Report of the Secretary-General to the Board of Governors of the European Schools for the year 2016

Presented to the Board of Governors of the European Schools at its meeting of 4, 5 and 6 April 2017, in Berlin

This report refers to the following documents

- Facts and figures on the beginning of the 2015-2016 school year in the European Schools (Ref. 2016-10-D-2-en-2)
- Policy on enrolment in the Brussels European Schools for the 2017-2018 school year (Ref. 2016-12-D-11-en-3)
- Fact sheets on Accredited European Schools (Ref. 2016-09-D-1-en-1 – Updated in October 2016)
- Report on European Baccalaureate 2016 – (Ref. 2016-08-D-8-en-4)
- Report on school failures and repeat rates in the European Schools – (Ref. 2016-09-D-40-en-3)
- Statistical report on educational support and on the integration of pupils with special educational needs into the European Schools in the year 2015-2016 - (Ref. 2017-01-D-16-en-3)

All these documents are available on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu).
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1 This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu).
I. INTRODUCTION

The objective of this report is to provide the members of the Board of Governors 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.

The report attempts to reflect and show a substantial proportion of the efforts deployed in managing the European School system.

III. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

A. PEDAGOGICAL ASPECTS

1. Activities of the Pedagogical Development Unit during the year 2016

The work carried out by the Pedagogical Development Unit was reorganised slightly again as from September 2016, pending the appointment of the new Head of Unit.

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 2016 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.
- 95 operational pedagogical working groups, chaired mainly by the Inspectors, which held 200 meetings in all, amounting to 278.5 meeting days in total.
- 14 centralised in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors.
- 3 decentralised training courses: Non-Confessional Ethics in the primary cycle and Language 2 and German L1 in the secondary cycle.
- Support for setting up of a pilot training course for the new marking scale in conjunction with the Baccalaureate Unit. This pilot training course will be followed by a decentralised training course.

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\(^2\) This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu).
• 1 in-service training course for the Directors, under the General Secretariat’s responsibility.
• 211 inspection visits, mainly inspections which are mandatory under the Staff Regulations.
• 3 whole school inspection visits.
• 1 follow-up visit on whole school inspections.
• Receipt of and follow-up on working group and in-service training reports.
• Organisation and monitoring of and follow-up on the call for tenders for revision of the science and mathematics syllabuses, in conjunction with the ‘Procurement’ sub-unit.

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 2016 was approximately 442.

The Pedagogical Development Unit was also responsible for following up on the documents approved by the Joint Board of Inspectors, the Joint Teaching Committee and the Board of Governors – 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 of the activities and the priorities of the Boards of Inspectors.
• Revision of the document ‘Structure for all syllabuses in the system of the European Schools’.
• Logistic support for the ‘Continuous Professional Development’ Working Group – establishment of an organisational framework following approval of the new concept for the continuous professional development of teachers in the European School system – pilot project organised between February 2016 and June 2017, prior to its definitive entry into force on 1 September 2017. Proposal for the setting up of a working group with the mandate of revising the profile of Principal Educational Adviser and Educational Adviser.
• 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 16 new syllabuses were approved in 2016, as were attainment descriptors for 12 syllabuses in connection with the decision taken by the Joint Teaching Committee at its meeting of 12-13 February 2015 on document 2015-01-D-62-en-1 ‘Competence-based syllabuses including assessment criteria and subject-related attainment descriptors’.
• Updating of all syllabuses containing attainment descriptors following the approval in October 2016 of the ‘Terminological concordance of attainment descriptors’ document.
• Ongoing 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.
• Ongoing 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 firstly, of a new Toolkit for the evaluation of all teachers and secondly, the approval in February 2015 of the single document ‘Quality Teaching in the European Schools’, of which the Toolkit forms an integral part, as do 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 – Approval of the new Guidelines for Organising Students’ Mobility from and to the European Schools’ by the Board of Governors in December 2016.
• Updating of the Regulations for conduct of the Latium Europaeum examination at the end of year 5 – Introduction of a certificate awarded at the end of the fourth and sixth years of study of Latin: Latinium Europaeum and Latinium Europaeum Superius certificates
• Updating of the procedures governing organisation of the Latium Europaeum examination at the end of year 5.
• Logistic support for organisation of the Latinum Europaeum examination at the end of year 5.
• Setting up of the ‘IT-Pedagogical’ Working Group.

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 centralised and decentralised 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 and follow-up on 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 2016 there was one update to the General Rules.

That update took place in December 2016 and involved:
- the amendment of Article 42 and more particularly the addition to point 42(b) of an additional disciplinary measure as point 7., namely exclusion from one or more school trips organised during the current school year;

- the amendment of Article 44 and more particularly of point 44.4 concerning the Composition of the Discipline Council, so that locally recruited teachers can sit on it and no longer just seconded teachers;

- the amendment of Article 61 and more particularly the addition to point 61.D of explicit mention of the exclusion of Religion/Ethics for the purposes of calculation of the averages of pupils in years S4, S5 and S6, out of a concern for transparency, legal certainty and consistency with point 61.C.3, which mentions it for pupils in years S1, S2 and S3;

- the addition of a Chapter and of Article 68, stating that the French version of the General Rules prevails in the event of interpretation or of legal dispute.

- rectification of the Table of equivalences, appearing in Annex II, for Austria.

This amendment of the General Rules was approved by the Board of Governors by written procedure 2017/9 of 7 February 2017 following its meeting of 7-9 December 2016, with immediate entry into force.


The Pedagogical Development Unit also continued to coordinate in 2016 the common policy project for Educational Support in the primary and secondary cycles. As a reminder, 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 2016 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 2015-2016 school year.

This report therefore concerns the school year and not the calendar year.

Following a number of administrative and contentious appeals, we were also advised by our lawyers to update the Educational Support Policy. This issue was first discussed by the Educational Support Policy Group on 12 January 2016, then submitted to the Joint Board of Inspectors at its meeting of 17 February 2016 and to the Joint Teaching Committee at its meeting of 18 and 19 February 2016. The Joint Board of Inspectors and the Joint Teaching Committee expressed a favourable opinion on this proposed change and it was approved by the Board of Governors at its meeting of 12-14 April 2016. The amended version, with the reference number 2012-05-D-14-en-8, was published on the website further to its approval by the Board of Governors.

Following this updating of the Educational Support Policy, the Educational Support Procedural Document also had to be updated for the sake of coherence and consistency between the two texts. The final text was adopted by the Joint Teaching Committee at its meeting of 13 and 14 October 2016 and version 2012-05-D-15-en-11 was published on the European Schools’ website.

Finally, so as to ensure complete coherence and consistency between the Procedural Document and the Educational Support Policy, an amendment to point 5.1. was approved by written procedure 2017/9 approving the decisions taken by the Board of Governors at its meeting of 7-9 December 2016. Version 2012-05-D-14-en-9 was published on the website on 10 February 2017.

A new version of the Procedural Document (2012-05-D-15-en-11), including all the amendments which has been approved by the Joint Teaching Committee, was subsequently published on the website.
During the year 2016, 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 current form was activated as from 1 May 2016 and is valid until 30 June 2020.

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 made to Article 61 of the General Rules in 2013.

The repeat rate in percentage terms at the end of the 2015-2016 school year remained stable compared with the figure recorded for the previous year and remains appreciably lower than those recorded in 2012 and 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
- 1 representative of the Accredited European Schools.

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

Following the mandate given in October 2015 by the Joint Teaching Committee, the ‘Analysis of repeat rates’ Working Group addressed the question of the inconsistencies noted in the document ‘Harmonised Assessment and B tests at the end of secondary year 5’. The duly amended document was approved in February 2016.

The Working Group also took 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’. The Working Group is continuing its work on the latter and on processing of the data and their analysis.

Further to the Report on school failures and repeat rates in the European Schools – 2016 (2016-09-D-40-en-1), at its October 2016 meeting, the Joint Teaching Committee recommended that a more detailed study of the different cases of repeating and of the reasons why some pupils left the system be conducted in order to enable more meaningful and more transparent statistics to be compiled. The Working Group responsible would also reflect all measures taken to support students who were not promoted and who were repeating a year.

In the context of the mandate given by the Board of Governors in December 2015, the Pedagogical Development Unit also took charge of the organisation and monitoring of the IT-PED Working Group, whose remit is to deal with all subjects with a pedagogical objective. This includes in particular:

- Suggest the actions required to ensure that pupils’ digital competence is properly enhanced at all stages of their education,

  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.
• Evaluate pilot projects launched in the schools involving pedagogical innovation in IT and deploy them in harmonised fashion in all the schools in the event of success,
• Propose models for IT use for pedagogical purposes, including for children with special educational needs,
• Review the role of IT in the organisation of studies and in syllabuses,
• Define guidelines and objectives for the training of teaching staff in IT,
• Put forward proposals to promote and facilitate the use of distance learning, in accordance with the European Schools’ strategy (observance of predefined technical and financial limits),
• Put forward recommendations for the pedagogical use of environments for education and training, including remote ones,
• Ensure two-way communication with the end users of the European Schools’ IT-PED system (pedagogical staff),
• Contribute to production of the annual ICT report by providing input in terms of uses of and pedagogical innovations associated with new information and communication technologies,
• Produce the multi-annual plan for IT-PED.

The IT-PED Working Group works in close collaboration with the IT-ADM Working Group.

After the Working Group’s first meeting, at which the Inspectors were not represented at all, the Deputy Secretary-General, the Working Group’s Chair, decided to await the appointment of an Inspector responsible for ICT-C in the autumn. It proved possible for the appointment to be made in the autumn.

In the context of the organisation of courses and the structure of studies in the European Schools and following receipt of the final report of the Institute of Education (University College London) entitled ‘External evaluation of a proposal for reorganisation of secondary studies in the European School system’, at its December 2015 meeting, the Board of Governors decided to give a mandate to the ‘Pedagogical Reform’ Working Group, on the advice of the Joint Board of Inspectors, the Joint Teaching Committee and the Budgetary Committee and on the recommendation of the ‘Organisation of studies’ Working Group.

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.

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.4

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.

The mandate of the ‘Pedagogical Reform’ Working Group therefore involves translating the recommendations made in the aforementioned report of the Institute of Education into concrete and operational measures to be implemented, thus ensuring that an education is provided which fully meets the demands of the eight key competences for lifelong learning and which guarantees a coherent and balanced curriculum for each pupil up to the European Baccalaureate, including definition of a coherent language learning policy.

The first topic on which the Task Force focused its work was indeed this definition of a coherent language learning policy in the European Schools. Then under Danish Presidency, the Task Force met five times from January to May 2016 and a report was made to the Working Group, widened to include all the stakeholders, in May 2016. Similarly, the pedagogical boards and committees and the other decision-making organs were informed of the avenues explored.

Under the auspices of the German Presidency, the Task Force went on to address the question of definition of the curriculum and of integration of the eight key competences for lifelong learning. The Task Force will continue to report back to the enlarged Working Group and to the pedagogical boards and committees.

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, in October 2015, 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 was completed 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).

The call for tenders was issued on 26 April 2016 and the procedure was completed with the award of the contract to the candidate who best fulfilled the criteria laid down in the specifications as determined by the Tender Opening and Evaluation Committee. Nevertheless, following the successful candidate’s refusal to sign the contract as it stood, a whole range of legal obstacles still have to be overcome and other options will perhaps

4 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.
need to be envisaged to complete the task of revision of the Mathematics and Science syllabuses successfully.

2. The 2016 European Baccalaureate

The 57th session of the European Baccalaureate was chaired by European Baccalaureate President from Denmark, Prof. Dr. Carl Winsløw.

A total of 1891 candidates from 13 European Schools and 6 Accredited Schools registered for the European Baccalaureate 2016 session. 41 candidates were not awarded the European Baccalaureate Diploma: 6 candidates dropped out from the examinations session and 35 candidates failed.

During the written examinations 8 candidates were partially absent due to medical reasons and 11 due to participation in National Examinations, namely the Spanish Selectividad. 21 substitute examinations were organised in June 2016.

Three candidates were allowed to take part in an extraordinary session in September 2016, 10 substitute examinations were organised accordingly.

7 written examinations were organised for the appeals which had been allowed.

Overall pass rate for 2016 Baccalaureate: 98.1%

The following table shows the pass rate in the different language sections. This year, the pass rates by language section ranged between 93.6% and 100%. Due to small numbers of bachelors in some sections the results are not always statistically comparable.
## Pass rate by language section

<table>
<thead>
<tr>
<th>Language Section</th>
<th>Passed</th>
<th>Candidates</th>
<th>Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
<td>29</td>
<td>30</td>
<td>96.7%</td>
</tr>
<tr>
<td>DE</td>
<td>343</td>
<td>349</td>
<td>98.3%</td>
</tr>
<tr>
<td>EL</td>
<td>57</td>
<td>58</td>
<td>98.3%</td>
</tr>
<tr>
<td>EN</td>
<td>446</td>
<td>454</td>
<td>98.2%</td>
</tr>
<tr>
<td>ES</td>
<td>105</td>
<td>109</td>
<td>96.3%</td>
</tr>
<tr>
<td>FI</td>
<td>40</td>
<td>40</td>
<td>100.0%</td>
</tr>
<tr>
<td>FR</td>
<td>439</td>
<td>447</td>
<td>98.2%</td>
</tr>
<tr>
<td>HU</td>
<td>15</td>
<td>15</td>
<td>100.0%</td>
</tr>
<tr>
<td>IT</td>
<td>178</td>
<td>179</td>
<td>99.4%</td>
</tr>
<tr>
<td>NL</td>
<td>109</td>
<td>111</td>
<td>98.2%</td>
</tr>
<tr>
<td>PL</td>
<td>17</td>
<td>18</td>
<td>94.4%</td>
</tr>
<tr>
<td>PT</td>
<td>44</td>
<td>47</td>
<td>93.6%</td>
</tr>
<tr>
<td>SV</td>
<td>28</td>
<td>28</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 850</strong></td>
<td><strong>1 885</strong></td>
<td><strong>98.1%</strong></td>
</tr>
</tbody>
</table>

For all the candidates who participated in the 2016 session of the Baccalaureate, the average Final Mark amounted to 78.3. A comparison of the Final Marks shows a slight rise throughout the past five years.

### Overall average of past five years

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>77.2</td>
</tr>
<tr>
<td>2013</td>
<td>77.4</td>
</tr>
<tr>
<td>2014</td>
<td>77.3</td>
</tr>
<tr>
<td>2015</td>
<td>78.0</td>
</tr>
<tr>
<td>2016</td>
<td>78.3</td>
</tr>
</tbody>
</table>

This year the average Final Mark ranged between 72.0 and 81.7 across the schools:
Across the Language Sections the average Final Mark ranged between 72.6 and 83.0. The small number of candidates in certain sections does not allow the average to be regarded as statistically significant.
This year, 172 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 Language 2 is above average.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>bi4</th>
<th>chi</th>
<th>eco</th>
<th>ge4</th>
<th>hi4</th>
<th>ma3</th>
<th>ma5</th>
<th>maa</th>
<th>ph4</th>
<th>phy</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWALS</td>
<td>7.47</td>
<td>7.45</td>
<td>7.43</td>
<td>7.39</td>
<td>7.57</td>
<td>6.73</td>
<td>7.49</td>
<td>8.65</td>
<td>7.79</td>
<td>7.56</td>
</tr>
<tr>
<td>OTHER</td>
<td>7.47</td>
<td>7.50</td>
<td>7.48</td>
<td>7.57</td>
<td>7.64</td>
<td>6.93</td>
<td>7.26</td>
<td>8.31</td>
<td>8.12</td>
<td>7.48</td>
</tr>
<tr>
<td>ALL</td>
<td>7.47</td>
<td>7.50</td>
<td>7.48</td>
<td>7.55</td>
<td>7.63</td>
<td>6.91</td>
<td>7.27</td>
<td>8.34</td>
<td>8.09</td>
<td>7.49</td>
</tr>
</tbody>
</table>
The European Baccalaureate reform’s decision to reduce the number of oral examinations from four to three in the year 2013-2014 has most affected the orals in History and Geography, 2 and 4-period options, the number of candidates choosing these examinations falling by more than 60% in HI2, 50% in HI4, 60% in GE2 and 50% in GE4.

Candidates choosing Philosophy 4 almost tripled in number (49 candidates in 2013 to 130 in 2016) and Chemistry orals doubled this year compared with the year 2013 (from 27 to 58).
This year, for the first time, the EB Report also included some information about the final results of pupils with Special Educational Needs.

73 pupils were granted special measures for the written and/or oral examinations in the 2016 EB session. 9 among them were SWALS. In June 2016, 10 additional requests, linked to unexpected circumstances, were approved by the Board of Inspectors (Secondary): broken arm, vocal problems, etc.

These measures consisted mainly of extra time, use of a laptop (with or without spell checker) or use of calculator. Other more exceptional measures consisted of allowing a reader, a scribe, a separate room, having a break under supervision, change of format of the examination subject paper, etc.

**Pass Rate**

70 pupils out of 73 succeeded, all SWALS included.
Overall final mark

Final grade of SEN pupils - Average by school

SEN Pupils : General Averages
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, six recruitment procedures for the management staff of the 14 Schools were carried out and the professional experience of 125 newly seconded teachers had to be determined.

In 2016 the number of seconded staff in the Office remained stable (8 in total) whilst the number of AAS (Administrative and Ancillary Staff) increased to 54. In total two seconded staff recruitment procedures and four AAS recruitment procedures were carried out.

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

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

First aid courses were given for members of staff interested, as well as courses related to security, prevention and protection at work. The first group was organised in December 2016 and others will follow in 2017.

The Human Resources Unit was involved mainly in four Working Groups.

The AAS Working Group met twice to prepare a proposal to harmonise the salary scales of AAS recruited before and after April 2007. The proposal did not receive the necessary support from the Budgetary Committee at its March 2016 meeting. The Working Group was asked to table a new proposal at one of the next meetings.

The Locally Recruited Teachers Working Group finalised at four meetings the proposal for ‘Service Regulations for Locally Recruited Teachers in the European Schools’. The Board of Governors adopted this proposal by written procedure in April 2016. The new Service Regulations entered into force on 1 September 2016. They foresee a two-year contract, which can be extended once for a further two years. After four years, an open-ended contract for an indefinite period is foreseen if the teacher’s evaluation is positive. Moreover, the new Service Regulations establish proper recruitment and appraisal procedures, staff representation and access to professional development, and also entitle locally recruited teachers to reimbursement of removal costs and participation in a merit-based step system.

Finally, the mobility of locally recruited teachers amongst the schools will be promoted. All these measures aim to recognise Locally Recruited Teachers as forming an integral part of the European Schools’ teaching staff. Since their entry into force, the Working Group has met twice in order to support harmonised implementation of the Service Regulations. The Working Group will try to provide, by the end of 2017, a mid-term report concerning implementation of the new Service Regulations. In parallel, the issue of the need for concrete evaluation of Locally Recruited Teachers will be addressed.

The newly set up ‘Bursars’ Working Group met three times to discuss the situation of Bursars in the European School System and to provide the Board of Governors with a mid-term report in December 2016. The mid-term report included several recommendations that received general support from the Board of Governors. Concrete proposals are expected to be put forward for the Board of Governors’ April 2017 meeting.

In December 2015, the Board of Governors mandated the Office of the Secretary-General to set up a Working Group dealing with the ‘mobility’ of staff. The ‘Mobility’ Working Group met twice and provided the Board of Governors with a mid-term report at its December 2016 meeting. The Board of Governors broadly supported the recommendations contained in that mid-term report. Concrete proposals from the Working Group are expected to be put forward for the Board of Governors’ April 2017 meeting.
C. LEGAL ASPECTS

1. Appeals

In 2016, 81 administrative appeals were dealt with by the Office of the Secretary-General and 70 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 81 appeals is consistent with the reduction observed in previous years, (88 in 2015 and 85 in 2014) and is the lowest number recorded over the past five years.

As in previous years, appeals lodged against Class Council decisions were largest in number, although their number (33) actually remained stable compared with the previous year, when 32 appeals of this type were lodged. The same stability can be observed in the other appeals lodged, with the exception of those concerning the Baccalaureate, which doubled in number compared with last year (18 in 2016 as compared with 9 in 2015).

A partial explanation for this increase is to be found in the diversification of the appeals counted in this category, no longer covering just final results in the Baccalaureate but also the ‘Pre-Bac’ examinations and requests for special arrangements submitted under the Educational Support Policy.

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

<table>
<thead>
<tr>
<th>Administrative appeals</th>
<th>Contentious appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 appeals against decisions of the Central Enrolment Authority (including 5 in summary proceedings)</td>
<td>40 appeals against decisions of the Central Enrolment Authority (including 5 in summary proceedings)</td>
</tr>
<tr>
<td>33 appeals against a Class Council’s decision</td>
<td>4 appeals against a Class Council’s decision (including 1 in summary proceedings)</td>
</tr>
<tr>
<td>4 appeals concerning an application for enrolment in schools other than the Brussels ones, 1 of them concerning Category III school fees</td>
<td>6 appeals concerning determination of Language 1</td>
</tr>
<tr>
<td>4 appeals concerning determination of Language 1</td>
<td>6 appeals concerning determination of Language 1</td>
</tr>
<tr>
<td>16 appeals concerning the teaching staff, including 3 lodged by locally recruited teachers</td>
<td>9 appeals concerning the teaching staff, 4 of them having been lodged by a locally recruited teacher</td>
</tr>
<tr>
<td>18 appeals against the European Baccalaureate results (16 + 2 concerning the Pre-Bac, 1 of which concerned a student requesting special arrangements)</td>
<td>8 appeals against the European Baccalaureate results (including 2 in summary proceedings)</td>
</tr>
<tr>
<td>0 appeals concerning special needs pupils</td>
<td>0 appeal concerning special needs pupils</td>
</tr>
<tr>
<td>5 appeals against a Discipline Council’s decision</td>
<td>1 appeal against a Discipline Council’s decision</td>
</tr>
<tr>
<td>1 appeal not coming into any of the aforementioned categories (change of Language 2)</td>
<td>1 appeal not coming into any of the aforementioned categories (change of Language 2)</td>
</tr>
<tr>
<td>TOTAL: 81</td>
<td>TOTAL: 70 (including 8 in summary proceedings)</td>
</tr>
</tbody>
</table>
2. Current status and future prospects

The year 2016 was marked by a considerable advance in terms of strengthening and recognition of the rights of a substantial percentage (37%) of members of the teaching staff: the adoption of Service Regulations for Locally Recruited Teachers by written procedure 2016/12, completed on 11 May 2016.

The new Service Regulations entered into force on 1 September 2016 and are applicable to all locally recruited teachers who were working in the European Schools on that date or who were taken on subsequently. They are the outcome of several years of negotiations, the initiative for which dates back to 2004. It is worth noting that they include advantages such as the possibility of open-ended, and hence permanent, contracts, step-based salary scale advancement and clear and definitive rules for representation of this category of members of staff.

The new Service Regulations also have the merit of formally establishing, in Article 50, the Complaints Board's jurisdiction in disputes between locally recruited teachers and the Schools' decision-making organs connected with their employment arrangements.

This cannot be regarded as anything new since the Board's jurisdiction had already been recognised by case law, more especially the decision of the Court of Justice of the European Union of 11 March 2015 (case C 464/13). Article 50 nevertheless provides added transparency and legal certainty, in the best interests of litigants, and it can reasonably be expected that it will lead to an increase in the number of administrative and contentious appeals, one of which, against the actual Service Regulations, was lodged in 2016 and dismissed.

As regards the other regulatory texts, it should be pointed out here that at its April 2013 meeting, the Board of Governors mandated a working group to formulate proposals aimed at strengthening legal protection in the European School system in the broad sense, i.e. including at the level of operation of the Complaints Board.

The working group in question made proposals encompassing not only the Rules of Procedure and the Statute of the Board but also the General Rules of the Schools and the Regulations for Members of the Seconded Staff. Unfortunately, unlike the proposals relating to the Board, which were adopted as they stood by the Board of Governors at its April 2015 meeting in Prague, the proposals concerning the rules and regulations of the Schools were not approved by the Board of Governors at its April 2016 meeting in Copenhagen and will have to be amended.

In the legal area, apart from appeals, many requests and inquiries concerning the protection of personal data were referred to the Office of the Secretary-General. With the entry into force on 24 May 2016 of the General Data Protection Regulation (GDPR), this state of affairs led the Office of the Secretary-General to propose the setting up of a working group with the remit of identifying the current and future needs of the European Schools in that area.

The working group was set up by decision of the Board of Governors at its meeting of 7-9 December 2016. It will convene during the year 2016 and its task will be to determine the measures to be adopted to comply with the GDPR before the deadline of 25 May 2018, the date on which the GDPR will replace the existing legislation on the protection of personal data (Directive 95/46/EC). The working group will also put forward concrete proposals for implementation of such measures.
D. BUDGETARY ASPECTS

The following tables, published in the Financial Controller’s report, are reproduced in this document because of the overview which they give of the system’s costs and of their breakdown amongst the different contributors.

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

To supplement the data given in document 2016-10-D-2-en-2, ‘Facts and Figures on the beginning of the 2016-2017 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 2016.

Table 1 shows the development of costs from 2011 to 2016. The figures show an increase of 7.86% over the five-year period and an increase of 3.75% in 2016 compared with the financial year 2015. It should be noted that the pupil population as an absolute figure increased by 3 324 (14.23%) from 2011 to 2016, and by 788 (3.04%) between 2015 and 2016. (Pupil numbers can be found in document 2016-10-D-2-en-2, referred to above).

Table 1: Development of costs from 2011 to 2016 - Expenditure (€)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Al</td>
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<td>13,239,486</td>
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<td>12,567,378</td>
<td>11,848,348</td>
<td>-9.30</td>
<td>-5.72</td>
</tr>
<tr>
<td>Be</td>
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<td>7,853,298</td>
<td>7,943,540</td>
<td>8,488,442</td>
<td>8,215,631</td>
<td>8,452,380</td>
<td>-7.88</td>
<td>2.88</td>
</tr>
<tr>
<td>Br I</td>
<td>34,212,200</td>
<td>32,427,533</td>
<td>31,513,924</td>
<td>33,613,280</td>
<td>33,896,335</td>
<td>36,284,993</td>
<td>6.06</td>
<td>7.05</td>
</tr>
<tr>
<td>Br II</td>
<td>33,523,508</td>
<td>32,808,110</td>
<td>32,979,059</td>
<td>32,840,553</td>
<td>31,423,740</td>
<td>32,397,210</td>
<td>-3.36</td>
<td>3.10</td>
</tr>
<tr>
<td>Br III</td>
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<td>29,492,282</td>
<td>28,536,902</td>
<td>28,245,308</td>
<td>30,526,275</td>
<td>-3.83</td>
<td>8.08</td>
<td></td>
</tr>
<tr>
<td>Br IV</td>
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<td>11,475,974</td>
<td>13,382,371</td>
<td>18,463,955</td>
<td>21,955,018</td>
<td>160.40</td>
<td>18.91</td>
<td></td>
</tr>
<tr>
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<td>7,900,641</td>
<td>8,380,808</td>
<td>7,535,376</td>
<td>-20.31</td>
<td>-10.09</td>
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<tr>
<td>Ff</td>
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<td>12,338,347</td>
<td>11,957,813</td>
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<td>14,822,144</td>
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<td>6.77</td>
<td></td>
</tr>
<tr>
<td>Ka</td>
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<td>11,747,171</td>
<td>11,221,382</td>
<td>11,139,778</td>
<td>11,247,168</td>
<td>11,045,660</td>
<td>-7.35</td>
<td>-1.79</td>
</tr>
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<td>27,781,816</td>
<td>28,112,758</td>
<td>28,485,543</td>
<td>29,824,614</td>
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<td>4.70</td>
</tr>
<tr>
<td>Lux II</td>
<td>8,183,844</td>
<td>14,222,763</td>
<td>22,889,186</td>
<td>23,441,946</td>
<td>23,493,832</td>
<td>25,175,580</td>
<td>207.63</td>
<td>7.16</td>
</tr>
<tr>
<td>Mun</td>
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<td>22,218,088</td>
<td>21,940,116</td>
<td>24,439,432</td>
<td>24,706,380</td>
<td>24,689,881</td>
<td>11.35</td>
<td>-0.07</td>
</tr>
<tr>
<td>Var</td>
<td>18,596,427</td>
<td>17,570,518</td>
<td>18,733,012</td>
<td>18,496,481</td>
<td>17,988,552</td>
<td>18,110,937</td>
<td>-2.61</td>
<td>0.68</td>
</tr>
<tr>
<td>OSG</td>
<td>8,325,167</td>
<td>8,254,664</td>
<td>9,801,298</td>
<td>11,721,315</td>
<td>10,810,798</td>
<td>10,932,629</td>
<td>31.32</td>
<td>1.13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>273,263,152</td>
<td>267,564,124</td>
<td>271,028,465</td>
<td>283,559,146</td>
<td>284,089,263</td>
<td>294,744,481</td>
<td>7.86</td>
<td>3.75</td>
</tr>
</tbody>
</table>

The figures for 2011-2014, obtained from the previous accounting software Cobee, show actual expenditure, considered as commitments effected on budget appropriations and actually used (excluding appropriations carried forward to the following financial year that were not finally used and, consequently, cancelled).

The figures for 2015, obtained from SAP, show the commitments approved and actually used (not cancelled) and, more precisely, the Actuals + the appropriations Carried Forward to the next year \( n+1 \) actually used appropriations brought forward from the previous year \( n-1 \).

The figures for 2016, obtained from SAP (still provisional and subject to possible adjustment), show the commitments approved and, more precisely, the Actuals + the appropriations Carried Forward to the next year \( n+1 \) - appropriations brought forward from the previous year \( n-1 \).

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. Brussels I shows a 3.56% increase compared with 2015, this being due mainly to the additional use of the Berkendael site, pending the opening of the Brussels V European School. It should be noted that the expenditure for Brussels I and the Berkendael site is not separate, meaning that a separate picture of the cost per pupil is not feasible. The phasing-out of Culham as a Type I School, in accordance with the decision of the Board of Governors taken in 2007, should also be noted, this justifying the -2.61% decrease compared with 2015. The primary cycle closed in August 2016, whilst the school’s remaining activities should end by August 2017. Further details are included in document 2016-10-D-21-en-2, presented at the last Board of Governors’ meeting in December 2016.
For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2016, the cost per pupil of the Brussels Schools was €10 081, showing an increase of 4.05% over the last year, whilst the Schools in Luxembourg recorded a 0.79% increase compared with 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 €11 268, showing an increase of €205 in absolute figures compared with 2015. For the period 2011-2016 a -5.26% decrease was recorded. Taking account of the average cost per pupil across the Schools (without taking the OSG into account), it can be seen that there was an increase of 1.97% over last year.

<table>
<thead>
<tr>
<th>Table 2: Cost per pupil (€)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>% 2011 - 2016</th>
<th>% 2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al</td>
<td>12 654</td>
<td>12 788</td>
<td>12 675</td>
<td>11 508</td>
<td>12 592</td>
<td>11 968</td>
<td>-5.42</td>
<td>-4.96</td>
</tr>
<tr>
<td>Be</td>
<td>15 318</td>
<td>13 714</td>
<td>14 210</td>
<td>15 140</td>
<td>15 019</td>
<td>15 848</td>
<td>3.46</td>
<td>5.52</td>
</tr>
<tr>
<td>Br I</td>
<td>11 061</td>
<td>10 458</td>
<td>10 318</td>
<td>10 678</td>
<td>10 219</td>
<td>10 583</td>
<td>-4.32</td>
<td>3.56</td>
</tr>
<tr>
<td>Br II</td>
<td>10 752</td>
<td>10 365</td>
<td>10 563</td>
<td>10 810</td>
<td>10 577</td>
<td>10 737</td>
<td>-0.14</td>
<td>1.51</td>
</tr>
<tr>
<td>Br III</td>
<td>10 917</td>
<td>10 135</td>
<td>9 893</td>
<td>10 365</td>
<td>9 627</td>
<td>10 154</td>
<td>-6.99</td>
<td>5.47</td>
</tr>
<tr>
<td>Br IV</td>
<td>9 449</td>
<td>9 437</td>
<td>8 042</td>
<td>7 988</td>
<td>7 887</td>
<td>8 555</td>
<td>-9.46</td>
<td>8.47</td>
</tr>
<tr>
<td>Brussels I, II, III &amp; IV</td>
<td>10 779</td>
<td>10 220</td>
<td>9 922</td>
<td>10 138</td>
<td>9 689</td>
<td>10 081</td>
<td>-6.48</td>
<td>4.05</td>
</tr>
<tr>
<td>Cu</td>
<td>12 026</td>
<td>11 665</td>
<td>12 068</td>
<td>15 661</td>
<td>17 746</td>
<td>17 283</td>
<td>43.71</td>
<td>-2.61</td>
</tr>
<tr>
<td>Ff</td>
<td>10 861</td>
<td>10 689</td>
<td>9 885</td>
<td>10 005</td>
<td>9 687</td>
<td>10 178</td>
<td>-6.29</td>
<td>5.07</td>
</tr>
<tr>
<td>Ka</td>
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<td>12 681</td>
<td>12 255</td>
<td>12 318</td>
<td>13 295</td>
<td>13 454</td>
<td>6.08</td>
<td>1.20</td>
</tr>
<tr>
<td>Lux I</td>
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<td>10 361</td>
<td>10 144</td>
<td>9 871</td>
<td>9 470</td>
<td>9 496</td>
<td>-16.98</td>
<td>0.27</td>
</tr>
<tr>
<td>Lux II</td>
<td>8 636</td>
<td>11 000</td>
<td>11 386</td>
<td>10 912</td>
<td>10 313</td>
<td>10 451</td>
<td>21.02</td>
<td>1.34</td>
</tr>
<tr>
<td>Luxembourg I &amp; II</td>
<td>10 842</td>
<td>10 541</td>
<td>10 670</td>
<td>10 319</td>
<td>9 833</td>
<td>9 911</td>
<td>-8.59</td>
<td>0.79</td>
</tr>
<tr>
<td>Mol</td>
<td>15 794</td>
<td>14 976</td>
<td>15 035</td>
<td>15 127</td>
<td>15 019</td>
<td>15 307</td>
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<td>1.92</td>
</tr>
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<td>Mun</td>
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<td>10 433</td>
<td>11 104</td>
<td>11 005</td>
<td>10 837</td>
<td>-5.64</td>
<td>-1.53</td>
</tr>
<tr>
<td>Var</td>
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<td>12 807</td>
<td>13 493</td>
<td>13 162</td>
<td>12 803</td>
<td>13 373</td>
<td>-4.07</td>
<td>4.45</td>
</tr>
<tr>
<td>All schools</td>
<td>11 532</td>
<td>11 018</td>
<td>10 842</td>
<td>10 950</td>
<td>10 637</td>
<td>10 847</td>
<td>-5.94</td>
<td>1.97</td>
</tr>
<tr>
<td>OSG</td>
<td>362</td>
<td>351</td>
<td>407</td>
<td>472</td>
<td>423</td>
<td>418</td>
<td>15.47</td>
<td>-1.18</td>
</tr>
<tr>
<td>All Schools + OSG (Total)</td>
<td>11 894</td>
<td>11 369</td>
<td>11 248</td>
<td>11 422</td>
<td>11 060</td>
<td>11 265</td>
<td>-5.29</td>
<td>1.85</td>
</tr>
</tbody>
</table>

Figures based on Table 3
Number of pupils calculated on a weighted average basis: No in October of year n-1 x 8/12 + No in October of year n x 4/12
Table 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2011. The percentage for the contributions of the Member States shows a decrease in comparison with previous years and can be attributed to a large extent to the smaller number of seconded staff members in the 2016-2017 school year (1 404 in total) in comparison with the 2015-2016 school year (1 428 in total). The European Commission’s contribution shows a slight increase in percentage terms, although in absolute terms, the contribution increased by €9 million compared with 2015. 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 780 in 2016, accounting for almost 80% 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. The fees paid for pupils under Category II contracts showed a decrease in both absolute figures and percentage terms, amounting to €11.2 million as compared with €12.3 million in 2015, or 3.8% in 2016, as against 4.4% of the total revenues collected in 2015. The total Category II pupil population fell by 8 pupils in 2016 in comparison with the year 2015, accounting for 4.00% of the total pupil population. In 2016, for the first time, €4.6 million and €0.2 million were recorded as contributions from the European Investment Bank (EIB) Group and the European Stability Mechanism (ESM) respectively. The revenues from Category III pupils showed an increase in absolute terms of €1.7 million in comparison with the previous year (2015), whilst the total population in this category increased by 16 pupils in 2016, accounting for 16.1% of the total pupil population of the European Schools. The revenues from other sources in 2016 remained the same as in 2015, amounting to €5.3 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 (under budget line 70320100).

Table 3: Budget contributions (excluding surplus carried forward and use of reserve fund)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016*</th>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>€</td>
<td>56 197 583</td>
<td>55 557 843</td>
<td>54 463 604</td>
<td>54 479 484</td>
<td>55 008 107</td>
<td>53 339 888*</td>
</tr>
<tr>
<td>%</td>
<td>20.4%</td>
<td>20.3%</td>
<td>20.0%</td>
<td>19.6%</td>
<td>19.6%</td>
<td>18.1%</td>
</tr>
<tr>
<td><strong>Commission</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>€</td>
<td>163 975 427</td>
<td>163 882 693</td>
<td>167 081 001</td>
<td>167 205 308</td>
<td>168 938 943</td>
<td>177 792 782</td>
</tr>
<tr>
<td>%</td>
<td>59.6%</td>
<td>59.7%</td>
<td>61.6%</td>
<td>60.1%</td>
<td>60.0%</td>
<td>60.4%</td>
</tr>
<tr>
<td><strong>EPO</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>€</td>
<td>18 778 658</td>
<td>18 979 623</td>
<td>19 042 443</td>
<td>19 508 143</td>
<td>20 645 000</td>
<td>21 045 000</td>
</tr>
<tr>
<td>%</td>
<td>6.8%</td>
<td>6.9%</td>
<td>7.0%</td>
<td>7.0%</td>
<td>7.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>EIB Group &amp; ESM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>€</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 812 529</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Category II fees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>€</td>
<td>14 258 680</td>
<td>12 953 535</td>
<td>11 168 395</td>
<td>12 987 354</td>
<td>12 350 398</td>
<td>11 196 942</td>
</tr>
<tr>
<td>%</td>
<td>5.2%</td>
<td>4.7%</td>
<td>4.0%</td>
<td>4.7%</td>
<td>4.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td><strong>Category III fees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>€</td>
<td>16 530 565</td>
<td>17 017 985</td>
<td>16 646 185</td>
<td>18 395 006</td>
<td>19 108 099</td>
<td>20 852 367</td>
</tr>
<tr>
<td>%</td>
<td>6.0%</td>
<td>6.4%</td>
<td>6.1%</td>
<td>6.6%</td>
<td>6.8%</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>Other</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>€</td>
<td>5 548 971</td>
<td>5 471 257</td>
<td>2 672 967</td>
<td>5 570 611</td>
<td>5 278 720</td>
<td>5 297 970</td>
</tr>
<tr>
<td>%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>0.9%</td>
<td>2.0%</td>
<td>1.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>€ 275 289 884</td>
<td>€ 274 270 240</td>
<td>€ 271 074 595</td>
<td>€ 278 145 906</td>
<td>€ 281 329 267</td>
<td>€ 294 337 478</td>
</tr>
</tbody>
</table>

The figures exclude the surplus carried forward (€2 481 518 was the amount brought forward to 2016) and use of the reserve fund.

For 2016 the figures are based on those derived from SAP on 23 March 2017 (provisional consolidated closing). Taking into account the fact that the closure had not been finalised at the time of writing the report, the figures are provisional and changes might occur after closure has been completed.

For 2016 the figures concerning contributions from Member States also include the extraordinary contribution from Germany amounting to €716 909 and the one from Italy amounting to €293 000, respectively.
2. Budget of the General Secretariat

The Budget which was approved for the Office of the Secretary-General for 2016 was €11 077 185, of which €11 061 036 was used. This represents a budget implementation level which is very similar to that of 2015.

Expenditure related to staff in 2016 was significantly higher than in 2015 as no salary increases were paid in 2015, whereas in 2016 retroactive salary increases of 2.4%, with effect from July 2015 were paid. As regards seconded staff, there was a substantial increase in severance grants in 2016 compared with 2015. As far as expenditure related to administrative and ancillary staff is concerned, it increased by some 20%, this being due to a number of new recruitments towards the end of 2015, which were fully in place only in 2016, notably an SAP assistant, an ICT assistant, a Head of Procurement and an Internal Control coordinator. Overall, expenditure related to staff amounted to €5.4 million in 2016.

As regards other administrative expenditure, it is worth drawing attention to the significant decline in ICT-related expenditure from 2015 to 2016, of €1.2 million. The reason is that the last amount which was budgeted for the SAP project corresponds to an Amending Budget in 2015 of €1 million. No budget was available for SAP in 2016. In addition, there was a small increase in the expenditure related to buildings as a result of unexpected expenditure related to the move to the new premises in rue de la Science.

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 5.7% increase in relation to 2015 is accounted for largely by the initial investment in the new online correction system.

Miscellaneous administrative expenditure includes staff mission expenditure, office equipment and supplies, staff training, telephone costs and expenses related to internal meetings.

Finally, pedagogical expenses amounted to €169 500 in 2016, down from €228 497 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 2015-2016

<table>
<thead>
<tr>
<th>Budget Line</th>
<th>2015</th>
<th>2016</th>
<th>Variation %</th>
</tr>
</thead>
<tbody>
<tr>
<td>601101 Expenditure related to seconded staff</td>
<td>900 871</td>
<td>1 157 980</td>
<td>28.54%</td>
</tr>
<tr>
<td>601103 Expenditure related to administrative and ancillary staff</td>
<td>3 525 186</td>
<td>4 233 335</td>
<td>20.09%</td>
</tr>
<tr>
<td><strong>60 11 Expenditure related to staff</strong></td>
<td><strong>4 426 057</strong></td>
<td><strong>5 391 315</strong></td>
<td><strong>21.81%</strong></td>
</tr>
<tr>
<td>601201 Buildings</td>
<td>919 376</td>
<td>985 300</td>
<td>7.17%</td>
</tr>
<tr>
<td>601202 ICT</td>
<td>2 614 277</td>
<td>1 384 114</td>
<td>-47.06%</td>
</tr>
<tr>
<td>601203 OSGES</td>
<td>2 713 901</td>
<td>2 868 419</td>
<td>5.69%</td>
</tr>
<tr>
<td>601204 Miscellaneous administrative expenditure</td>
<td>203 322</td>
<td>262 388</td>
<td>29.05%</td>
</tr>
<tr>
<td><strong>60 12 Other administrative expenditure</strong></td>
<td><strong>6 450 876</strong></td>
<td><strong>5 500 221</strong></td>
<td><strong>-14.74%</strong></td>
</tr>
<tr>
<td><strong>60 21 Pedagogical expenditure</strong></td>
<td><strong>228 497</strong></td>
<td><strong>169 500</strong></td>
<td><strong>-25.82%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11 105 430</strong></td>
<td><strong>11 061 036</strong></td>
<td><strong>-0.40%</strong></td>
</tr>
</tbody>
</table>
COSTS OF MEETINGS OF THE BOARD OF GOVERNORS, OF THE BUDGETARY COMMITTEE, OF THE BOARDS OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE IN 2016 IN €

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2016</td>
<td>41 437</td>
<td>35 164</td>
<td>-----</td>
</tr>
<tr>
<td>August 2016</td>
<td>12 595</td>
<td>22 560</td>
<td>300</td>
</tr>
<tr>
<td>December 2016</td>
<td>28 817</td>
<td>24 520</td>
<td>1 200</td>
</tr>
</tbody>
</table>

SUBTOTAL: 82 849 82 244 1 500

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2016</td>
<td>21 530</td>
<td>8 285</td>
<td>600</td>
</tr>
<tr>
<td>November 2016</td>
<td>16 323</td>
<td>4 900</td>
<td>600</td>
</tr>
<tr>
<td>Other meetings</td>
<td>188</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

SUBTOTAL: 38 041 13 185 1 200

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI, TC 2016</td>
<td>127 471</td>
<td>24 452</td>
<td>2 700</td>
</tr>
</tbody>
</table>

SUBTOTAL: 127 471 24 452 2 700

d) OTHER MEETINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Travel/subsistence expenses</th>
<th>Interpretation</th>
<th>Technical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Groups, CEA, Troika Selection Committees (60120304)</td>
<td>56 297</td>
<td>28 800</td>
<td>1 100</td>
</tr>
<tr>
<td>Working Groups (60120306)</td>
<td>348 166</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Courses (60120306)</td>
<td>17 565</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Inspections (60120308)</td>
<td>175 488</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

SUBTOTAL: 597 516 -28 800 1 100

TOTAL: 845 877 148 681 6 500

GRAND TOTAL: 1 001 058
2016 will undoubtedly remain a landmark and historic year for the ICT, in the broad sense, of the European Schools. The reason for the year’s significance is that it saw the birth of a communication and collaboration platform common to all the schools and designed for use by all the European Schools’ stakeholders (Teachers, Students, Inspectors, Administrative Staff of the schools, etc.). This platform, supported by Microsoft Office 365, constitutes a significant advance in the digital area. Thus, previously there were 15 different communication platforms:

Whereas now there are only two interconnected ones (one of which is a dedicated one for the administrative staff only, for security reasons):

In order to improve communication, very many distribution lists are now automatically created and updated (every night) on the basis of the information encoded in the School Management System (SMS) and the staff HR data management software program (PERSEE).

However, a huge amount of communication, training and improvement work remains to be done to enable this new tool to be properly adopted by all the stakeholders (Schools, Inspectors, etc.), not all of whom have yet received their access rights.

This year also saw the end of the project to set up the new network which interconnects all the European Schools with the Central Office. In the majority of cases, the bandwidth has been multiplied by 250, this increase having been awaited for years and especially necessary for the O365 project, including online collaboration and videoconferencing.

The new website of the Central Office of the European Schools was also launched. It provides the reliability and the security expected to protect against the increasing number of violent cyber attacks.
Nor should the OSGES’s removal be forgotten, which from an IT viewpoint, was a real success despite the project’s complexity and the very tight schedule. It required the following to be done:

- construction of a brand-new server room so that the old one could be relocated there;
- learning and implementation of a telephony solution (Skype for Business);
- relocation of all the network lines;
- …

The IT for administrative purposes Strategy Group (IT ADM) intensified its work. The subjects tackled are many and various:

- Technological choices and requirements in terms of security
- Analysis of IT risks and action plan
- IT outsourcing policy (managed services)
- ICT Charters
- Analysis of the European Schools’ current IT organisation chart: possible clarifications and recommendations
- Project methodology
- …

There is no longer any doubt whatsoever about the need for such a group. This Strategy Group will soon be in a position to put forward its initial proposals to the Board of Governors in order to start establishing an IT strategy for the European Schools.
F. INTERNAL AUDIT SERVICE

Activities of the European Commission’s Internal Audit Service in 2016

In 2016 the IAS’s activities focused on:
- A limited review of Governance of Security and
- An audit of SAP Controls over Accounting and Budget Execution in the European Schools

At the beginning of 2016, 23 recommendations were outstanding. Not yet included in the latter were the recommendations of the audit of Treasury and Revenue Management which was conducted in 2015. They are included in the table below. With respect to the two audits performed in 2016, only the results of the review of governance of security are final and included in the table below. During the year 2016 seven recommendations were presented in a follow-up audit and were fully implemented.

<table>
<thead>
<tr>
<th></th>
<th>Remaining open from last year’s report</th>
<th>Audit of Treasury Management</th>
<th>Audit of Governance of Security</th>
<th>Fully implemented</th>
<th>Remaining open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical</td>
<td></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Very important</td>
<td></td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td>15</td>
<td>3</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>+12</td>
<td>+6</td>
<td>-7</td>
</tr>
</tbody>
</table>

The 3 recommendations still outstanding and considered to be critical are:
- IAS 2015 – critical – Ensure that at least two people are responsible for every banking operation (target date: 30.04.2017)
- IAS 2016 – critical – Roles and responsibilities of the Parents’ Associations with respect to security (target date: 30.06.17)
- IAS 2016 – critical – Clarification of the support provided by the European Commission (target date: 30.06.17)

The 7 recommendations fully implemented relate to the following topics:
- IAS 2015 – critical – Payments in the online banking system (Karlsruhe), Application of the memorandum on payment procedures
- IAS 2015 – critical – Payments in the online banking system (Karlsruhe), Authorisation to the bank account
- IAS 2015 – very important – Proceed with invoicing and ensure people are trained to use the SAP invoicing module, Support remaining schools
- IAS 2015 – very important – Proceed with invoicing and ensure people are trained to use the SAP invoicing module, Solve technical problems that held back the Schools from sending invoices
- IAS 2013 – very important – Financial management – Data protection
For the remaining 34 outstanding recommendations action plans have been developed and the status is regularly updated on the IAS’s internet platform ‘Issue track’. It is expected that a number of recommendations will have the status of ‘ready for review’ during the first half of 2017.

The limited review of Governance of Security was carried out at the Office of the Secretary-General (OSG) and the Brussels IV and Munich European Schools. The overall objective was to assess whether governance of security in the European Schools is adequately set up and effectively and efficiently implemented.

6 risks and recommendations were identified and made and accepted by the European Schools and action plans were then prepared. Implementation is ongoing and – given the importance of the topic – is a priority at the Office and in the Schools.

The objective of the audit of SAP controls over Accounting and Budget Execution was to assess the effective and efficient design and implementation of SAP controls. For this audit the IAS visited the Brussels I and Munich Schools and the OSG.

In addition to these audits the OSG and IAS worked together actively in the working group on review of the Financial Regulation, various meetings took place during the year and there was regular contact via email.

Recently IAS issued its Annual Audit Plan 2017 (Ref. document: Ares(2017)730387). This year, the IAS will focus on an in-depth follow-up audit on outstanding recommendations and a limited review/consulting engagement on the management of extra-budgetary accounts.

**Efforts to promote Risk Management continued in 2016**

Given that risk management is an ongoing process, efforts were continued during 2016 and will continue in 2017.

Further risk management workshops were held, risk registers analysed and guidance given. The Schools’ risk registers were summarised twice and the summary was sent to all Schools.

All 14 Schools now have a risk register, but the quality still differs significantly, particularly with respect to the definition of risk owners and remediating action plans.

At the end of 2016 the generic risk register, which consisted of 32 generic risks, was drastically reduced and summarised in a register of the top 10 risks for the European Schools. The Schools were asked to assess the significance of these risks for their School and to add school-specific ones. This is where work will continue in 2017. A workshop with the Directors and Bursars to further improve the understanding of risk management has been scheduled.
G. FRAMEWORK FOR SOUND INTERNAL CONTROL

❖ Progress towards a robust Internal Control System

Efforts to improve the Internal Control System of the Schools and the Office of the Secretary-General continued throughout 2016.

The most important measures include adoption of Service Regulations for Locally Recruited Teachers, closure of the accounts applying accruals-based accounting in line with International Public Sector Accounting Standards (IPSAS), adoption of the new Internal Control Standards by the Board of Governors and definition of the new financial governance structure.

The following table highlights the most important measures taken. They are structured in six building blocks that form the pillars of the Internal Control System.

<table>
<thead>
<tr>
<th>Building block (area)</th>
<th>Measures taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mission and Values</td>
<td>- Adoption of Service Regulations for locally recruited teachers</td>
</tr>
<tr>
<td></td>
<td>- Standard contracts for locally recruited teachers (general principle contracts of employment, ad interim contracts, to be used in all Schools)</td>
</tr>
<tr>
<td></td>
<td>- Guidelines for the management of staff files</td>
</tr>
<tr>
<td></td>
<td>- Training for Authorising Officers in Internal Control Standards and their role in SAP</td>
</tr>
<tr>
<td>2. Human Resources</td>
<td>- Continued workshops and guidance on risk management;</td>
</tr>
<tr>
<td></td>
<td>- Definition of top 10 European School risks</td>
</tr>
<tr>
<td></td>
<td>- Standing Instruction for the Annual Administrative and Financial School Plan</td>
</tr>
<tr>
<td></td>
<td>- Definition of common administrative and financial objectives for the Schools</td>
</tr>
<tr>
<td>3. Planning and risk management</td>
<td>- Link between accounting software and online banking (Luxembourg Schools and Varese in addition to Belgian Schools where already in place)</td>
</tr>
<tr>
<td></td>
<td>- Issuance of guidelines on procurement (Aide-memoire)</td>
</tr>
<tr>
<td></td>
<td>- Setting up of a procurement network</td>
</tr>
<tr>
<td></td>
<td>- Expansion of the procurement sub-unit in the Office of the Secretary-General to 3 full-time equivalent posts</td>
</tr>
<tr>
<td>4. Operation and control activities</td>
<td>- Quarterly reporting on budget implementation</td>
</tr>
<tr>
<td></td>
<td>- 2nd revision of the Financial Regulation with major changes foreseen in the governance structure of the European Schools</td>
</tr>
<tr>
<td>5. Information and Financial reporting</td>
<td>- Positive opinion of the Court of Auditors on the 2015 accounts</td>
</tr>
<tr>
<td></td>
<td>- External audit of the 2016 accounts of 5 Schools (Brussels Schools + Munich School)</td>
</tr>
<tr>
<td></td>
<td>- Development of a template for assessment of the Internal Control Standards</td>
</tr>
</tbody>
</table>

The second revision of the Financial Regulation foresees major changes in the governance structure of the European Schools up to 2020. The intention is to enhance sound financial management by increasing central responsibility in the functions of Authorising Officer and Accounting Officer.

Despite these very positive improvements in 2016, it is acknowledged that substantial work lies ahead.
H. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS (CEA)

in accordance with the provisions of the Enrolment Policy produced each year on the basis of guidelines approved by the Board of Governors, the Central Enrolment Authority deals with applications for enrolment at the Brussels European Schools. Overall follow-up on all these applications is handled at the Office of the Secretary-General.

1. Objectives and priorities for enrolments for the year 2016-2017

At its meeting of 1-3 December 2015, the Board of Governors approved temporary use of the Berkendael site as an extension to the European School, Brussels I, pending opening of the European School, Brussels V, its intake ultimately comprising the nursery and primary cycles in their entirety, starting with the nursery classes and the first two primary years as from the beginning of the 2016-2017 school year in September 2016.

On 18 December 2015, the Council of Ministers of Belgium’s Federal Government agreed to make a fifth European School available by 2019-2020, with the Berkendael site continuing to operate until the new school opens.

The Berkendael site’s intake consists of French language section pupils and of Latvian and Slovakian language section pupils, the creation of the latter two sections in the nursery and primary cycles also having been approved by the Board of Governors at its December 2015 meeting.

At the same time, as renovation work on the Fabiola building on the Uccle site of the European School, Brussels I was nearing completion in preparation for the beginning of the new school year in September 2016, the pupils of the nursery and primary year 1 classes, which had been temporarily accommodated on the Berkendael site since September 2012, returned to the Uccle site. For that reason, no new applications for enrolment in the nursery and primary years 1 and 2 classes of the English, French and German language sections of pupils without a special priority criterion could be accepted on the Uccle site in 2016-2017.

In addition, the nursery class of the Estonian language section opened at the Brussels IV School in September 2016, this section’s creation in that school having been approved by the Board of Governors by written procedure 2014/51, completed on 19 December 2014. This language section is intended ultimately to comprise all three cycles – nursery, primary and secondary – starting with the nursery in September 2016.

As regards joint enrolment applications, i.e. applications for the enrolment of several children belonging to the same group of siblings for whom enrolment in one and the same school is sought, they are dealt with before enrolment applications for single pupils in order to take account of the previous year’s decisions of the Complaints Board.

As in previous years, the policy devised by the CEA took account of the steady increase in the total pupil population of the four schools, in the light of the infrastructure available in Brussels. Forecasts are made each year on the basis of the previous years’ data, taking account of the average annual rate of growth in pupil numbers. However, as a result of the combination of several factors, including the schools’ overcrowding, particularly in the nursery and primary cycles, these forecasts can be confounded at any time. Thus, as early as the first phase of the 2016-2017 enrolment session, in the light of an unforeseeable increase in applications received, the CEA recorded an 11% increase in the number of enrolment applications compared with the first phase of the 2015-2016 enrolment session.

Given the binding timetable for the enrolment sessions, an operational solution reflecting the actual data had to be found as soon as possible. By written procedure 2016/08 completed on 14 March 2016, the Board of Governors decided to open additional classes at the European School, Brussels I – Berkendael Site, namely a nursery class and a primary year 1 class in the German language section and two primary year 3 and 4 classes in the French language section.
Finally, voluntary transfer applications, allowed without having to justify particular circumstances, were accepted, provided that it did not lead to division of a class, at the Brussels I – Berkendael Site School, in the language sections and year groups open there, at the Brussels IV School for Estonian pupils attending the Brussels II School and in the context of the grouping of siblings, as provided for by the Enrolment Policy.

2. Results of the 2016-2017 enrolment policy

The main data on the 2016-2017 enrolment session are as follows:

- 2 560 enrolment and transfer applications were received and processed, 2 507 of which were for Categories I or II pupils.
- Out of the 26 enrolment applications for Category III pupils received, 3 were cancelled. Out of the 8 children who had siblings already attending a school, 3 pupils could have been admitted but all decided against taking up the places offered.
- Out of the 17 enrolment applications for children of NATO civilian staff, 3 were cancelled and 7 pupils were admitted to the schools.
- Out of the 10 enrolment applications for children of UN employees with the status of international civil servants, 3 were cancelled and 4 pupils were admitted to the schools.
- In total, at the beginning of the 2016-2017 school year in September 2016, 1 802 new pupils were admitted to the Brussels Schools, breaking down as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>New pupils accepted as at 23 September 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brussels I School – Uccle Site</td>
<td>395</td>
</tr>
<tr>
<td>Brussels I School – Berkendael Site</td>
<td>179</td>
</tr>
<tr>
<td>Brussels II School</td>
<td>451</td>
</tr>
<tr>
<td>Brussels III School</td>
<td>412</td>
</tr>
<tr>
<td>Brussels IV School</td>
<td>365</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 802</strong></td>
</tr>
</tbody>
</table>

Out of the 2 452 places offered, 1 093 went to pupils with a priority criterion (single/sole sections, SWALS, regrouping of siblings and return from assignment, for example).

Out of the 1 991 offers of places initially accepted, 189 were subsequently turned down by the parents, 131 of them corresponding to an offer of a place in the first preference school. 140 of the 461 places refused had been offers for the Brussels I – Berkendael Site School and 134 for the Brussels IV School.

Whereas the pupil population of the schools fell slightly in the nursery school (50 fewer pupils), it is continuing to grow in the primary and secondary cycles, something which is having a considerable impact in terms of infrastructure resources. Compared with the previous year, pupil numbers in those two cycles are still as high.

At the beginning of the new school year in September 2016, the situation of each school/site was as follows:

- The Brussels I – Uccle Site School saw a further increase in pupil numbers, something which is due in particular to the return of the nursery and primary year 1 pupils from the Berkendael site to the Fabiola building.
- The Brussels I – Berkendael Site School accommodates a French language section up to primary year 4, a Slovakian language section (open in the nursery cycle) and German language section classes (nursery and primary year 1). However, it was not possible for the
Latvian language section to be opened this year as there was an insufficient number of pupils.

- 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 Greek language section.
- At the Brussels IV School, all the secondary cycle year groups are now open. Pupil numbers in the nursery and primary cycles are comparable with those of the other schools. As for single/sole language sections, in addition to the Bulgarian and Romanian sections, an Estonian section opened in the nursery cycle in September 2016. Nevertheless, the French language section continues to account for almost half of the total number of pupils.

3. Enrolment policy for 2017-2018

In this overcrowding context, the issue of the infrastructure available, particularly for the primary cycle, at the beginning of the 2017-2018 school year in September 2017 remains a concern.

Pending the actual opening of the fifth school, once the definitive infrastructure has been provided by the Host State, the Berkendael site, which can accommodate 1 000 pupils, is being used temporarily as an extension to the Brussels I School. Thus, should classes at the nursery and primary levels need to be divided, satellite classes will have to be placed on this site, i.e. the creation of classes without necessarily leading to the opening of a language section.

The 2017-2018 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. In any event, once pupils are on roll in the European School system in Brussels (including in particular pupils currently on roll at the European School, Brussels I – Berkendael Site), they are guaranteed the possibility of continuing their schooling in one of the Brussels Schools where the classes, language sections and year groups are open, up to the Baccalaureate (but not necessarily in the school of their choice). They have priority of access for that purpose over new applicants for enrolment.

The 2017-2018 enrolment policy can be consulted on the website of the Office of the Secretary-General of the European Schools www.eursc.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

Various types of work were undertaken this year in the context of improvement of security:
- Installation of high-definition cameras in all parts of the school premises and grounds.
- Modification of the camera control system.
- Installation of a new façade in the nursery building to prevent pupils’ from being seen from outside.

Work undertaken in the content of ICT logistics:
- Setting up of a Wi-Fi signal control system in all the school buildings: nursery, primary, secondary, administration, canteen, theatre.
- Increase in the power of the server responsible for the cameras in order to increase recording times.

Work undertaken in the context of improvements to the buildings:
- More shady areas on the sports tracks.
- Installation of new paving in the playgrounds.
- Fitting out of three new areas for special needs pupils, with all the equipment required, in the secondary school building (costs defrayed by the EUIPO).
- Painting of the inside of the secondary school building and repair of the very damaged parts.

### Bergen

The infrastructure of the European School, Bergen has become a major concern. The school building and sports hall are old and need to be fully refurbished. 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 at approximately €4.6 million.

Maintenance of the buildings is the responsibility of the Dutch government and paid for by it. Maintenance is managed by Stichting NOB (Foundation for Dutch Education Worldwide).

The issue of the building and its renovation or replacement was discussed with the Ministry of Education and NOB in 2016. It was unresolved in 2016, but is an ongoing issue in 2017 and is an Annual Administrative and Financial School Plan priority.

NOB would like to investigate the specific obligations of the Netherlands in relation to maintenance work on the school building and sports hall.

Since the budget for the maintenance work has not increased over the years, only the most urgent maintenance work can be carried out.
In 2016 the following work was carried out:

- maintenance of the emergency lighting and of the emergency exit signs;
- repaving of parts of the playgrounds;
- replacement of the flat roofs of the sports hall;
- renovation of the lift;
- replacement of one of the central heating boilers;
- painting of the inside and the outside of the school building and repair of dry rot;
- replacement of the doormats at the entrances to the nursery and primary school;
- replacement of the light fittings in the primary school gymnasium;
- replacement of the swing doors at the entrances to the nursery and primary school;
- repairs to the mortar on the front wall of the school;
- replacement of the floor covering in the staff room, three classrooms, two offices and the meeting room.

**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. The Berkendael site will continue to be operational until the new school opens. 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 2,500 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 2016 the four Brussels European Schools had a total of **12,298 pupils** on roll in 19 language sections. The graph below shows the overall breakdown of these pupils across the language sections, in absolute figures and in percentage terms.
Brussels I

UCCLE SITE:

The Fabiola building was made available again, after renovation work, for the beginning of the 2016-2017 school year. The work has not, however, been entirely completed yet.

The following work which had been requested by the school was not included in the specifications and was not carried out:
- Replacing the window frames and windows
- Replacing the external doors
- Replacing the drains around the building
- Resolving the problems associated with water infiltration in the cellar
- Ventilation in the classrooms
- Replacing the lino in all the classrooms.

The school had to take over responsibility for and bear the cost of the different work:

Installation of sunshades (under way): €11 000
Installation of water heaters in the nursery classes: €4 300
Replacement of the lino: €3 100
Replacement of the outer gates: €14 500
Installation of outdoor games in the playground: €35 000
Laying of grass: €7 800
Installation of a dishwasher: €45 000
At the present time, it is not yet known if and when the work not carried out will still be done by the Régie des bâtiments.

Water drainage Fabiola playground: the school has requested that a drainage system be installed.

**Gas:**
The school was reconnected to the gas supply in November 2016 after having been cut off for 18 months.
The costs borne by the school are as follows:
- Rental of boilers: €48 000
- Difference in heating oil price: €15 000

The Régie is unable as yet to announce a date for reconnection of the gas supply to the science labs. A visit by the Bouvé company is scheduled for 9.30 on 9 February 2017 in order to assess the situation and to take appropriate steps to restore the gas supply.

The Régie refused to defray the cost of renovation of the swimming pool facilities (€3 500), which will be available from 3 March 2017 onwards.

**Damp and water infiltration:**
Several buildings have problems with damp and water infiltration (Van Houtte, Michelangelo and sports complex). The school commissioned a study in 2014 with an estimate of the costs. No action has been taken so far on the report, which was forwarded to the Régie.

Nothing has been done, apart from some minor work in the Michelangelo building on infiltration in two classrooms representing a safety risk because of the wiring for the keyboards. Nevertheless, damp in those rooms remains a major problem which will have to be addressed urgently.

**Toilets**

New facilities are essential in the Gutenberg and Michelangelo buildings (daily problems with blocked toilets).

For health reasons, the school had the existing pipes in those two buildings replaced at its own expense (€4 000).

The Régie has promised to take charge of renovation of the Gutenberg toilets in 2017.

**Ventilation**
There are ventilation problems in the Gutenberg and Michelangelo buildings.
The Régie carried out work in the Fabiola building. The situation seems to have improved.

In addition, the school defrayed the cost of installation of a ventilation system in the transport offices (€4 000).

**Environmental permit**
The school has no news of the status of the environmental permit. The Régie was supposed to carry out work to obtain the environmental permit. Not all the work requested has been carried out.

In addition, the school has to prepare an attestation, to be furnished by August 2018, of the action plan which it intends to put in place to reduce its energy consumption, something which will require some additional renovation work to be carried out. The Régie has received a copy of the energy audit report with a list of the work to be done.

**Grounds**
The school has requested the Régie's intervention to remove the dead trees on the site. Some of the trees have been removed but not all. After one of those trees fell, the school requested a study of the state of the trees. The result of that study was sent to the Régie for the purposes of removal of the dead trees. It was only after a second tree fell that the Régie intervened to remove some
dead trees but not yet all of them. The dead trees remaining on the Fabiola building site were removed by the school at a cost of €8 000.

**Heating system**

The software to programme the heating system is very old and in the event of problems, no further repairs are possible. The Régie has been made aware of this problem but nothing has been done so far. The Régie’s position is that as long as it operates, it will not be replaced. This represents a major risk.

Several valves and pumps need to be replaced. The Régie says that the work will be done.

**Equipment in the kitchen**

There are problems with the cold stores in the kitchen. Different reports have been sent to the Régie for the purposes of changing the cold stores.

The Régie is no longer defraying the cost of replacing the old kitchen facilities. The non-replacement by the Régie of facilities in the kitchen is going to have an impact on the school’s budget in the future.

**Telephone exchange**

The school’s telephone exchange is very old (dating back to 1993) and needs to be replaced. The supplier has in fact informed us that some parts can no longer be replaced in the event of a malfunction.

A request for a new telephone exchange has been submitted and the school is awaiting the Régie’s reply.

**BERKENDAEL SITE:**

Last year the school said the following in the report on the infrastructure of the European Schools:

*The following work remains to be done this school year (2015-2016):*

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

None of that work was done by the Régie.

**Brussels II**

Overcrowding at the European School, Brussels II has been observed for years. There is a chronic shortage of space in terms of both classrooms (mainly in the secondary) and study rooms and sports halls. The school is planning to cover the old tennis court from September to March in order to be able to use it as an additional covered sports field.

The primary school building is very old and repair and replacement work (wooden walls) is necessary. Unfortunately, the Régie des bâtiments has limited resources and the Belgian Authorities seem to experience difficulties in honouring all requests.

**Work done in 2016:**

- Refurbishment of the green football/hockey pitch surface.
- Refurbishment of the primary/nursery play area.
- Frequent repairs to the school’s fence.
- Creation of a study room for S1-S4 and for S7.
- External wiring for the alarm, fire and telephony systems.
- Safety work in the chemistry laboratories.
- Checking and drawing up of a report by an outside firm on the electricity, gas and water installations.
- Fitting out of certain administrative offices.
- Painting of different corridors, offices and classrooms.
- Replacement of the inside curtains in several secondary school classrooms.
- Installation of security bars on the primary building windows.

Brussels III

2016 was a tense year for the European School, Brussels III on account of both a chronic overcrowding situation (3,041 pupils on roll on 1 September 2016, even though at its December 2010 meeting, the Board of Governors decided that the school's maximum capacity was 2,650 pupils) and pressure associated with the current security situation. Many adjustments had to be made and new procedures to control access and to make the premises more secure were introduced, as follows:

Automation of opening and closing of the gates, development of the public address system, installation of a rain protection cover for parents waiting for primary children, application of a 'one-way' film on the ground floor windows, securing of sensitive rooms.

A Supplementary and Amending Budget for ‘Security’ allocated in November 2016 will enable additional work designed to enhance security to be carried out (improvement of the lighting and CCTV system on the campus) during the year 2017, using 2016 appropriations carried over to the financial year 2017.

Various types of work were undertaken in the context of ICT logistics, mainly the roll-out of Wi-Fi on the school's site.

The Régie des bâtiments took some steps to level the paving bricks in the playgrounds and bus parking area and refurbished the floor tiling in several classrooms. The school also continued its efforts, drawing on its own budget, to renovate and maintain the toilets, mainly in the nursery building. The school regularly maintains its green areas and supported the 'EEB3 Green' project developed by students by preparing the ground for the planting of fruit trees. The school ensures on a permanent basis that classrooms are spruced up and that maintenance and repair of the plumbing, ventilation and heating systems are carried out.

Brussels IV

The infrastructure problems experienced are the lack of covered playgrounds and of sports facilities, numerous instances of water infiltration, doors which are too heavy for pupils and which break, the problems associated with the cogeneration system and the centralised technical management system.

Work undertaken

- Fitting out of nursery and primary play areas.
- Installation of additional spaces for bicycles.
- Additional entrance to the canteen for the nursery-primary classes (Régie des bâtiments).
- Entrance gate to the bus parking area widened by 60 cm (Régie des bâtiments).
- Work on the pavements and changes to the streets adjoining the school to improve traffic flow (Bruxelles mobilité).
- Marking of the bus parking area to enable pupils to move around safely in the school grounds.
- Installation of Wi-Fi in all the buildings.
- Installation of the Belnet fibre-optic network for a high-speed internet connection.
- Installation of a street soccer pitch (for outdoor sports) to address the problem of the lack of sports halls.
- Fitting out of a kitchen and of the cafeteria.
• Fitting out of an office with a window for an adviser in the chill room.
• Badge system for opening of the car park door in order to secure entrance via the car park, which was a weak spot.

Work to be undertaken in the future:
• Installation of tents which will serve as covered playgrounds.
• Resolution of the water infiltration problems in building G.
• Electronic management of lockers.
• Installation of a second street soccer pitch (for outdoor sports) to address the problem of the lack of sports halls.

The staff of the Régie des bâtiments have responded much more quickly and effectively since their major project in Brussels ended.

Culham
There was no new construction work in 2015-2016.

Various maintenance works were carried out during 2016 including the rebuilding of four large chimneys on the listed building, rebuilding of the wall on the terrace, roof repairs on the north side of the quad, new fencing in the orchard and safety works on the foot bridge to the sports field.

A programme of planned maintenance will continue up until the closure of the school on 31 August 2017.

The heating system has been problematic this winter with some parts of the school not reaching satisfactory temperature levels. The heating in some rooms has had to be supplemented with electric heaters. The UK Department for Education is aware of this problem and it is planning an assessment of the heating system in due course.

Further steps have been taken to improve site security and two security guards have been employed since January 2017 to patrol the premises and to provide access control at the gates.

Frankfurt
Pupil numbers in Frankfurt are still rising; the 2016-2017 school year started smoothly, the population reaching 1 465 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. This building will be further extended, with the addition of nine more classrooms to be ready for the next school year. Moreover an additional prefabricated sports hall will be set up on the Parents' Association's premises in April/May of this year.

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 2 244 in 2025. This calculation is based on the expected number of future staff members of the ECB and the Single Supervisory Mechanism, the school’s Category II partners 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

The additional budget was used for improvement of security purposes. New CCTV cameras were installed. They are now present at the two entrance doors, on the ‘red square’, in the building housing the secondary cycle and at the primary school angle. The old fence was completely renovated as there were many gaps in it.

The City of Karlsruhe once again invested a great deal in refurbishing and improving the infrastructure. The roof of the sports halls’ changing rooms was fully renovated; in the primary school, the roof of building A was partially repaired. The concrete of the outer walls of building B was cleaned.

The city has spent a total of €520 000 in recent years. In addition, the City of Karlsruhe paid the costs of the project and the labour costs entailed by the work below, for which the school was responsible for paying:

The columns in the alleys (Pergola) were painted in several colours; different classrooms were repainted. In the secondary school building, the lighting in the corridors and in the sports hall equipment room was automated. As far as the administrative departments are concerned, the large room housing the accounts department was fully refurbished and fitted out with new soundproofing cabinets, and an acoustic ceiling was installed.

Almost all the classrooms are now equipped with Smartboards. A new telephone exchange was installed in the school. New furniture was purchased to partially fit out the primary school classrooms.

The City of Karlsruhe is behind the ‘Energy-efficiency improvement of the European School, Karlsruhe’ project. This project is very important for the school; the buildings are indeed to be renovated at the city’s expense as the objective is to achieve energy savings and a reduction in CO² emissions. Appropriations have been earmarked for that purpose in the biennial budget.

Luxembourg

a) Luxembourg I

- Improvement work outside:

  Nursery: the work on the outside of the nursery building has just ended with the installation of two new structures and the replacement of the outdoor furniture.

  Primary: under a tripartite partnership (School + Parents’ Association + CAS), the primary school is being equipped with brand-new outdoor play equipment (refurbishment of the sand pit, refurbishment of two play areas and installation of an obstacle course).

  Secondary: the Administration des Bâtiments publics (Luxembourg Public Buildings Authority) dismantled the secondary prefabricated building (L Bloc). The Luxembourg authorities have undertaken to create outdoor playing fields on the space thus freed up. Design and engineering studies on the subject are currently under way and the project is expected to have been completed by the beginning of the next school year.

- Availability of rooms:

  Even though the effects of the increase in the pupil population are having an impact on the entire school community, it is in the primary that the situation is most worrying. The shortage of space is being felt at the level of both classrooms and the canteen. On the basis of the projections for the years to come, the expectation is that the situation will be problematic. Requests have been made to the local authorities with a view to finding a solution to this shortage of space.
b) Luxembourg II

A range of work was undertaken in the context of improvement of security:

- A walkie-talkie system with several antennas was installed on the site so that the security service and the technical service can communicate quickly and efficiently in an emergency.
- Electronic cylinders were installed on the doors of sensitive rooms to allow better access control.
- Classroom doors were fitted with an inner knob so as to be able to lock and unlock the door from the inside. This enables a situation where a pupil remains stuck inside a classroom to be avoided and in the event of someone running amok, it enables everyone to lock themselves inside.

Work was also undertaken in the context of fitting out of the buildings:

- In the secondary canteen, table-clearing units were installed. There is a dual aim: firstly, to improve waste recycling and secondly, to raise young people’s awareness of this issue.
- A road safety circuit was marked out in one of the playgrounds, and bicycles were purchased in order to organise lessons for primary pupils.
- An indoor road safety circuit was purchased for the nursery and primary year 1 pupils.
- A climbing wall was built in hall 5 of the sports building.
- A new trail game was installed in the primary building playground.
- Ground games were marked out in the nursery and primary school playgrounds.
- Concrete benches were installed on the grass outside the secondary building.
- In the administrative building, the reception was completely redesigned so as to have a waiting area for visitors and a reception desk with three offices.
- In the secondary school, walls were knocked down in order to convert the space into a new large music room and a large study room.
- In the primary school, a doctor’s surgery was fitted out for children’s medical examinations.
- In the sports building, a door was installed between gyms 2 and 3 in order to be able to hold lessons in the two gyms at the same time.

Mol

Quite a number of projects were undertaken in 2016 and most are continuing in 2017. The most noteworthy are as follows:

1. The construction by the Régie des bâtiments of a new 2.40m fence around our site, which is virtually 8 hectares in area. At the same time, cable conduits were laid right around the site to enable fibre-optic cables to be installed so as to facilitate the future installation of CCTV cameras.
2. The construction of new science laboratories is under way and the Régie des bâtiments installed temporary classrooms in the secondary school playground.
3. In March 2017, all the locks on the doors in the school will be replaced with electronic locks, in collaboration with the Régie des bâtiments (access profiles for staff and pupils are in the process of being created).
4. Preparatory work on the complete refurbishment of the nursery school started. The plans were completed and were published. The refurbishment work is expected to take place during the summer holidays.
5. Upgrading of all the fire prevention equipment started in collaboration with the Ansul S.A. company, in order to meet the requirements of the Royal Decree of 28 March 2014.
6. The building housing the school canteen and the art rooms was fully refurbished during the Christmas 2016 holidays, in collaboration with the Compass Group.
7. The swimming pool reopened and new equipment for emergency collection of accidental spills of chemicals used for pool maintenance was installed in 2016.
8. The work in progress in the secondary school building includes full refurbishment of the waste and rain water disposal systems.
9. Also on the secondary school premises, the inner playgrounds are in the process of being renovated. That work is expected to be completed in April 2017.
10. The administrative building, the communal areas and the sick bay were all repainted during the autumn 2016 school holidays.
11. Identification cards are shortly to be distributed to all staff and pupils. They will be used for four purposes:
   - identification;
   - control of access to the buildings and rooms;
   - cashless payment in the canteen, using our Mifare system;
   - requesting the printing of documents on the site’s 19 multifunction printers.

**Munich**

In order to accommodate a steadily increasing pupil population, a new prefabricated module, called ‘Purple Pavilion’, was installed and made operational by the 2014-2015 school year. However, on account of air quality problems (steadily increasing standard values observed for volatile organic compounds (VOC)), the school’s management finally decided to evacuate and close the ‘Purple Pavilion’ from November 2015 onwards. Following the installation of automatic ventilation systems air quality improved significantly and it was finally attested by an expert that there were no longer any health risks. It was thus possible for the removal to be organised during the Christmas holidays and the Purple Pavilion reopened again in early 2016.

For hygiene and health reasons the floor covering in the kitchen, including the seating area for the pupils, had to be replaced, because of water damage, from summer 2016 onwards. Consequently, the entire kitchen area had to be closed completely, for the renovation work to be carried out. In the meantime a temporary kitchen, located in containers in the playground, was fitted out shortly before the Christmas holidays, thus enabling all pupils to be provided with a hot, freshly cooked meal.

Work on the former kitchen area is ongoing and is expected to be completed by summer 2017.

Another project under way is the construction of a separate school building (‘Annexe’) for 1,500 primary pupils, located approximately five kilometres from the current premises. The work is progressing according to schedule and is still due to be completed by April 2019. The ‘topping out’ ceremony is scheduled for 13 March 2017.

Against this background reflections started in 2016 on the best possible way of renovating the current premises, which will then accommodate the secondary school only. Apart from modernisation and refurbishment of the school building as such, an up-to-date secondary education environment with adequate multimedia areas and subject areas needs to be planned and decided.

**Varese**

**Villa**

Under Article 1 of *Legge 23 giugno 1990, n. 181* (Law of 23 June 1990, No 181), the Italian Government is responsible for extraordinary maintenance of the buildings, whilst the school’s management is responsible for their ordinary maintenance.

At the meeting of 19 January 2016, the Administrative Board decided to make available to the School the Director’s apartment (located in the villa) starting from the beginning of the 2016-2017 school year.

Thus, as from September 2016, the Director’s ex-apartment is available to the school but conversion work needs to be carried out in order transform ‘private’ areas into offices, to which the canteen and transport cooperatives are to be moved.

In this way these areas will be available for pedagogical purposes.
In November-December, the school’s management requested an engineering and architectural study in order to prepare a plan providing an estimate of the expenditure required to adapt the apartment for the school's administration (masonry work, renovation of bathrooms, adaptation of installations, etc.) and also for this building’s external maintenance.

The school will use the 2017 Italian contribution for all this work, to be carried out starting from February 2017 in order to complete all 'movements' by August 2017.

**Evidence of structural failure in the secondary school gym caused by damage to the municipal sewer**

As from April 2016, the school’s management began pointing out that there was evidence of structural failure in the secondary school gym caused by damage to the municipal sewer.

Following an inspection by municipal technicians no feedback was received.

The new Director of the School met the Mayor of Varese and drew his attention to this problem.

On 20 December 2016, the school received ‘initial’ feedback from the Municipality, which appointed an expert to study the situation.
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

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.

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 it so decides.
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<th>Nationalities / Member States</th>
<th>Pupils with an EU nationality enrolled 15 October 2016</th>
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Development of the pupil population in the European Schools by Member State, without the Munich School pupil population

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<th>Pupils with an EU nationality enrolled 15.10.2015</th>
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5.25% 2.80% 8.19%
Development in the number of seconded staff in the European Schools by Member State, without the seconded staff of Munich

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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, three Member States, Germany, Estonia and Belgium 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 and the EEBA (European School Brussels-Argentueil) International School, which opened just recently, in September 2016.

A total of 12 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), the European School of Copenhagen (Denmark) and Scuola Europea di Brindisi (Italy).

Two others are in the process of accreditation: 1) EEBA (European School Brussels-Argentueil) (Belgium), which will be audited for the first time in March 2017, and 2) Ecole Internationale de Differdange (Differdange International School) (Luxembourg), the first audit report on which will be presented to the Board of Governors at its April 2017 meeting.

Fact sheets on Accredited European Schools (Ref. 2016-09-D-1-en-1)) have been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu). This document is updated annually (it was last updated in October 2016).

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
12. Scuola Europea di Brindisi
SCHOOLS IN THE PROCESS OF ACCREDITATION:

1. *EEBA* (European School Brussels-Argentueil) in Belgium
2. *Ecole Internationale de Differdange* (Differdange International School) in Luxembourg

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, the European School of Strasbourg and *Scuola Europea di Brindisi* have all six 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 took the Baccalaureate examinations from 2009 to 2017.
NUMBER OF STUDENTS REGISTERED FOR THE BAC FROM 2009 TO 2017 IN THE ACCREDITED EUROPEAN SCHOOLS

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<td><strong>88</strong></td>
<td><strong>102</strong></td>
<td><strong>128</strong></td>
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APPROXIMATE DATES OF THE FIRST BAC SESSION

- Europese School Den Haag: June 2019
- Tallinn European Schooling: June 2018
- European School of Copenhagen: June 2026
- Europa School UK: June 2018
- Scuola europea di Brindisi: June 2017 (EN)-June 2018 (IT)

TOTAL BAC STUDENTS PER YEAR FROM 2009 TO 2017
Parma

Strasbourg

Helsinki

Manosque

Heraklion

Bad Vilbel
V. CONCLUSION

The year 2016 was marked by the early departure of the Secretary-General. The Board of Governors was required to select his successor. His Deputy happened to be chosen, with the result that the Board of Governors was also required to select a new Deputy Secretary-General before the end of 2016.

Those events left the management team at the Office of the Secretary-General understaffed, a situation which is set to last for some time yet.

Another major change in 2016 was the relocation of the seat of the Office of the Secretary-General of the European Schools: a large-scale removal operation which went fairly well and which was carried out in record time. This removal also required work to reorganise the maintenance of, the access to and the use of the premises, even though the resources allocated for that purpose remained the same.

In the pedagogical area, the working group tasked with addressing the question of reform of the organisation of studies in the European Schools made good progress in its work in the Language Policy area under Danish Presidency and is now busy dealing, under German presidency, with the organisation of studies around the eight key competences for lifelong learning. As planned, an initial report will be presented at the Board of Governors’ spring 2017 meeting.

A huge amount of work was done by the Board of Inspectors (Secondary) during the year 2016, in order to supplement all the syllabuses for the S1-S5 secondary cycle with attainment descriptors. The purpose being to implement the new marking scale as from September 2017, in accordance with the Board of Governors’ decision on the subject.

At its April meeting, the Board of Governors approved creation of the post of Head of the Pedagogical Development Unit, in order to increase the resources dedicated to the pedagogical area at the Central Office. It was not possible for an appointment to the post to be made in September 2016 because of the very small number of candidates.

The mission of our Schools is primarily 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 recently approved teaching and learning standards, we will be able to carry out our mission increasingly well and meet our ambitious objectives.

In the ICT area, 2016 was a year marked by fundamental changes: increased centralisation and substantial improvement of ICT services. Remarkable progress was made thanks to the exemplary dedication of our ICT team.

Its support when the new accounting tool was rolled out proved vital. Using SAP meant that the other software programs to which SAP is linked had to be redesigned.

The new website of the Central Office of the European Schools also went on line.

A communication and collaboration platform common to all the schools and designed for use by all the European Schools’ stakeholders was set up.

The start-up of some of those services in September unfortunately proved to be not in the least straightforward. After a short transitional period, a situation which required a great deal of effort on the part of everyone involved and at all levels, a new balance was quickly found. There is a colossal amount of work to be done and it is far from having been completed.

The total pupil population rose by more than 780 (3%) in 2016. This increase in pupil numbers is still due essentially to a rise in the pupil population of the Brussels Schools (approximately 440 additional pupils). The percentage of Category I pupils increased by the same number (approximately 780 pupils) and hence also by the same percentage (3%).

As far as the situation of the schools in Brussels and their population are concerned, at its December meeting, the Board of Governors decided not to set up the European School, Brussels V on the Berkendael temporary site. The political decision on the definitive site of the European
School, Brussels V is expected in late 2017. Meanwhile, the overcrowding situation in the schools in Brussels has worsened. At its December meeting, the Board of Governors gave the Brussels Steering Group a fairly wide-ranging mandate to reflect on and propose long-term solutions for Brussels.

### CAPACITY AND POPULATION OF THE BRUSSELS SCHOOLS

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Overcrowding in the four Brussels Schools is indeed becoming alarming. At present, the infrastructure of the four schools is being used far beyond their design capacity, resulting in severe overcrowding. Use of the Berkendael temporary site has not really helped to improve the situation for the moment.

The European School family is growing every year. In September, the Berkendael School opened as an annexe to Brussels I.

There is also great interest amongst many Member States in the possibility of providing our type of 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 opened in September, one in Luxembourg, the other in the Brussels Region. Both schools are still in the process of accreditation.

The accreditation of schools is a very delicate area and no doubt requires in-depth reflection and probably major changes.

From an administrative and financial viewpoint, the year 2016 was marked by a fairly lively debate on the future organisation of the system's financial governance.

Particular attention was paid to more appropriate segregation of duties and new internal control standards were adopted by the Board of Governors in December.

The systematic approach to implementing the outstanding recommendations made by the Court of Auditors and the European Commission's Internal Audit Service (IAS) in the financial management area continued to be developed.

Thanks to their recommendations and observations, we were able to improve our financial regulations and our financial management. I believe that we made great progress and that we took crucial measures to apply their recommendations.

The Secretary-General continued to negotiate with other important stakeholders in order to conclude contribution agreements similar to the ones completed in 2015, in order to find a solution to the issues involved in ‘institutional cost sharing’.

We established very good collaboration with the European Investment Bank and the European Stability Mechanism. The representatives of the Office for Harmonisation in the Internal Market (OHIM) and of the European Central Bank were met several times and we are confident of being able to find in the near future a solution which is favourable for all the parties. It should be possible for one of these agreements to be signed during 2017.
Thanks to close support from the European Commission’s Directorate-General for Security and to its very professional advice, the Directors received recommendations on how to improve security in their respective schools. Visits to all the schools were planned and reports with recommendations should be made available to all the schools in 2017.

The past year was a year of financial and pedagogical reform. This means in practice that the preparatory committees and the Board of Governors were swamped with documents and issues to be addressed. I would like to thank the Danish and German presidencies for their extraordinary commitment and support!

I would also like to thank all the delegations and the representatives of the European Commission, the European Patent Office and the European Investment Bank for the support with which they provided the General Secretariat during last year. Special thanks go to Interparents and to all European School parents for their attention and their unparalleled and unfailing contribution and to the Staff Committee and all the teachers for their high-quality day-to-day work and their invaluable and essential contribution. I would also like to express my gratitude to the Directors, Deputy Directors and Bursars and all the staff of the schools for their constructive collaboration and their dedicated day-to-day work.

I wish also and more particularly to thank all the members of the Office for their invaluable collaboration, commitment and support.

This report does not (yet) mention all the initiatives in which each school engages in parallel with the curriculum and which each day make us even more proud of our system and of its quality.

I would end by congratulating the students who were awarded the Baccalaureate diploma in 2016 and I wish them all the best for their future, both academic and personal. They will forever remain members of our large family. I would like to wish the candidates entering for the 2017 European Baccalaureate every success, as well as all pupils and students in the other years.