -3.48% since last year.

The average cost per pupil for the year 2015 across the Schools, including the costs of the Office of the Secretary-General, is €11 116, showing a fall of €306, in absolute figures compared with 2014, or -2.68% in percentage terms. For the period 2010-2015 a -5.9% fall was recorded.

<b>Table 2: Cost per pupil (€)</b>								
	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>% 2010 - 2015</b>	<b>% 2014 - 2015</b>
<b>Alicante</b>	11 841	12 654	12 788	12 675	11 508	12 598	6.39	9.47
<b>Bergen</b>	14 925	15 318	13 714	14 210	15 140	15 032	0.71	-0.71
<b>Br I</b>	10 706	11 061	10 458	10 318	10 678	10 230	-4.45	-4.19
<b>Br II</b>	10 865	10 752	10 365	10 563	10 810	10 590	-2.53	-2.04
<b>Br III</b>	10 346	10 917	10 135	9 893	10 365	9 630	-6.92	-7.09
<b>Br IV</b>	9 573	9 449	9 437	8 042	7 988	7 896	-17.52	-1.15
<b>Brussels I, II, III &amp; IV</b>	10 572	10 779	10 220	9 922	10 138	9 698	-8.27	-4.35
<b>Culham</b>	11 316	12 026	11 665	12 068	15 661	16 430	45.20	4.91
<b>Frankfurt</b>	10 574	10 861	10 689	9 885	10 005	9 701	-8.25	-3.04
<b>Karlsruhe</b>	13 319	12 683	12 681	12 255	12 318	13 309	-0.07	8.05
<b>Lux I</b>	11 387	11 438	10 361	10 144	9 871	9 674	-15.04	-1.99
<b>Lux II</b>	8 409	8 636	11 000	11 386	10 912	10 336	22.92	-5.28
<b>Luxembourg I &amp; II</b>	10 762	10 842	10 541	10 670	10 319	9 959	-7.46	-3.48
<b>Mol</b>	15 856	15 794	14 976	15 035	15 127	15 090	-4.83	-0.25
<b>Munich</b>	11 871	11 485	11 030	10 433	11 104	11 017	-7.20	-0.79
<b>Varese</b>	14 210	13 940	12 807	13 493	13 162	12 803	-9.90	-2.72
<b>All schools</b>	11 427	11 532	11 018	10 842	10 950	10 673	-6.60	-2.53
<b>OSG</b>	398	362	351	407	472	443	11.39	-6.18
<b>All Schools + OSG (Total)</b>	<b>11 824</b>	<b>11 894</b>	<b>11 369</b>	<b>11 248</b>	<b>11 422</b>	<b>11 116</b>	<b>-5.99</b>	<b>-2.68</b>

Table 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2010. The percentage for the contribution of the Member States remains the same in comparison with the last financial year (although in 2015 the extraordinary contributions from Germany and Italy are included in the final figures) and the Commission's contribution shows a slight fall in percentage terms, although in absolute terms, it is up by €0.4 million compared with 2014. It should be pointed out that the surplus from the previous financial year is not included in the total budget contributions. It should also be noted that the number of pupils belonging to Category I increased by 707 pupils in 2015, accounting for over 79% of the pupil population of the system as a whole. Category I pupils are mainly children of officials and contract staff (at least one year) of the EU institutions and of the staff of the European Schools, and of the European Patent Office in the case of Munich. Fees for Category II pupils showed a substantial fall in absolute figures (based on the provisional data), amounting to 4.0% of the total revenues collected in 2015. The total population of Category II pupils fell by 54 pupils in 2015, in comparison with the year 2014, accounting for 4.19% of the total pupil population. The revenues from Category III pupils showed a substantial increase in absolute terms (€1.8 million) in comparison with the previous year, 2014, despite the fact that the total population in this category fell by 135 pupils in 2015, accounting for 16.55% of the pupils of the European Schools. One reason for this increase could be the fact that the new fee rates and the new rules on reductions came into force in 2013. The revenues from other sources showed a slight fall in 2015, amounting to almost €5.4 million. The main source under this category is the temporary contribution/solidarity levy', in accordance with Article 50 of the Regulations for Members of the Seconded Staff of the European Schools (budget line 70320100).

<b>Table 3 : Budget contributions (excluding surplus carried forward and use of reserve funds)</b>							
		<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015*</b>
<b>Member States</b>	€	55 717 090	56 197 583	55 557 843	54 463 604	54 479 484	55 011 279**
	%	21.0%	20.4%	20.3%	20.0%	19.6%	19.6%
<b>Commission</b>	€	155 393 053	163 975 427	163 882 693	167 081 001	167 205 308	167 643 831
	%	58.6%	59.6%	59.7%	61.6%	60.1%	59.8%
<b>EPO</b>	€	18 926 539	18 778 658	18 979 623	19 042 443	19 508 143	20 645 000
	%	7.1%	6.8%	6.9%	7.0%	7.0%	7.4%
<b>Category II fees</b>	€	13 283 884	14 258 680	12 953 535	11 168 395	12 987 354	11 533 239
	%	5.0%	5.2%	4.7%	4.0%	4.7%	4.1%
<b>Category III fees</b>	€	16 914 580	16 530 565	17 017 985	16 646 185	18 395 006	20 213 572
	%	6.4%	6.0%	6.4%	6.1%	6.6%	7.2 %
<b>Other***</b>	€	5 148 829	5 548 971	5 471 257	2 672 967	5 570 611	5 376 251
	%	1.9%	2.0%	2.0%	0.9%	2.0%	1.9%
<b>TOTAL*</b>	€	265 383 975	275 289 884	274 270 240	271 074 595	278 145 906	280 423 172

For the years 2010 to 2014 the figures show revenue as recorded in the final accounts. (For 2014 the relevant reference document is 2015-05-D-17).  
The figures exclude the surplus carried forward (€4 423 067 was the amount carried forward to 2015) and use of the reserve fund.  
\* For 2015 the figures are based on those derived from SAP on 8 March 2016. Taking into account the fact that closure had not been finalised at the time of writing, the figures are provisional and changes might occur after closure.  
\*\* For 2015, the figures concerning contributions from Member States also include the extraordinary contribution from Germany, amounting €710 200, and the extraordinary contribution from Italy of €284 000.  
\*\*\* This category includes: the contribution of the Munich School, the temporary contribution and other expenditures stemming from budget lines 70320100 (interest rates, rent/rental charges, use of facilities) and 70310200 (Bac exams).

## 2. Budget of the General Secretariat

The Budget which was approved for the Office of the Secretary-General for 2015 was €11 399 750, of which €11 305 113 was used. This represents a fall, compared with budget implementation in 2014, of 4.55%.

Expenditure related to seconded staff in 2015 was significantly lower than in 2014 as no salary increases were paid in 2015, whereas in 2014, retroactive salary increases, with effect from July 2012, were paid. In addition, no severance grants were paid in 2015. Expenditure related to administrative and ancillary staff increased by nearly 10%, this being due to a number of new recruitments during the course of the year, notably an SAP assistant, an ICT assistant, a Head of Procurement and an Internal Control coordinator. Overall, expenditure related to staff amounted to €4.4 million, or 2.2% higher than in 2014.

As regards other administrative expenditure, it is worth drawing attention to the significant decline in ICT-related expenditure from 2014 to 2015, of €1 million. The reason is that the most substantial investment in the new SAP accounting software took place in 2014, including development of the tool and training. In 2015, the level of financing decreased substantially and was concentrated on user support.

The budget item 'OSGES' includes a number of components relating to activities which are carried out for the benefit of the European School system as a whole. The main components are translation of documents for the different committees and interpretation services (19%), reimbursement of costs related to meetings of the Board of Governors (3.6%), Budgetary Committee (1.3%) and Boards of Inspectors (14.0%), Examining Boards (32.5%), and litigation costs (11.2%), as well as costs of experts (10.7%). The 7.58% increase in relation to 2014 is accounted for largely by consultancy services which were contracted in 2015, amounting to €130 000 for the introduction of accrual-based accounting in the European Schools starting from closing of the 2015 accounts.

Miscellaneous administrative expenditure includes staff mission expenditure, office equipment and supplies, staff training, etc. The increase of around €45 000 (23.07%) is due mainly to the increase in mission expenses linked with SAP support activities.

Finally, pedagogical expenses amounted to €294 750 in 2015, for reimbursements relating to the pedagogical training courses which are organised by the schools. The amount spent under this line thus depends on the number of such courses organised.

## Budget implementation of the OSG 2014-2015

in EURO

<i>Budget line</i>	<i>2014</i>	<i>2015</i>	<i>Variation %</i>
601101 Expenditure related to seconded staff	1 115 908	900 900	-19.27%
601103 Expenditure related to administrative and ancillary staff	3 214 357	3 524 703	9.65%
<b>60 11 Expenditure related to staff</b>	<b>4 330 265</b>	<b>4 425 603</b>	<b>2.20%</b>
601201 Buildings	901 255	962 350	6.78%
601202 ICT	3 606 296	2 604 008	-27.79%
601203 OSGES	2 581 818	2 777 403	7.58%
601204 Miscellaneous administrative expenditure	195 817	240 999	23.07%
<b>60 12 Other administrative expenditure</b>	<b>7 285 186</b>	<b>6 584 760</b>	<b>-9.61%</b>
<b>60 21 Pedagogical expenditure</b>	<b>228 697</b>	<b>294 750</b>	<b>28.88%</b>
<b>Total</b>	<b>11 844 148</b>	<b>11 305 113</b>	<b>-4.55%</b>

**COSTS OF MEETINGS OF THE BOARD OF GOVERNORS, OF THE BUDGETARY COMMITTEE, OF THE BOARDS OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE IN 2015 IN €**

**a) COSTS OF MEETINGS OF THE BOARD OF GOVERNORS (ITEM 60120304)**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
April 2015	42 037	37 801	-----
December 2015	<u>25 606</u>	<u>24 819</u>	<u>900</u>
<b>SUBTOTAL:</b>	<b>67 643</b>	<b>62 620</b>	<b>900</b>

**b) COSTS OF MEETINGS OF THE BUDGETARY COMMITTEE (ITEM 60120305)**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
March 2015	17 318	8 700	600
November 2015	18 128	9 002	600
Other meetings	<u>667</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>36 113</b>	<b>17 702</b>	<b>1 200</b>

**c) COSTS OF MEETINGS OF THE BOARDS OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE (ITEM 60120306)**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
BI, TC 2015	<u>137 540</u>	<u>38 732</u>	<u>3 400</u>
<b>SUBTOTAL:</b>	<b>137 540</b>	<b>38 732</b>	<b>3 400</b>

**d) OTHER MEETINGS**

<b>Date</b>	<b>Travel/subsistence expenses</b>	<b>Interpretation</b>	<b>Technical</b>
Working Groups, CEA, Troika Selection Committees (60120304)	27 969	-----	1 000
Working Groups (60120306)	325 927	-----	-----
Courses (60120306)	12 560	-----	-----
Inspections (60120308)	<u>149 843</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>516 299</b>	<b>-----</b>	<b>1 000</b>
<b>TOTAL:</b>	<b>757 595</b>	<b>119 054</b>	<b>6 500</b>

**GRAND TOTAL: 883 149**

## E. ICT AND STATISTICS

Just as in previous years, very many projects are under way. Their purpose is always to meet users' ever increasing needs, to provide a high-performance and very secure IT infrastructure and to improve the IT services provided, but above all to enable the European Schools to catch up and make up for lost time, given the huge backwardness of the IT infrastructure (networks, hardware, software). For example:

- Virtually all the administrative staff have been migrated to our new messaging server, whose performance and new features have won over new users.
- Improvement of the intranet interconnecting all the European Schools has started, half of the schools having seen their bandwidth increased very significantly.
- Etc. (see document 2016-02-D-21 – 2015 ICT Report).

### 1. IT Strategy Group

The IT Strategy Group came into being and started its work, looking in particular at the issue of the future of the European Schools' management software. This group ought to be able to make its initial recommendations to the Board of Governors for the December 2016 meeting.

### 2. Statistics Platform – Business Intelligence

The choice of licensing model was reviewed in order to allow a larger number of users to connect to this platform. Numerous training courses were offered for the benefit of colleagues in the European Schools and at the Central Office and were greatly appreciated and highly rated. Some of them were designed to provide an introduction for new users to SAP Business Objects, others to refresh basic knowledge and show the new features, whilst the third type of course allowed habitual users to learn how to produce more complex statistical reports. In all those training courses particular emphasis was placed on data security and the confidentiality of personal data. The schools were also invited to collaborate and to share their achievements.

Many members of the ICT Unit also received training in use of SAP BO: the 'System' sub-unit to deploy and optimise the servers and security, the 'Development' sub-unit to create and optimise universes and reports.

More and more statistical reports are being produced by the OSGES on the basis of the schools' common requests. The schools are also invited to use certain reports in more specific cases, such as for meetings of the Administrative Boards of the schools.

### 3. Single pedagogical communication and collaboration platform: Office 365

At the instigation of the Laeken European School, this project came into being in late 2014. The entire ICT&S Unit very quickly became fully involved in the project, understanding the European Schools' needs, despite the many other projects under way. Providing teachers and students directly with a new high-value service was a real source of motivation.

It is a platform designed for team work, whatever the terminal used: creating, collaborating on documents, communicating, etc. Office 365 is a set of cloud services, such as OneDrive (for document sharing), Exchange Online (for messaging), Skype Enterprise (for videoconferencing), SharePoint Online (for document sharing, archiving and associated workflows), etc. The Office suite offered can also be installed by all the members of the staff of the European Schools and also the students on several devices (PC/MAC, Smartphones, Tablets, etc.). Working in offline mode is, therefore, also possible.

The communication platform is a key functionality for the system. On completion of the project it is set to replace all the different messaging systems put in place in the schools:

- For the administrative staff: [\\*\\*\\*\\*\\*@eursc.eu](mailto:*****@eursc.eu)
- For the teachers: [\\*\\*\\*\\*\\*@teacher.eursc.eu](mailto:*****@teacher.eursc.eu)
- For the students: [\\*\\*\\*\\*\\*@student.eursc.eu](mailto:*****@student.eursc.eu)
- For the parents: [\\*\\*\\*\\*\\*@parent.eursc.eu](mailto:*****@parent.eursc.eu)
- For the inspectors: [\\*\\*\\*\\*\\*@inspector.eursc.eu](mailto:*****@inspector.eursc.eu)
- ...

This platform will thus become a single one, common to all the schools.

The power of communication also rests on the different distribution lists which will be created and automatically updated on the basis of the information encoded in the source application managing identities in the European Schools: today it is SMS, later it will be Microsoft CRM Dynamics. This has been made possible thanks to the Forefront Identity Manager (FIM) project, which was one of the top priorities in 2015. For example, it will thus be possible to easily contact,

- all the teachers of a level/year of a school;
- all the teachers in the primary/nursery school of a school,
- all the students in a course, a class, a level/year,
- all the teachers of physics of one school, of all the European Schools,
- all the parents of a school,
- ....

#### 4. New 'www.eursc.eu' website and new graphic identity

It was time to replace the European Schools' website, which had become obsolete and no longer met the required security and reliability standards. This project, which started in early 2015, has now virtually reached the final stage.

At the same time, it was decided to recreate a new visual identity, focusing mainly on the existing logo, which has been vectorised



and whose use will be strictly regulated by a guide. All the stakeholders will be informed when this guide is published.

#### 5. New 'Service Desk' sub-unit

Thanks to the new additional post granted to the OSGES's ICT Unit by the Board of Governors in April 2015, the Unit was restructured to allow creation of a 'Service Desk'. New procedures and rules were introduced, in order to optimise in particular the service provided to the many stakeholders in the European Schools.

The year 2016 promises to be a very eventful one for the OSGES's ICT Unit. In addition to continuation of all the projects under way, the OSGES's move to new premises constitutes a major technological challenge, to be carried out in record time:

- Move the server rooms, with minimum interruption of services, to a new purpose-built room.
- Implement VoIP (Voice over Internet Protocol) technology for telephony.
- Implement the secure system of access to the OSGES.
- Etc.

## F. INTERNAL AUDIT SERVICE

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

In 2015 the IAS's activities focused on:

- Following up on outstanding recommendations from past IAS audits
- Auditing Treasury and Revenue Management in the European Schools

At the beginning of 2015, 29 recommendations were outstanding, 8 of these were presented in the follow-up audit as ready for review and 6 of them had been fully implemented.

	Total No of recommendations	Ready for review in 2015	Fully implemented	Remaining open
Very important	11	3	2	8 <sup>(1)</sup>
Important	18	5	4	15 <sup>(1)</sup>
<b>Total</b>	<b>29</b>	<b>8</b>	<b>6</b>	<b>23</b>

<sup>1</sup> One recommendation where the OSG had made good progress was downgraded from very important to important.

The 6 recommendations fully implemented concern the following topics:

- IAS 2014 – very important – Legal data protection framework of ES staff and pupils
- IAS 2014 – very important – AAS recruitment procedure
- IAS 2014 – important – Training in Financial Management
- IAS 2014 – important – Timely submission of national salary slips
- IAS 2014 – important – Capacity of legal department
- IAS 2014 – important – Recovery of outstanding balances from teachers

The 2 recommendations that are considered by the IAS as still not fully implemented and remaining open are the following:

- IAS 2014 – important – Approval of legal commitments: In order to manage risk entirely the OSG is expected to implement ex-post control, on a sample basis, to ensure that legal commitments in the schools are either signed by the Authorising Officer or by staff duly empowered by him/her. This ex-post control will be included in the control plan of the Financial Control Unit that is also presented to the Budgetary Committee and the Board of Governors in a separate document.
- IAS 2014 – important – Standard contract templates: Given that the contracts are already harmonised in Belgium and Germany (8 Schools), this outstanding recommendation was downgraded from very important to important. The templates used in Luxembourg are expected to be updated and it needs to be ensured that the ones used in the other countries comply with local employment law.

For the remaining 23 outstanding recommendations action plans have been developed and progress is reported on regularly via a working group called 'Audit Progress Committee', as well as through the IAS's internet platform Issue track. It is expected that a substantial number of recommendations will have the status of 'ready for review' by mid-2016. With this objective in mind, a very important added value feature for the European School System was the filling of the position of Internal Control Coordinator as from April 2015.

The audit of Treasury and Revenue Management was carried out at the OSGES and the Brussels II and Karlsruhe European Schools.

The scope with respect to revenue was limited to school fees, since compared with other sources of income, e.g. institutional subsidies, school fees are considered less stable and highly dependent on the school's internal controls. The audit of Treasury Management focused on the management of liquidities (cash management, cash flow forecasting, liquidity management and reporting).

Six major observations and recommendations were reported for the OSG, 4 for Brussels II and 7 for Karlsruhe. Most recommendations overlap and relate to the OSGES and the audited schools. They will be addressed centrally.

Two recommendations concerning the missing '4-eyes' principle in the handling of vendor master data and handling of bank operations were classified as critical and immediately remedied. The others are subject to action plans that are currently being discussed by the IAS and the OSGES.

Apart from these audits the OSG actively cooperated with IAS in two main working groups:

- Working Group to review the Financial Regulation (3 meetings in the course of 2015)
- Working Group to supervise the audit progress (set up in April 2015, 2 meetings in the course of 2015, and an additional one on 25 February 2016).

Recently the IAS issued its Annual Audit Plan 2016 (Ref. document: Ares(2016)858862). Here a limited review of the Governance of Security in the European Schools is foreseen, as well as an audit of SAP Controls over Accounting and Budget Execution.

## G. FRAMEWORK FOR SOUND INTERNAL CONTROL

### ❖ Audit progress towards a fully functioning Internal Control System

In response to persistent findings and conclusions of the Court of Auditors (CoA) and the Internal Audit Service (IAS) regarding weaknesses in accounting and finance, procurement and human resources, the European Schools have made substantial efforts to improve in those areas and to move towards implementation of fully functional overall internal control systems.

The most important measures include implementation of new SAP accounting software, accrual-based accounting, in line with IPSAS accounting standards for public administrations, for the closing of the 2015 accounts, segregation of duties, risk management and recruitment guidelines.

In addition, an Internal Control Coordinator was recruited as from 1 April 2015 and since then has actively been pushing for progress on the outstanding audit recommendations and for improved cooperation with the CoA and IAS. A head of procurement took up her post at the end of August 2015 to ensure that procurements meet legal requirements and that procurement procedures are improved in the Schools and at the OSGES. Furthermore, SAP support was reinforced in mid-2015 to boost proper implementation, help, training and guidance.

The following table highlights the most important measures taken. They are structured in 6 building blocks that will form the pillars of the future internal control system.

Building block (area)	Measures taken
1. Mission and Values	
2. Human Resources	<ul style="list-style-type: none"> <li>- Recruitment policy</li> <li>- Charter of Accounting Officer</li> <li>- Quality Teaching in the European Schools (Tool Kit)</li> <li>- Training in SAP and IPSAS, provision of manuals and guidance</li> <li>- Management Training in staff evaluation</li> </ul>
3. Planning and risk management	<ul style="list-style-type: none"> <li>- Implementation of a risk management system (guidelines, templates, workshops)</li> </ul>
4. Operation and control activities	<ul style="list-style-type: none"> <li>- Implementation of SAP</li> <li>- Automated, mandatory workflows for commitments, purchase orders, contracts and invoices</li> <li>- '4-eye' principle for the creation, change and deletion of vendor master data</li> <li>- Link between accounting software and online banking (Belgium)</li> <li>- Guidelines on segregation of duties and development of models to introduce these in the Schools</li> <li>- Indexation and prioritisation of all procurement contracts (OSG)</li> <li>- Research on the management of school trips</li> </ul>
5. Information and Financial reporting	<ul style="list-style-type: none"> <li>- Accrual-based accounting in line with IPSAS principles (closing of 2015 accounts)</li> <li>- Harmonised reporting of indicators via SAP BO</li> <li>- Continuation of revision of the Financial Regulation</li> </ul>

6. Audit and compliance with Internal control standards	<ul style="list-style-type: none"> <li>- Risk management (see above)</li> <li>- Follow-up on outstanding IAS audit recommendations</li> <li>- Immediate response to IAS and CoA findings</li> </ul>
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### ❖ **Activities to promote Risk Management in the European Schools**

After 2013, when the first steps towards implementation of a Risk Management System were taken, this project was vigorously promoted in 2015 after filling of the position of Internal Control Coordinator.

Guidelines for implementation of a Risk Management System, a template for the Risk Register and a generic Risk Register were developed, acknowledged by the Board of Governors and presented and discussed with the Directors.

Introductory Risk Management Workshops, with the aim of raising awareness of the issue amongst management staff, were held in 7 Schools and at the OSG.

On the basis of the generic Risk Register all Schools prepared a first Risk Register for their Administrative Board meetings in January and February 2016.

Given that Risk Management is an ongoing process, efforts will continue in 2016: further Risk Management workshops will be held, the risk registers prepared will be analysed and improved and a summary risk register for the European Schools will be produced. It is also intended to effectively link Risk Management with other documents, such as the Annual School Plan and the Annual Activity Report.

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

Applications for enrolments in the Brussels European Schools have been managed since 2006 by the Central Enrolment Authority in accordance with the provisions of the Enrolment Policy produced each year on the basis of guidelines approved by the Board of Governors. 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 2015-2016**

At the Board of Governors' December 2014 meeting, the unanimity required for a new school to be set up on the Berkendael site not having been secured, the guidelines for 2015-2016 Enrolment Policy were adopted by the Board of Governors on 23 January 2015, by means of written procedure No 2015/02.

On that basis, the policy devised by the CEA took account firstly, of the steady increase in the total pupil population of the four schools and secondly, of the infrastructure available in Brussels. It will be recalled that as one of the buildings of the Brussels I School is being renovated, the school's nursery and primary year 1 classes have been temporarily accommodated on the Berkendael site since the beginning of the 2012-2013 school year in September 2012.

All the Brussels Schools are overcrowded in the nursery and primary cycles. However, the Brussels II School remains the most badly affected in terms of overcrowding as a whole, on account of the number of single/sole sections which it accommodates and of the number of SWALS, which is continuing to increase.

The procedure for award of places introduced under the 2014-2015 Policy was kept as it allows greater account to be taken of the school preferences expressed by applicants for enrolment. Thus, after places have been awarded 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 view of the consistently large number of applications for enrolment in the FR language section, applications for that section are accepted in the four Brussels Schools for all the cycles.

In addition, in order to guarantee the continuing existence of the DE, EN, IT and NL sections, which are present in several schools, nursery and primary year 1 pupils are admitted to all the schools where those sections are open.

In the case of primary years 2 to 5 and the secondary years in the DE, EN, IT and NL sections, applications are referred to the Brussels I, III and IV Schools with a view to making optimum use of the resources available.

Because of the occupancy rates of classes, mainly in the FR and EN sections, and dealing with enrolment applications for several children belonging to the same group of siblings, which means awarding places to all of them in one and the same school, having become increasingly complex, the principles for grouping and regrouping of siblings were modalised.

Finally, applications for voluntary transfer of pupils to the secondary cycle of the Brussels IV School in the DE, EN, IT and NL sections were allowed during the first enrolment phase, as the school still had places in that cycle alone.

## 2. Results of the 2015-2016 enrolment policy

The main data on the 2015-2016 enrolment session are as follows:

- 2352 enrolment and transfer applications were received and processed, 2307 of which were for Categories I or II pupils.
- Out of the 19 enrolment applications for Category III pupils received, 2 were cancelled and only 2 pupils had siblings already attending a school. However, no offers of place were made, in accordance with the previous decisions of the Board of Governors, which stipulated in particular that no Category III pupil could be admitted to a class which already had 24 pupils.
- Out of the 19 enrolment applications for children of NATO civilian staff, 10 pupils were admitted to the schools.
- Out of the 7 enrolment applications for children of UN employees with the status of international civil servants, only 1 offer of a place was accepted.
- In total, at the beginning of the 2015-2016 school year in September 2015, 1773 new pupils were admitted to the Brussels Schools, breaking down as follows:

	<b>New pupils accepted as at 24 September 2015</b>
<b>Brussels I School</b>	508
<b>Brussels II School</b>	453
<b>Brussels III School</b>	455
<b>Brussels IV School</b>	357
<b>Total</b>	<b>1773</b>

Out of the 2242 places offered, 1011 went to pupils with a priority criterion (single/sole sections, SWALS, regrouping of siblings in accordance with the provisions of the Enrolment Policy and return from assignment, for example).

Out of the 1916 offers of places initially accepted, 143 were subsequently turned down by the parents, 101 of them corresponding to an offer of a place in the first preference school. 130 of the 326 places refused had been offers for the Brussels IV School and 90 for the Brussels I 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;
- at the Brussels II School, total pupil numbers have risen slightly;
- at the Brussels III School, pupil numbers in the nursery and primary cycles are up, particularly in the EL language section;
- at the Brussels IV School, pupil numbers in the nursery and primary cycles are 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 single/sole sections, namely a Bulgarian section, since September 2012, and a Romanian section, since September 2013, which are gradually developing. As for Croatian SWALS, they are admitted to this school up to secondary year 6.

Following appeals contesting the new provisions on the grouping and regrouping of siblings and the decision of the Complaints Board of the European Schools of 25 August 2015, the CEA is now dealing with new enrolment applications of that kind in accordance with the Complaints Board's case law.

### **3. Enrolment policy for 2016-2017**

In this overcrowding context, the issue of the infrastructure available, particularly for the primary cycle, at the beginning of the 2016-2017 school year in September 2016 is a concern.

The renovation work on the Brussels I School building which accommodates the nursery and primary year 1 classes should normally have been completed in time for the beginning of the new school year in September 2016.

Pending the actual opening of the fifth school, once the definitive infrastructure has been provided by the Host State and in view of the continuing temporary availability of the Berkendael site, the European School, Brussels I, initially located at Uccle, has been allocated this second site at Berkendael, which can accommodate 1000 pupils.

On that basis, the 2016-2017 Enrolment Policy provides for distribution of applications across all the schools and the Berkendael site, which is managed administratively by the Brussels I School. However, since the beginning of the 2015-2016 school year in September 2015, the European Schools intergovernmental organisation has no longer been able to guarantee the offer of a place for all Category I pupils, even though the Central Enrolment Authority takes every step possible to make optimum use of the different sites' capacity.

The 2016-2017 enrolment policy can be consulted on the website of the Office of the Secretary-General of the European Schools [www.eursec.eu](http://www.eursec.eu) under *Enrolments*.

## **I. 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**

Different types of conversion and renovation work were undertaken this year:

- Two new areas were fitted out in the secondary school hall to receive parents coming to meetings with teachers.
- The secondary school library was completely redesigned to ensure better accessibility and to create a reading area.

- A new protective mat was installed under the nursery classes' play equipment.
- The school requested the fire brigade's services for reorganisation of entrances and exits in the event of evacuation.
- As its electrical power was proving inadequate, the school had a new transformer installed.
- It was necessary to change the control panel in order to be able to increase the number of cameras.
- The school had a new cool area fitted out, where the computer servers, the surveillance system servers and the telephone exchange are now housed.
- In order to widen the scope of a project for the use of tablets, the school is completing installation of wifi coverage inside the secondary building.
- Different ecological measures are being put in place. In particular the school is replacing lamps with LED in the corridors and is installing movement sensors, thermostats and water-saving taps
- More green areas are being created, also in order to provide shady areas.

In the near future, it is planned to:

- Replace the roofing of three buildings (school canteen – theatre – sports hall), which are leaking to an increasing extent.
- Improve the kitchen in the nursery and the school library in the primary.
- Subdivide some classrooms in the secondary with a view to better organisation of lessons for SWALS.

## **Bergen**

During 2015 the following work was carried out:

- Adaptation of the showers in the sports hall and gym (related to the legionella management plan).
- Replacement of the evacuation facility.
- Repair of the sports hall floors in the primary and secondary cycles.
- Maintenance of the floor covering in some classrooms.
- The central heating room was made fire-resistant.
- Replacement of the wooden poles in the nursery playgrounds.
- Painting of the inside and outside of the school building and repair of dry rot.
- Replacement of the roof fans.
- Maintenance of the emergency lighting and escape route indicators;
- Enlargement of the music room.
- Replacement of the light fittings in the music room.
- Sun screens in the administration offices.
- Maintenance of the emergency lighting and escape route indicators;
- Replacement of the swing doors at the entrances to the primary and nursery school.

*Stichting NOB* (Foundation for Dutch Education Worldwide) would like to investigate the specific obligations of the Netherlands in relation to maintenance work on the school building and sports hall.

The school building and sports hall are old and need to be thoroughly renovated. The buildings have only single glazed windows and are poorly insulated, the electrical installations are old and the toilets have deteriorated after 40 years of use.

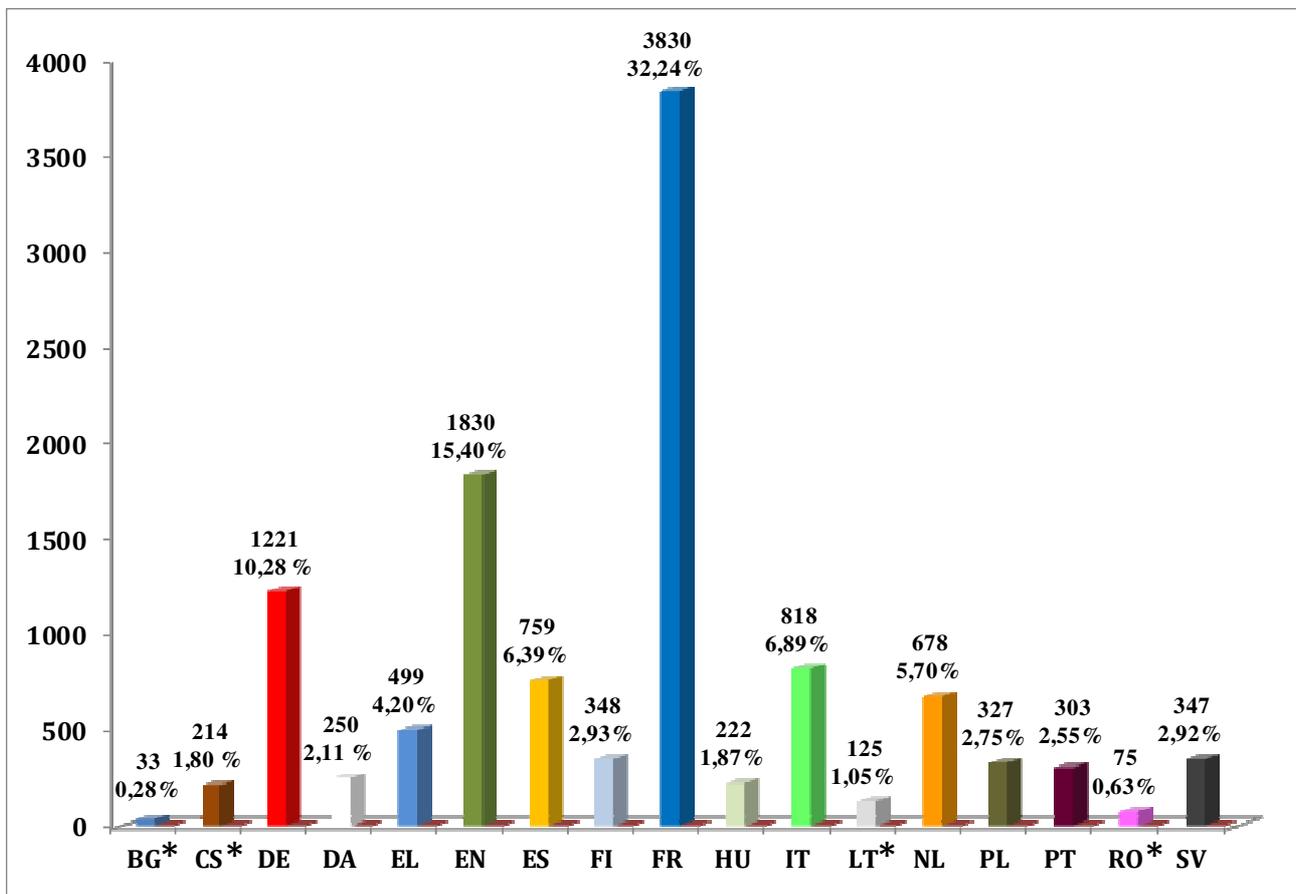
The costs of renovation are estimated to amount to approximately €4 600 000. *Stichting NOB* will request a meeting with the Ministry of Education, Culture and Science (*OCW*).

## Brussels Schools

The question of the infrastructure in Brussels continues to be a source of concern.

On 18 December 2015, the Council of Ministers of the Belgian Federal Government agreed to the making available of a fifth European School in Brussels for 2019-2020. Until the new site is available the Berkendael site will continue to be operational for the next few school years. The Minister with oversight of the *Régie des bâtiments* (Belgian Public Buildings Authority) has been tasked with requesting the latter to conduct a feasibility study of provision of additional capacity of 2500 places for the Brussels European Schools. Different scenarios will be examined and the feasibility study is expected to be presented at a forthcoming meeting of the Council of Ministers. .

On 15 October 2015 the four Brussels European Schools had a total of **11 879 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.



\* BG: up to P4; CS: up to S5; LT: up to S1; RO: up to P3

## Brussels I

### UCCLE SITE:

The Fabiola building has been closed since the beginning of the 2012-2013 school year. The renovation work was due to start on 18 January 2016 and ought to be completed by 6 July 2016. If this work goes to schedule the Fabiola building will be ready to be used in September 2016. The school's management has nevertheless expressed concerns about this matter with respect to the date of completion of the work and the content of the specifications. At the time of writing (5 February 2016), only the site installation had been carried out. It is also important to point out that the content of the specifications published by the *Régie des bâtiments* did not follow all the recommendations made by the school.

Since June 2015, the school has had no gas supply following a leak in the pipes. This means that the school no longer has a swimming pool, that the science laboratories are no longer usable, that the canteen is limited in terms of preparation of meals and that temporary boilers had to be installed to heat the buildings. This has not only caused inconvenience but has also entailed extra costs, since boilers have had to be rented and heating oil has had to be purchased (price and consumption higher than normal). The school has not to date been informed by the *Régie* about the status of this matter, despite several requests from the school.

Several buildings on the site have problems with dampness and water infiltration. Minor repair work was done on the roof of the Van Houtte building but the problems remain. When it rains heavily, there is water infiltration in the Van Houtte and Michelangelo buildings. As a result, the parquet flooring in the sports rooms in the Van Houtte building and the carpeting in the Michelangelo building get damaged, entailing repair costs. In other buildings there are dampness problems, which have already been reported several times. The school even commissioned a firm specialising in the field to conduct a study. In the report produced following the study the repairs to be carried out and their cost are set out. The report was forwarded to the *Régie*, but it has not responded.

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

In addition, the school had to seek assurances that all the required work would be completed by 15 March 2015 (that date was extended several times at the request of the *Régie*), in order to obtain the environmental permit. There is still some work to be done by the *Régie*. This matter is the responsibility of the *Service Bruxelles* of the *Régie*.

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. The *Régie* received a copy of the energy audit report with a list of the work to be done.

The canteen was converted into a self-service one, this having been funded entirely by the Parents' Association. Unfortunately, because there is no gas supply, the service offered falls far short of the level announced by the parents at the time when pupils registered. This has given rise to a large number of complaints and also represents a source of stress for the staff.

## **BERKENDAEL SITE:**

The Berkendael site, which has accommodated the nursery and primary year 1 pupils since September 2012, will remain under the control of the Director of Brussels I as from September 2016. In principle, 9 nursery and P1-P2 classes in three language sections will be opened at the beginning of the next school year.

The following work remains to be done:

- Repair of the outside lighting
- Improvement of the play area's drainage.
- Conversion of the oil boilers into gas boilers.

## **Brussels II**

### **Work done on the Brussels II site – 2015**

- |   |                                 |
|---|---------------------------------|
| ▪ Removal of the old prefabricated buildings                      | <i>Régie des bâtiments</i>      |
| ▪ Replacement of the sports field's surface                       | <i>ESB2/Régie des bâtiments</i> |
| ▪ Installation of acoustic panels in the canteen                  | Parents' Association            |
| ▪ Replacement of the gas pipes in the canteen                     | ESB2                            |
| ▪ Installation of additional cameras in the primary building      | ESB2                            |
| ▪ Installation of a fire hydrant (network access point)           | <i>Régie des bâtiments</i>      |
| ▪ Installation of lighting in security lodges                     | ESB2                            |
| ▪ Creation of a study hall for years S1-S5                        | ESB2                            |
| ▪ Gradual replacement of the ICT wiring                           | ESB2                            |
| ▪ Painting of several parts of the primary building               | ESB2                            |
| ▪ Installation of a temporary lodge on the car entrance slope     | ESB2                            |
| ▪ Follow-up on security audit                                     | ESB2                            |
| ▪ Reorganisation – removal/painting of the Administration offices | ESB2                            |
| ▪ Maintenance of the nature site/management of organic waste      | ESB2                            |
| ▪ Refurbishment of the S3-S4 advisers' office                     | ESB2                            |

### **Work to come**

- |   |  |
|---|--|
| ▪ Security – Infrastructure                   | <i>ESB2/Régie des bâtiments</i>                      |
| ▪ Installation of new prefabricated buildings | <i>OIB (Office for Infrastructure and Logistics)</i> |
| ▪ Dome? – Primary building                    | <i>Régie des bâtiments</i>                           |

## **Brussels III**

The European School, Brussels III is suffering as a result of the lack of availability of the *Régie des bâtiments*. The fact is that a great deal of work which ought to have been carried out during the 2014-2015 school year is still pending:

- ⇒ Water inlet filter.
- ⇒ Subsidence of many paving bricks, mainly in the bus parking area, which is also used as the primary school's playground.
- ⇒ Loosening of the stones on the primary playground's staircase.
- ⇒ Repair of the floor covering of the primary school play.
- ⇒ Replacement of hundreds of m<sup>2</sup> of tiling at various places.
- ⇒ Fitting out of a new bicycle parking area; this is proving essential in view of the growing number of pupils and teachers who travel by bicycle and who are unable to find an appropriate place to park their bicycles on the school's site.
- ⇒ Fitting out of an access ramp to the basement of the HIJ building (C secondary).

The work and fitting out requested of the *Régie* are not requests for out of the ordinary or luxury fittings but are simply work required to ensure safety and the maintenance of proper working conditions for everyone.

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 has 300 extra pupils and one additional year group, secondary year 6. It is almost complete.

As there are still several problems in the buildings, 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 infiltration in all the buildings, malfunctioning of movement detectors and problems with doors. The cogeneration system has not worked for ten months and is under guarantee but as a result of acceptance problems, no one has done anything about it. The *Régie* promised us that the surface of the flooded areas in the nursery classes would be replaced as the space available is too small in relation to the number of children. We also hope to have direct access to the nursery school soon. The entrance to the bus parking area is also too narrow and we have asked the *Régie* to widen it. The school's workmen carry out urgent repairs whenever the guarantee so permits. Progress is slow but it is hoped that most of the problems will be resolved during the 2016 summer holidays.

Following the heightened alert level, security on the site was tightened and the school introduced a system for opening the barrier and the car park doors on presentation of the work badge, in response to a recommendation from the Commission's DG Security. Parents no longer have access to the site, meaning that several procedures for access to the school have been changed. There are CCTV cameras at the school gates. Indoor blinds were installed along windows looking onto corridors in order to obscure the view from outside classrooms. Other security-related work will be carried out during the year 2016.

## **Culham**

There was no major construction work in 2014-2015.

Various maintenance works were carried out during 2015, including the removal of asbestos material from a basement area, installation of radiator covers in seven classrooms, installation of a new fence around the gas tank and repairs to the footbridge leading to the sports field. In addition four large chimneys have been dismantled due to structural defects and they will be rebuilt in summer 2016.

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

The European School shares the premises with Europa School UK, which opened on 1 September 2012. Site security has been improved following the installation of CCTV cameras covering two of the main entrances to the school.

Further safety and security measures include stricter visitor control and the introduction of a 'Lock Down' policy. It is hoped that budget funds will be made available to have security guards on the premises in 2016.

## **Frankfurt**

Pupil numbers in Frankfurt are still rising; the 2015-2016 school year started smoothly, the population reaching 1453 pupils. The number will increase in the years to come as a result of the arrival of additional staff at the European Central Bank and the Single Supervisory Mechanism in Frankfurt.

Since 2013 two complete primary school year groups have been housed in prefabricated classrooms, whose use beyond 2018 is not guaranteed. The modular building (financed by the ECB and shared with the after-school centre) was opened in April 2015 and accommodates the entire nursery school and, since September 2015, all P1 classes also.

The school management is optimistic that the ESF will move to a new building and new premises by 2022-2023. The number of pupils for the new school approved by the Ministry in Berlin amounts to 2244 in 2025. This calculation is based on the expected number of future staff members of the ECB and the Single Supervisory Mechanism, the Category II partners of the school and the children of staff members.

While negotiations with the Federal Ministry of Education and Research (*BMBF – Bundesministerium für Bildung und Forschung*) about the new school are in progress, in cooperation with the school's management team and the Office for Construction and Property of the State of Hesse (*LBIH – Landesbetrieb Bau und Immobilien Hessen*), interim solutions for the period prior to completion of the new school accommodating new pupils are being planned.

## **Karlsruhe**

A great deal of investment was again made in renovation and improvement of the infrastructure. In the primary school, building B now has a new roof and a smoke detection system has been installed in building A; both of these improvements were funded by the City of Karlsruhe. A door giving access to the biotope was installed on the sports field. Hopscotch markings were painted in the playground outside building B. In the nursery school playground all the wooden play equipment was repainted.

In the secondary school, two science rooms were fully refurbished and staircase banisters were repainted. New classrooms were fitted out with Smartboards. The tarmac playing field was renovated and moved northwards.

A secure wifi connection is now available throughout the campus. As far as the administration's premises are concerned, the office intended for the new Director was fully refurbished and the wall storage in the conference room was converted. New stage lighting was installed in the amphitheatre.

## **Luxembourg Schools**

### **a) Luxembourg I**

Building L (18 classrooms), which was put up prior to the Luxembourg I-Luxembourg II separation, is being dismantled. The local authorities have announced that these operations will be completed by the end of the school year. An outdoor play area will subsequently be installed in place of this building.

In addition to the shortage of outdoor play equipment/infrastructure for our secondary and primary pupils, the demographic increase in the pupil population and the outlook for the years to come would tend to suggest that our site will shortly face problems associated with shortage of space. The many requests (to occupy our premises) coming from 'non-European School' institutions (such as: National Languages Institute, private school, *CPE* (Early Childhood Centre), etc.) lead us to believe that a general problem in Luxembourg is involved. This also leads us to believe that Luxembourg's public institutions might have difficulty in responding favourably and quickly to any request for an increase in our school's capacity. This increase in the number of pupils attending the school also gives rise to problems in the immediate vicinity: when pupils arrive at and leave school, the situation brought about by the huge influx of people/vehicles at the same time is extremely problematic and potentially dangerous.

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 some of the work that was done recently:

- Conversion of the primary school hall so that it can be used as a performance venue or conference room (installation of a beamer, sound system, installation of new furniture and display board).
- Some of the curtains (50%) and the power-drive system in the auditorium were changed.
- A new sound system was installed in the auditorium.
- Posts were installed alongside the 'primary kiss & go' area, thus preventing vehicles from parking illegally on the cycle track and the pavement.
- Refurbishment of the secondary school library (second phase completed).
- The year 7 students' recreation room was fully refurbished (new furniture, new lino and repainting).
- Some of the cafeteria furniture was replaced.
- The removal of L Bloc allowed some 300 chairs and tables to be recovered and they were redistributed in the other rooms, thus enabling a proportion of the old furniture in the secondary school to be replaced.
- Outdoor furniture was installed near the secondary school canteen, thus allowing students who so wish to eat outside.

- The PRV building process centres<sup>1</sup> for management of heating, lighting and ventilation are in the process of being replaced (sports complex and canteen already done).
- A new tray washer came into operation in the canteen.

The Luxembourg I School is currently examining the scope for interinstitutional financial collaboration with a view to funding projects designed to improve the outdoor recreational infrastructure.

## **b) Luxembourg II**

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 Early Childhood Centre (*Centre Polyvalent de l'Enfance*) forms part of the set of buildings grouped around a spacious inner courtyard. The whole comprises more than 86,000 m<sup>2</sup> of built area, providing schooling for more than 3000 pupils, crèche places for 105 babies and toddlers and day nursery places for 250 preschool children, not to mention the facilities of the study and recreation centre.

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

Work done in 2015:

- Making the access route safe (pedestrian crossings), with discussions still under way to improve the campus's accessibility by public transport (bus-only lane).
- Replacement of the sand in the nursery school play area.

Work decided in 2015 and in progress:

- Selection of the winners of the competition for ideas for artistic enhancement of the campus:
  - Paul Kirps will produce a monumental pictorial work inside the school's entrance hall.
  - Marine Feipel and Jean Bechameil will produce outdoor structures for installation on the campus.
- Thanks to financial support from the Committee on Social Actions of the European institutions in Luxembourg, the school was able in 2015 to instigate a range of improvements to its infrastructure:
  - Installation of a climbing wall measuring 25 metres by 9.3 metres.
  - Installation of new play equipment for the nursery and primary school playgrounds.
  - Installation of an introduction to road safety trail for the nursery and primary pupils.

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

## Mol

- The felling of the trees that were too old and were becoming dangerous for everyone's safety has been completed. Many trees have already been replaced with the final new trees to be provided in 2016.
- The school completed the prevention and safety plan that is required under Belgian employment law for the staff's well-being. This plan was published and presented to all staff and was approved externally by the prevention and protection at work service (*IDEWE* – External Service for Prevention and Protection at Work).
- Mol complied with the legal obligations regarding provision of the correct number of AEDs (Automated External Defibrillators) across the campus with full staff training taking place in April 2016. The management also provided Red Cross First Aid training for all interested colleagues in both Dutch and English. This training will continue in 2016 with management committed to providing the required annual refresher course for all staff who complete the courses.
- Following a fire safety audit the project to upgrade all installations to meet the new legal requirements in this area began (KB 28.03.2014). This project is due to be completed in mid-2016.
- The playing fields were completely renovated, including new drainage systems and re-planting of grass. All primary playground equipment was audited in terms of safety and repaired or completely replaced in line with current safety requirements. The changing rooms of the secondary gym and the floors were renovated in 2015.
- The science laboratories will be upgraded in accordance with the safety standards in force at the end of the year 2014. This project was ongoing throughout 2015 and the work will be completed by the summer of 2016. The internal courtyards of the secondary school will also be upgraded as part of this project.
- The *Régie des bâtiments* worked throughout 2015 on implementation of a plan to improve campus security and will complete this project in the summer of 2016. A new fence (2.4 m high) in line with recommendations from the Commission's Security Service will be installed. The pedestrian/cyclist gates will be operated remotely and cameras will monitor the area around these gates. A new intelligent lock and key system was agreed and tendered for by the *Régie des bâtiments* and this will be installed in May 2016.
- The concrete plinth surrounding the tops of all the buildings had be replaced throughout 2015 as a safety and security measure, forming part of the overall maintenance of the buildings. This project will be completed in 2017.
- The nursery classrooms' move to the primary building progressed significantly throughout 2015 and will also involve complete renovation of the nursery building. This project has moved through the planning stages and work will begin in the summer of 2016.

## **Munich**

In order to accommodate a steadily increasing pupil population, a new prefabricated module, called 'purple container', was installed and made operational by the 2014-2015 school year. However, on account of air quality problems (steadily increasing standard values for volatile organic compounds (VOC)), the school's management finally decided to evacuate and close the purple Pavilion from November 2015 onwards. The installation of automatic ventilation units, which permanently facilitate air exchange, is still ongoing. Even if these steps prove successful in remedying the problem, the Purple Pavilion is not expected to reopen before September 2016.

For hygiene and health reasons the floor covering in the kitchen, including the seating area for the students, will have to be replaced, because of water damage, from summer 2016 onwards at the latest. Consequently, the entire kitchen area will have to be closed completely, for the renovation work to be carried out, for almost one year. Discussions are still ongoing to find the most suitable solution for a temporary canteen to provide all students with a hot meal. It is to be feared that whatever alternative is opted for it will remain a makeshift one and thus negatively affect the pedagogical and organisational structure of the ESM.

Another project under way is the construction of a separate school building ('Annexe') for 1500 primary pupils, located approximately five kilometres from the current premises. The work is due to be completed by April 2019. It is thus only in the 2019-2020 school year that the fraught situation in terms of space will improve significantly.

## **Varese**

Starting from the end of January (or the beginning of February), the Director meets experts in order to analyse the proposals, the draft projects, the cost, benefits, etc., in order to issue the purchase order before the summer holidays when the buildings' maintenance is carried out<sup>1</sup>.

Although this approach allows there to be a degree of flexibility, it also requires the school management and the administration to assume heavy responsibilities in planning, tendering, start-up and monitoring of projects (this involves considerable commitment of time and energy to public works tasks in addition to standard practice involved in school administration).

Given that:

- the secondary cycle art rooms were in the basement (so with artificial light),
- there were space problems both for PE classes and for mother tongue teaching (SWALS) in the secondary cycle,
- after consultation with the experts (various meetings with the engineering firm) it was clear that any plan to extend the gyms would have been too expensive,

at the beginning of 2015 financial year, the Director decided to create four new art rooms on the roof of the secondary cycle building in order:

- ✓ to give teachers the opportunity finally to teach art with natural light;
- ✓ to move the ICT rooms into the basement;
- ✓ to have, therefore, additional classrooms in the secondary cycle building for mother tongue teaching (SWALS).

So these four new art rooms are part of a larger project.

The Director decided to use the contribution provided under the Italian financial law for the years 2015 and 2016 (plus other appropriations from the school's budget for building maintenance) for the purposes described above.

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<sup>1</sup> The European School, Varese is autonomous with respect to management of the Italian Government contribution made available annually through the budget of the Italian Republic. Being the Authorising Officer, the Director must decide on how to manage this money to provide students with a safe environment in which to learn. The Director of the School is advised by an engineering firm in order to ensure that his decisions comply with local law.

## **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

According to the decision, 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.

	EXPECTED SECONDED COST SHARING PROCESS POSTS 2016- 2017	NEW SECONDED POSTS 2016- 2017	COST SHARING TARGET POSTS	DIFFERENCE BETWEEN TARGET AND POSTS
AT	0			n/a
BE	0	2	0	n/a
BG	2	7	7	5
CY	0	1	0	1
CZ	1	2	2	1
DE	0	11	0	n/a
DK	0			n/a
EE	1	1	1	0
EL	1	3	3	2
ES	2	4	4	2
FI	0			n/a
FR	0	6	0	n/a
HR	1	1	1	0
HU	2	2	2	0
IE	0	1	1	n/a
IT	3		1	-2
LT	2	1	1	-1
LU	0	5	0	n/a
LV	2	2	2	0
MT	0			n/a
NL	0			n/a
PL	2	2	2	0
PT	0	1	0	n/a
RO	4	3	3	-1
SE	0	2	0	n/a
SI	1	1	1	0
SK	0	1	0	n/a
UK	0	2	0	n/a
	24	61	30	

The situation in 2015 was slightly different. According to the information available on 31 March 2016, most of the Member States respect the Cost Sharing decision. There are three Member States below the expected target number of posts: Italy (3), Lithuania (1) and Romania (1). In the case of the latter two, this might be accounted for by the unexpectedly rapid increase in the number of Romanian (31%) and Lithuanian (14%) pupils in the system.

## Development of the pupil population in the European Schools by Member State, without the Munich School pupil population

Nationalities / Member States	Pupils with an EU nationality enrolled in	Pupils with an EU nationality enrolled in	Difference	%
	2014-2015*	2015-2016*		
AT	297	318.83	21.83	7%
BE	2 269	2 568.42	299.42	13%
BG	308	370.83	62.83	20%
CY	33	39.5	6.5	20%
CZ	308	390.83	82.83	27%
DE	2 689	2 596.17	-92.83	-3%
DK	559	522.83	-36.17	-6%
EE	225	232.5	7.5	3%
EL	805	869.17	64.17	8%
ES	1 978	2 024.33	46.33	2%
FI	593	559	-34	-6%
FR	2 747	2 802.25	55.25	2%
HR	48	100.83	52.83	110%
HU	357	454.08	97.08	27%
IE	428	421.67	-6.33	-1%
IT	2 218	2 334.24	116.24	5%
LT	321	364.83	43.83	14%
LU	204	216.33	12.33	6%
LV	217	247.33	30.33	14%
MT	73	74.5	1.5	2%
NL	909	878	-31	-3%
PL	532	693.67	161.67	30%
PT	582	635	53	9%
RO	293	385	92	31%
SE	552	595.25	43.25	8%
SI	126	187.83	61.83	49%
SK	227	283.67	56.67	25%
UK	1 416	1 265.83	-150.17	-11%
TOTAL	21 314	22 432.72	1118.72	5%

**PUPILS COMING FROM THE MEMBER STATES/SECONDED TEACHERS BY MEMBER STATE IN ALL SCHOOLS AUTUMN 2015 WITHOUT MUNICH**

A	B	C	E	E	F	G	H	I	J	K	L	M
Nationalities / Member States	Pupils with an EU nationality enrolled 15 October 2015	%	Seconded Staff in post per Member State in October 2015	% Staff from a Member State	Staff share required in function of pupils	Language section coefficient	Target level	Difference	National average salary	Calculated contribution	Expected contribution in 2016 (25%)	OR expected seconded post contribution in 2016
AT	318.83	1.42	20	1.52	18.69	1.00	18.69	1.30	€ 40 284	€ 0	€ 0	0
BE	2 568.42	11.45	190	14.45	150.56	1.00	150.56	39.40	€ 51 683	€ 0	€ 0	0
BG	370.83	1.65	8	0.61	21.74	0.80	17.39	-9.40	€ 4 436	€ 41 698	€ 8 872	2
CY	39.50	0.18	0	0.00	2.32	0.80	1.85	-1.90	€ 42 323	€ 80 414	€ 0	0
CZ	390.83	1.74	16	1.22	22.91	0.80	18.33	-2.30	€ 13 135	€ 30 211	€ 13 135	1
DE	2 596.17	11.57	201	15.29	152.19	1.00	152.19	48.80	€ 53 860	€ 0	€ 0	0
DK	522.83	2.33	30	2.28	30.65	0.80	24.52	5.50	€ 53 730	€ 0	€ 0	0
EE	232.50	1.04	7	0.53	13.63	0.80	10.90	-3.90	€ 9 293	€ 36 243	€ 9 293	1
EL	869.17	3.87	38	2.89	50.95	0.80	40.76	-2.80	€ 19 713	€ 55 196	€ 19 713	1
ES	2 024.33	9.02	87	6.62	118.67	0.80	94.93	-7.90	€ 28 334	€ 223 839	€ 56 668	2
FI	559.00	2.49	30	2.28	32.77	0.80	26.21	3.80	€ 37 702	€ 0	€ 0	0
FR	2 802.25	12.49	188	14.30	164.27	1.00	164.27	23.70	€ 31 085	€ 0	€ 0	0
HR	100.83	0.45	0	0.00	5.91	0.80	4.73	-4.70	€ 11 400	€ 53 580	€ 11 400	1
HU	454.08	2.02	15	1.14	26.62	0.80	21.29	-6.30	€ 6 638	€ 41 819	€ 13 276	2
IE	421.67	1.88	58	4.41	24.72	1.00	24.72	33.30	€ 48 489	€ 0	€ 0	0
IT	2 334.24	10.41	98	7.45	136.83	0.80	109.47	-11.50	€ 28 215	€ 324 473	€ 84 645	3
LT	364.83	1.63	10	0.76	21.39	0.80	17.11	-7.10	€ 5 223	€ 37 083	€ 10 446	2
LU	216.33	0.96	14	1.06	12.68	1.00	12.68	1.30	€ 91 629	€ 0	€ 0	0
LV	247.33	1.10	3	0.23	14.50	0.80	11.60	-8.60	€ 3 893	€ 33 480	€ 7 786	2
MT	74.50	0.33	5	0.38	4.37	1.00	4.37	0.60	€ 15 332	€ 0	€ 0	0
NL	878.00	3.91	70	5.32	51.47	0.80	41.17	28.80	€ 46 774	€ 0	€ 0	0
PL	693.67	3.09	25	1.90	40.66	0.80	32.53	-7.50	€ 9 300	€ 69 750	€ 18 600	2
PT	635.00	2.83	30	2.28	37.22	0.80	29.78	0.20	€ 24 606	€ 0	€ 0	0
RO	385.00	1.72	4	0.30	22.57	0.80	18.05	-14.10	€ 5 750	€ 81 075	€ 23 000	4
SE	595.25	2.65	33	2.51	34.89	0.80	27.91	5.09	€ 42 804	€ 0	€ 0	0
SI	187.83	0.84	4	0.30	11.01	0.80	8.81	-4.80	€ 21 661	€ 103 973	€ 21 661	1
SK	283.67	1.26	12	0.91	16.63	0.80	13.30	-1.30	€ 7 912	€ 10 286	€ 0	0
UK	1 265.83	5.64	119	9.05	74.20	1.00	74.20	44.80	€ 33 846	€ 0	€ 0	0
TOTAL	22 432.72	100.00	1 315	100.00	1 315.00		1 172.33	142.48		€ 1 223 119	€ 298 495	24

## 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 11 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), Europa School UK (UK) and the European School of Copenhagen.

Three others are in the process of accreditation: the Brindisi School (Italy) will sign an Agreement in 2016, the Differdange School (Luxembourg) will present a dossier of conformity to the Board of Governors at the Board of Governors' April 2016 meeting and the Brussels-Capital European School will present a general interest file to the Board of Governors, also at its April 2016 meeting.

Fact sheets on Accredited European Schools (Ref. 2015-11-D-6-en-1)) have been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu)). This document is updated annually (the last update was on 10 November 2015).

### **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
11. European School of Copenhagen

## SCHOOLS IN THE PROCESS OF ACCREDITATION:

1. *Scuola Europea di Brindisi*
2. *Ecole Internationale de Differdange* (Luxembourg)
3. *Ecole européenne de Bruxelles-Capitale*

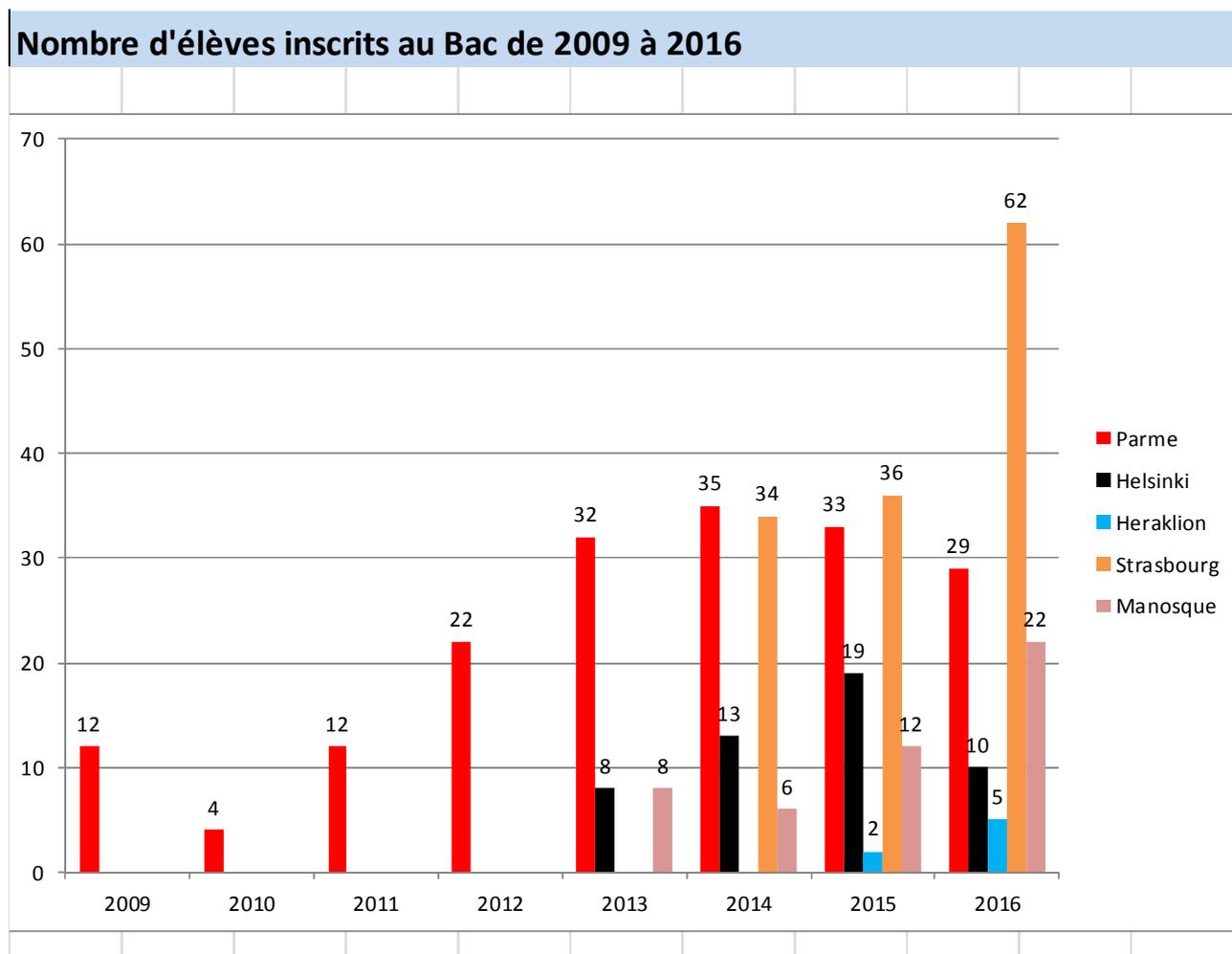
### The European Baccalaureate in Accredited Schools

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 or who will be taking them in 2016.

### Number of students registered for the Bac from 2009 to 2016



## V. CONCLUSION

The past year was one of financial and pedagogical reform. In practice this meant that the preparatory committees as well as the Board of Governors were overloaded with documents and files on a range of issues. I would like to thank both the Czech and Danish presidencies for their extraordinary commitment and support.

A good deal of progress was made on the ICT front thanks to the exemplary commitment of our ICT team. Their support in implementing the new accounting tools was of prime importance. The GO LIVE stage of SAP required radical reform of the other software linked to it.

Our Inspectors were exceptionally active throughout the year and a wealth of very important school and syllabus development work was done in the numerous 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 were able to improve our financial regulations and financial management. In my estimation we made very good progress and took major steps forward in implementation of their recommendations.

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 extraordinary 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 was to find a solution to 'Institutional cost sharing' questions. I enjoyed very good cooperation with the European Investment Bank and the European Stability Mechanism. I also met several times with the representatives of the OHIM and the European Central Bank and I am confident that a solution benefiting all the stakeholders can be found.

The mission of our Schools has always 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. I am convinced that with the pedagogical reform in progress, with implementation of a competence-based assessment system and with the newly approved teaching and learning standards we can carry out our mission and meet our ambitious objectives.

The European School family is growing every year. Next September the Berkendael School will open as an annexe to Brussels I. There is also great interest amongst many Member States in providing multilingual and multicultural education. I have been in contact with several Ministries of Education which firmly intend to open an Accredited European School in their territory in the near future. Two very different, but conceptually interesting new Accredited Schools will open next September, one in Luxembourg, the other in the Brussels Region. Both schools are still in the process of accreditation. The future of European schooling appears to be guaranteed.