



**Schola Europaea**

Office of the Secretary-General

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## **Report of the Secretary-General to the Board of Governors of the European Schools for the year 2017**

**Approved by the Board of Governors of the European Schools at its meeting of 17, 18 and 19 April 2018, in Tallinn (Estonia)**

This report refers to the following documents

- Facts and figures on the beginning of the 2017-2018 school year in the European Schools (Ref. 2017-10-D-31-en-2)
- Policy on enrolment in the Brussels European Schools for the 2018-2019 school year (2017-12-D-5-en-3)
- Fact sheets on Accredited European Schools (Ref. 2017-07-D-14-en-2 – Updated in December 2017)
- Report on the 2017 European Baccalaureate (Ref. 2017-10-D-01-en-5)
- Report on school failures and repeat rates in the European Schools – 2017 (Ref. 2017-09-D-14-en-2)
- Statistical report on educational support and on the integration of pupils with special educational needs into the European Schools in the year 2016-2017 (Ref. 2017-11-D-24-en-4)
- ICT Report for 2017 (Ref.: 2018-02-D-41-en-2) + Annex: Report of the IT-PEDA Working Group (Ref.: 2018-01-D-22)

All these documents are available on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu)).

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<sup>1</sup> This document has been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.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. It also provides an opportunity to thank all the people who contributed to its writing and to management of the European School system.

## **II. FACTS AND FIGURES ON THE BEGINNING OF THE 2017-2018<sup>2</sup> SCHOOL YEAR IN THE EUROPEAN SCHOOLS (Ref. 2017-10-D-31-en-2)**

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

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

##### **1. Activities of the Pedagogical Development Unit during the year 2017**

The organisation of work in the Pedagogical Development Unit was changed as from April 2017 with the appointment of the new Head of Unit.

One of the Pedagogical Development Unit's tasks, with the Deputy Secretary-General's support, is monitoring of teaching and learning in the European School system for quality assurance purposes.

##### **Overview of the work done**

Following the decision taken by the Board of Governors at its April 2017 meeting to postpone entry into force of the new marking scale by one year, the Pedagogical Development Unit, under the responsibility of the Head of Unit and of the Deputy Secretary-General, was assigned the task of introducing and following up on and monitoring additional measures for implementation of the new marking scale. To do so, a Steering Committee was set up to establish clear guidelines for use of this new marking scale. These instructions, drawn up by the working group, are intended for the management, the teachers and the parents of pupils of both European Schools and Accredited Schools and cover years S1 to S5. A plan for the provision of additional INSET (in-service training) courses was also drawn up – these courses being intended for teachers in both European Schools and Accredited Schools. This process is expected to be completed in June 2019 with finalisation of the guidelines, including examples for the European Baccalaureate.

The Pedagogical Development Unit also takes charge of updating the General Rules.

The updating work was initiated in October 2017 and involved:

- Amendment of Articles 59-61 following adoption of the new marking scale for the European Schools, which was approved by the Board of Governors at its April 2015 meeting in Prague (see document 2015-01-D-23).

Further to written procedure 2017/24, approved by the Board of Governors on 26 April 2017, the new marking scale will be introduced in accordance with the following calendar:

2018-2019 school year: years S1-S5

2019-2020 school year: year S6

2020-2021 school year: year S7 (first Baccalaureate session: 2021).

Consequently, amended Articles 59-61 will also enter into force gradually in accordance with the aforementioned calendar.

As the new marking scale will only enter into force in September 2018, a new version of the General Rules will be published on the website in July 2018.

In 2017 the Deputy Secretary-General provided the necessary assistance to the Inspectors responsible for Educational Support for production of the annual report on 'Statistics on special educational needs pupils' for the period covering the 2016-2017 school year.

That report therefore relates to the school year and not to the calendar year.

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

In response to the UN recommendations concerning inclusive education in the European Schools sent to the European Commission, a sub-group of the regular Educational Support Policy Group was set up to address the subject in detail.

The working group met four times during the year 2017 to produce a report on inclusive education in the European Schools. The report is supposed to be presented at the pedagogical meetings in October 2018.

During the 2016-2017 school year, the Educational Support Inspectors evaluated the implementation and application of the new Educational Support Policy in the European Schools. An inspection visit was made to all the European Schools for that purpose.

The data on those visits were compiled by the Inspectors and will be the subject of an evaluation report, which is currently being written. The report will be submitted at the next pedagogical meetings in October 2018.

During the year 2017, the Deputy Secretary-General 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<sup>3</sup> made to Article 61 of the General Rules in 2013.

The repeat rate in percentage terms at the end of the 2016-2017 school year fell from 1.4% to 1.1% and remains appreciably lower than the rates recorded in 2015 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 the context of the mandate given by the Board of Governors in December 2015, the Pedagogical Development Unit also took charge of organisation and monitoring of the IT-PEDA Working Group, whose remit is to deal with all subjects with a pedagogical objective.

From the viewpoint of use of new technologies for pedagogical purposes and in order to determine teachers' current and future needs and to have more precise information about the present situation in the European Schools in the context of those new technologies, during the year 2017, the IT-PEDA Working Group conducted a survey amongst some 2 808 teachers in the system. The results of that survey and certain recommendations resulting from it are set out in the Report of the IT-PEDA Working Group (ref.: 2018-01-D-22) and are appended to the 'ICT Report for 2017' (ref.: 2018-02-D-41).

Again in that context, the IT-PEDA Working Group visited the Laeken European School (because it had piloted use of Microsoft O365 but also because of its Bring Your Own Device project). The visit was made by several members of the IT Strategy Group (IT-ADM + IT PED), who also ran several workshops on the spot.

The IT-PEDA Working Group works in close collaboration with the IT-ADM Working Group in order in particular to contribute to the devising of a general IT policy for the European Schools and of a multi-annual ICT plan for the system. Those two points have become one of the two sub-groups' priorities. In the light of some of the results produced by the survey, certain conclusions could be drawn. The IT-PEDA Working Group is continuing its work with the aim of developing more precise recommendations for improvement of the use of new technologies for pedagogical purposes in the schools.

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<sup>3</sup> Which aim to give a more precise definition in the area of Class Councils' decision-making power with respect to pupils' promotion at the end of the year.

The mandate of the ‘Pedagogical Reform’ Working Group therefore involves translating the recommendations made in the report of the Institute of Education (December 2015) 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.

In 2017, the Task Force met ten times, on the one hand, to finalise the language policy, by thoroughly examining in particular the possibility of introducing study of a second foreign language in the primary cycle, and on the other, to work on inclusion of the eight key competences in the European Schools’ curriculum. The status of the work was presented to the Working Group, widened to include all the stakeholders, in May 2017. All this happened under the auspices of the Germany Presidency.

Estonia then took over the Presidency and made the reform of studies one of its priorities. In view of the scale of the task, a proposal was put to the Board of Governors at its December 2017 meeting that the mandate be extended in order to arrive at more concrete proposals in the areas of language policy (April 2018) and inclusion of the eight key competences (December 2018). Following the Board of Governors’ approval, the Task Force will therefore continue its work in 2018.

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 had to be overcome. The contract was finally signed and the contractor started work on the design and writing of the syllabuses, liaising with the Inspectors responsible for the subjects in question. The scheduled delivery date is January 2018.

During the 2017 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.
- 2 meetings of the 'Joint Board of Inspectors Working Group' before the pedagogical meetings, convened by the Presidency of the Boards of Inspectors.
- 87 operational pedagogical Working Groups, chaired mainly by the Inspectors, which held 163 meetings in all, amounting to 226 meeting days in total.
- 16 centralised in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors.
- 5 decentralised training courses, intended for all teachers (seconded and locally recruited) of the subject concerned, based on the new continuous professional development concept (New Marking Scale, History S4-S5, Human Sciences, Discovery of the World, European Hours).
- 4 'Train the Trainers' courses in the secondary cycle, also based on the new in-service training concept (Chemistry, Advanced L2, Italian L1, Art). Follow-up on such courses has to take place in the schools themselves.
- 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.
- 1 in-service training course for the Deputy Directors for the nursery, primary and secondary cycles, under the responsibility of the Deputy Secretary-General.
- 100 inspection visits, mainly inspections which are mandatory under the Staff Regulations.
- 2 weeks of inspection visits in the context of the evaluation of locally recruited teachers pilot project.
- 3 whole school inspection visits.
- 2 follow-up visits 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.
- Setting up and monitoring of the call for tenders for new mathematics software for the primary cycle.
- Personalised reception and induction of new Inspectors.

A document setting out the Inspectors' activities, which is regularly updated and approved by the Joint Board of Inspectors, was presented to the Teaching Committees and to the Board of Governors for their 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 2017 was approximately 305.

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.
- In relation with the 'Quality Assurance' Working Group and on the arrival of the new Head of Unit and a half-post of Assistant, implementation of the Board of Governors' decision concerning translation of the syllabuses of subjects taught in the European Schools and introduction of increased monitoring of quality assurance with respect to syllabuses.

- 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. Carrying out of a satisfaction survey on the new in-service training concept.
- Logistic support for the Inspectors with organisation of in-service training courses under the new concept. A memorandum on organisation of this new concept is scheduled for February 2018.
- 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 21 new syllabuses were approved in 2017, as were 5 complementary course syllabuses and attainment descriptors for 20 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'.
- Follow-up on the updating of all secondary cycle syllabuses containing attainment descriptors following the approval in October 2016 of the 'Terminological concordance of attainment descriptors' document. Follow-up also on the Language 1 syllabuses in the primary cycle with respect to the addition of the fifth competence.
- 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. Setting up of inspection visits to the schools for the purposes of evaluation of implementation.
- 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.
- 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. Setting up of training in January 2017.
- Logistic support for organisation of the *Latinum Europaeum* examination at the end of year 5.
- Setting up of the 'IT-Pedagogical' Working Group.
- Under the responsibility of the Deputy Secretary-General:
  - Setting up and monitoring of the work of the Working Group whose mandate is revision of the profile of Principal Educational Adviser and Educational Adviser.
  - Setting up and monitoring of the work of the 'Role and Duties of the Inspectors of the European Schools' Working Group: as the setting up of evaluations of locally recruited teachers represents a not inconsiderable workload for the Inspectors, the Joint Board of Inspectors and the Board of Governors mandated a new working group to evaluate the kind and amount of Inspectors' duties. The working group was also requested to explore ideas for possibly providing other Inspectors with support in the process of evaluation of locally recruited teachers. The legal aspect of this possibility will be studied. These proposals will need to be based on the articles of the Convention defining the Statute of the European Schools which concern the Inspectors.

As provided for in document 2010-D-531-en-6 *General framework for the organisation of in-service training for management staff*, the Deputy Secretary-General of the European Schools is responsible for in-service training for management staff, which is held once a year. A course was organised at the Office of the Secretary-General of the European Schools in Brussels in March 2017. The topic was the role of authorising officer by delegation, which was why it was specifically intended for Deputy Directors.



A similar course on the role of authorising officer had been organised for Directors in 2016. An evaluation report was presented to the Joint Board of Inspectors at its October 2017 meeting and to the Board of Governors, for information, at its December 2017 meeting.

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 two 'evaluation of locally recruited teachers' pilot projects.
- Budgetary estimate for the different working groups coordinated by the Pedagogical Development Unit.
- Budgetary estimate for various centralised and decentralised in-service training courses.
- Budgetary estimate for the additional measures involved in implementation of the new marking scale.
- Budgetary estimate for the new proposal concerning the events 'FAMES 2018' and 'Eurosport 2019'.
- 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.
- Monitoring and updating of the documentation on the induction of new Inspectors.

## 2. The 2017 European Baccalaureate

### 2017 EUROPEAN BACCALAUREATE RESULTS

The 58th session of the European Baccalaureate was chaired by Prof. Dr. Wolfgang SCHÖBERLE, European Baccalaureate Chairman, from Germany. 1993 candidates, from 14 European Schools and 7 Accredited Schools, registered for the 2017 European Baccalaureate session.

EB session 2017 – Participants	
Registered	2006
Abandoned	13
Participated	<b>1993</b>
Passed	1948
Failed	45
Pass rate	<b>97.74%</b>
Failure rate	<b>2.26%</b>

European Baccalaureate 2017 – Averages	
Overall Average for the Preliminary Mark	<b>79.93</b>
Overall Average for Written Examinations	<b>73.93</b>
Overall Average for Oral Examinations	<b>81.86</b>
Overall Average for the Final Mark	<b>78.12</b>

### Number of candidates in the 2017 European Baccalaureate session

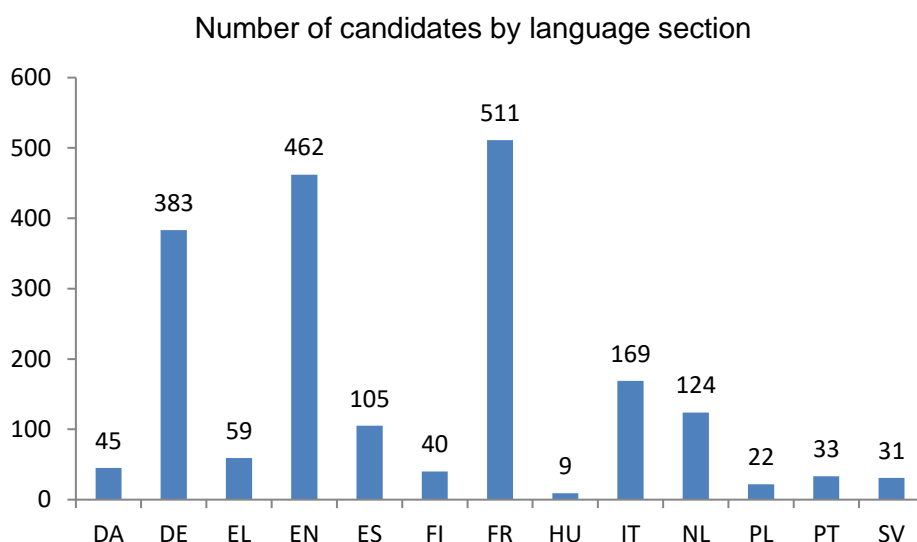
#### European School, (ES)

1.	Alicante.....	(ALI)	68 candidates
2.	Bergen.....	(BER)	46 candidates
3.	Brussels 1 – Uccle.....	(BR 1 - UCC)	228 candidates
4.	Brussels 2 – Woluwé .....	(BR 2 - WOL)	225 candidates
5.	Brussels 3 – Ixelles.....	(BR 3 - IXL)	244 candidates
6.	Brussels 4 – Laeken.....	(BR 4 - LAE)	93 candidates
7.	Culham.....	(CUL)	62 candidates
8.	Frankfurt.....	(FRF)	86 candidates
9.	Karlsruhe.....	(KAR)	70 candidates
10.	Luxembourg I.....	(LUX)	190 candidates
11.	Luxembourg II.....	(MAM)	154 candidates
12.	Mol.....	(MOL)	57 candidates
13.	Munich.....	(MUN)	158 candidates
14.	Varese.....	(VAR)	75 candidates
			<b>1756 candidates</b>

#### European Accredited Schools (AES)

1.	<i>Liceo Scientifico 'Fermi-Monticelli' - European High School Brindisi</i>	(*BRI)	4 candidates
2.	European Schooling Helsinki	(*HEL)	23 candidates
3.	School of European Education of Heraklion	(*HER)	9 candidates
4.	<i>École internationale de Manosque</i>	(*MAN)	12 candidates
5.	<i>Scuola per l'Europa di Parma</i>	(*PAR)	40 candidates
6.	The European School RheinMain	(*RHM)	81 candidates
7.	<i>École européenne de Strasbourg</i>	(*STR)	68 candidates
			<b>237 candidates</b>

**TOTAL NUMBER OF CANDIDATES EB Session 2017      1993 candidates**



### Correction of the European Baccalaureate Examinations: the Online Correction System

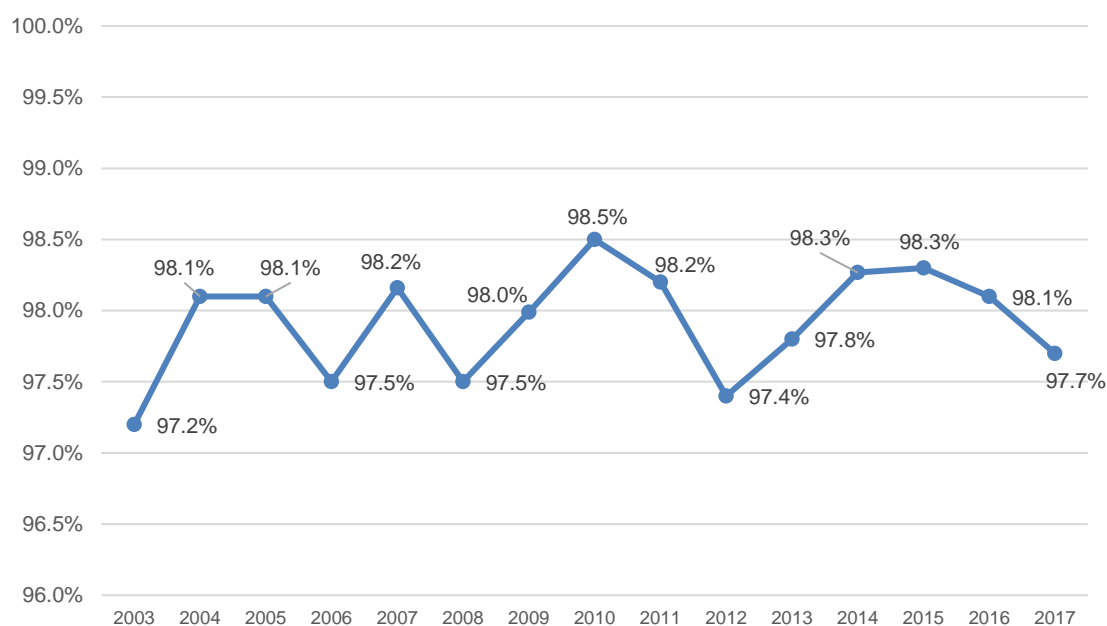
For the first time, the European Baccalaureate scripts were corrected online, using the Viatique system, developed by Exatech, a company specialising in the digitisation of examination paper scripts through production scanners and software for their online correction.

Viatique has been **customised to comply with the European Baccalaureate regulations**.

Implementation of the online correction system during the European Baccalaureate session 2017 was successful thanks to everyone's efforts and cooperation.

This new system has shown great potential for the continuous improvement of the quality of assessment of the European Baccalaureate written examinations and for enhancement of the efficiency of all the phases in the correction process.

### Pass rate over the last 15 years



A comparison of pass rates over the last 15 years shows that the European Baccalaureate situation remains stable.

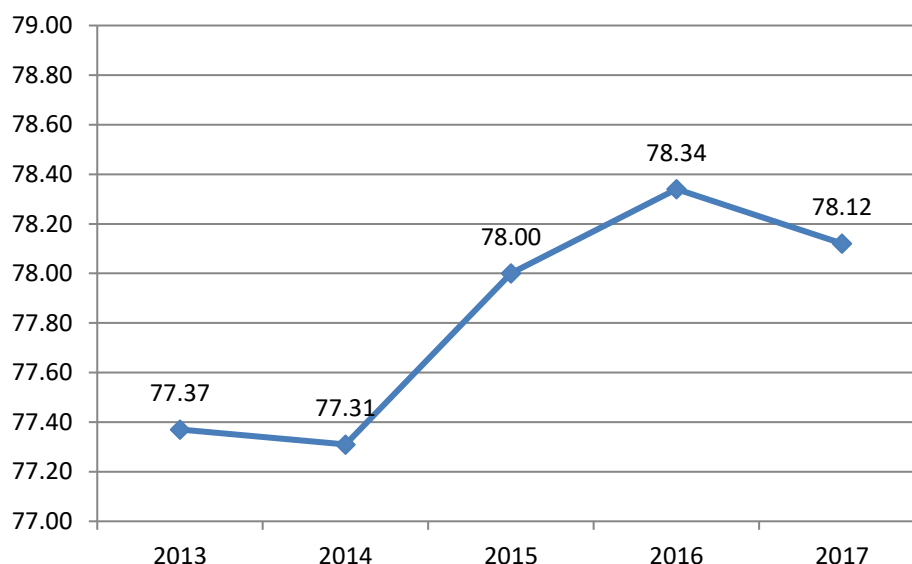
As from the 2003 session, the variation in the pass rate never exceeded around 0.7, with a general average over the last 18 sessions of 97.9%.

**Pass rate by language section**

Language Section	Candidates	Passed	Pass rate	Schools involved
DA	45	45	100%	2
DE	383	373	97%	15
EL	59	59	100%	3
EN	462	455	98%	21
ES	105	103	98%	4
FI	40	39	98%	3
FR	511	492	96%	17
HU	9	9	100%	1
IT	169	168	99%	8
NL	124	122	98%	7
PL	22	22	100%	2
PT	33	31	94%	2
SV	31	30	97%	2
	<b>1993</b>	<b>1948</b>	<b>97.74%</b>	

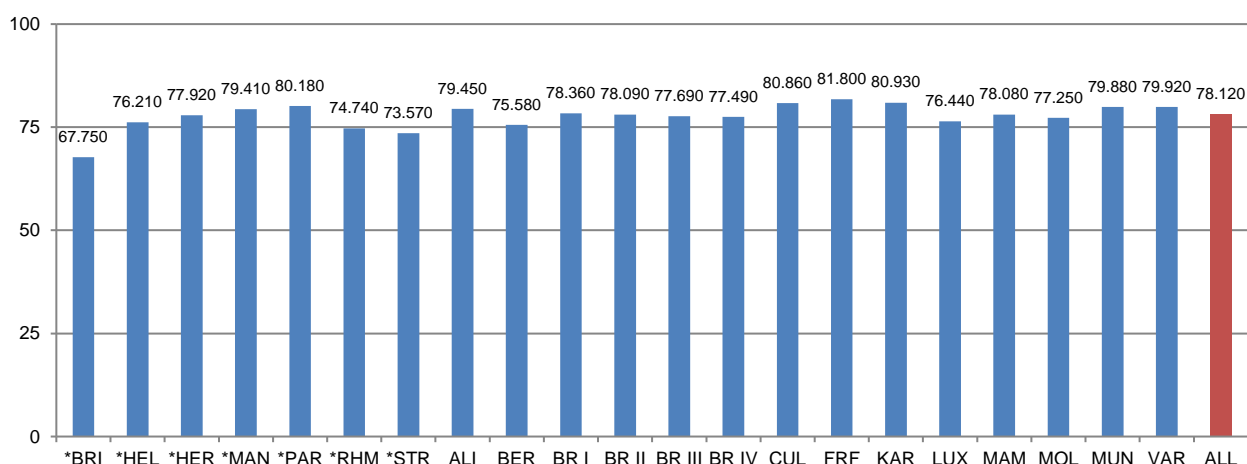
The table on the right shows the pass rate in the different language sections. This year, the pass rates by language section ranged between 94% and 100%. Because of small numbers of bachelors in some sections, the results are not always statistically comparable.

**Overall average of the past five years**



This year the average Final Mark ranged between 67.75 and 81.80 across the schools:

Average Final Mark by school

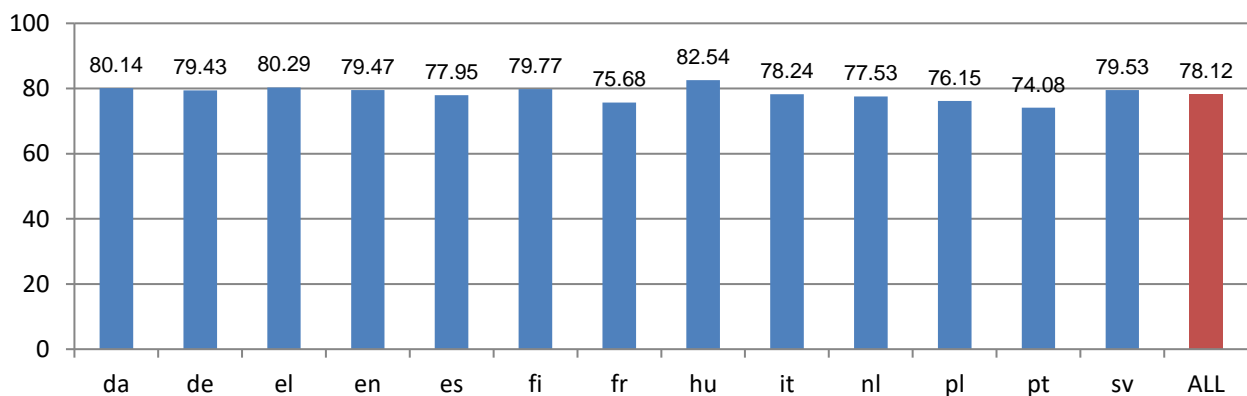


Number of candidates by school

*BRI	*HEL	*HER	*MAN	*PAR	*RHM	*STR	ALI	BER	BR 1	BR 2	BR 3	BR 4	CUL	FRF	KAR	LUX	MAM	MOL	MUN	VAR	TOT
4	23	9	12	40	81	68	68	46	228	225	244	93	62	86	70	190	154	57	158	75	1993

Across the Language Sections, the average Final Mark ranged between 74.08 and 82.54. Small numbers of candidates in certain sections and in certain schools do not allow the average to be regarded as statistically significant.

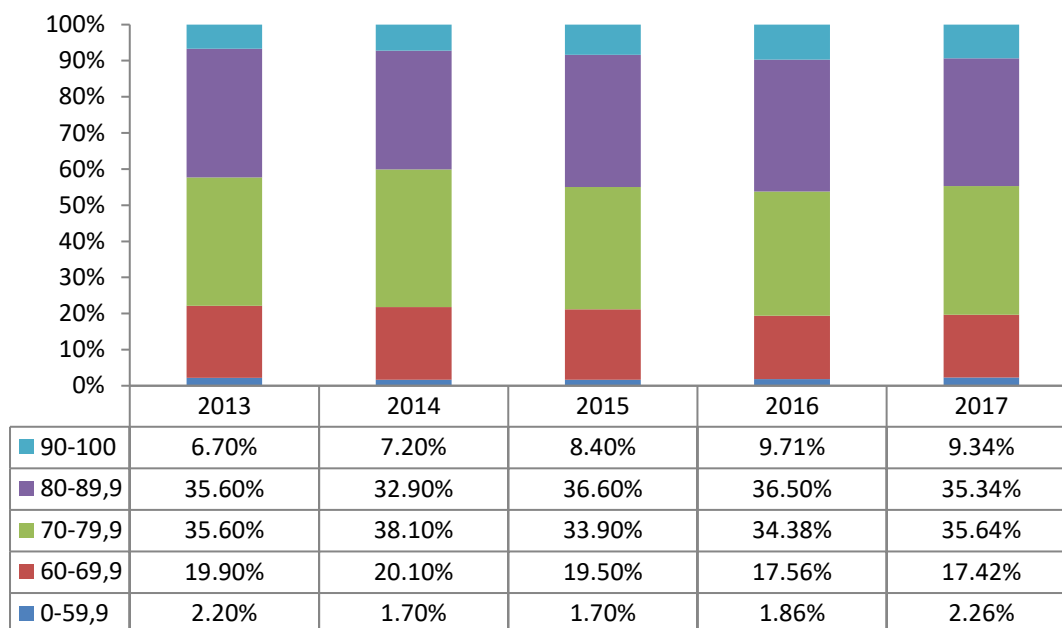
Average Final Mark by language section



Number of candidates by language section

da	de	el	en	es	fi	fr	hu	it	nl	pl	pt	sv	ALL
45	383	59	462	105	40	511	9	169	124	22	33	31	1993

## Breakdown of final results over the past five years



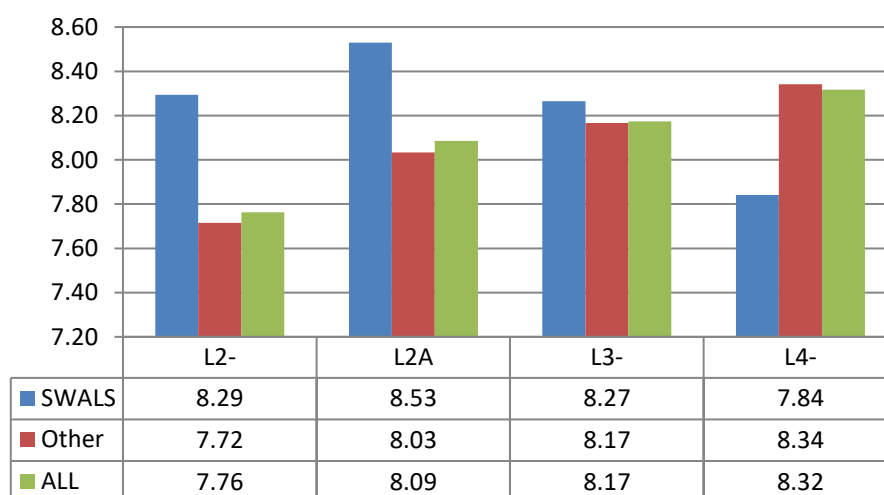
## Students Without A Language Section (SWALS)

This year, 167 Students Without A Language Section registered for the European Baccalaureate session.

The average Final Mark achieved by SWALS candidates this year came to 8.  
1 SWALS candidate failed.

The graph below shows their performance in Languages 2, 2 Adv., 3 and 4. It can be observed that their performance is above average, except in L4.

SWALS: Final written examination mark in Languages



Below are some results of SWALS in comparison with the other students and the general average. Results where SWALS averages are higher than those of the other students are highlighted.

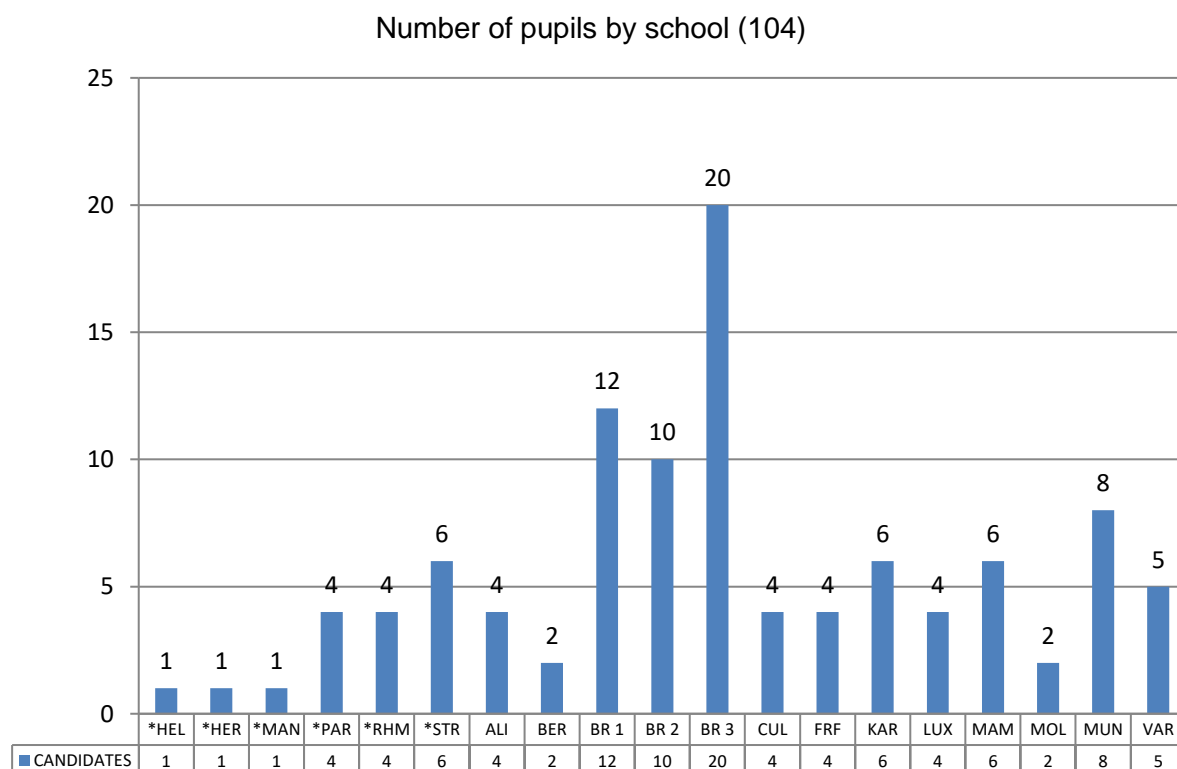
	AR4	GE4	GRE	HI4	LAT	MU4	PH4
SWALS	8.40	6.95	8.90	7.27	8.38	7.87	8.15
Others	8.41	6.74	8.50	7.28	7.72	7.56	7.85
All	8.41	6.76	8.60	7.28	7.77	7.59	7.86

	BI4	CHI	ECO	MA3	MA5	PHY
SWALS	6.91	7.44	7.40	6.51	7.27	7.25
Others	6.92	7.15	7.10	6.29	7.10	7.46
All	6.92	7.18	7.14	6.31	7.12	7.44

## Final Results for Pupils with Special Arrangements

### Candidates

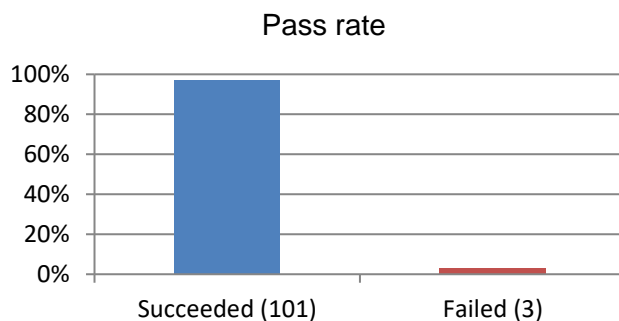
104 pupils were granted special arrangements for the written and/or oral examinations in the 2017 EB session. 6 of them were SWALS.



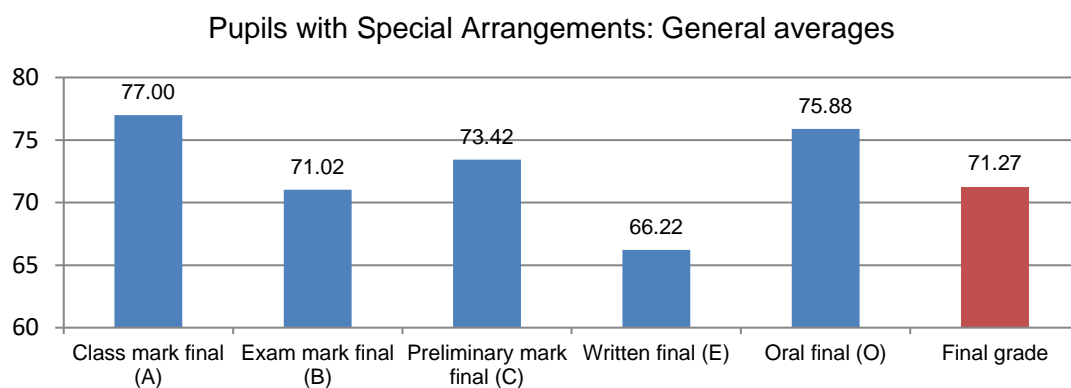
These arrangements consisted mainly of extra time, use of a laptop (with or without spell check) and use of a calculator. Other more exceptional arrangements involved allowing candidates to have a reader, a scribe, a separate room, a break under supervision or a change of format of the examination question paper.

## Pass rate

101 pupils out of 104 passed, including all SWALS.



## Overall final mark

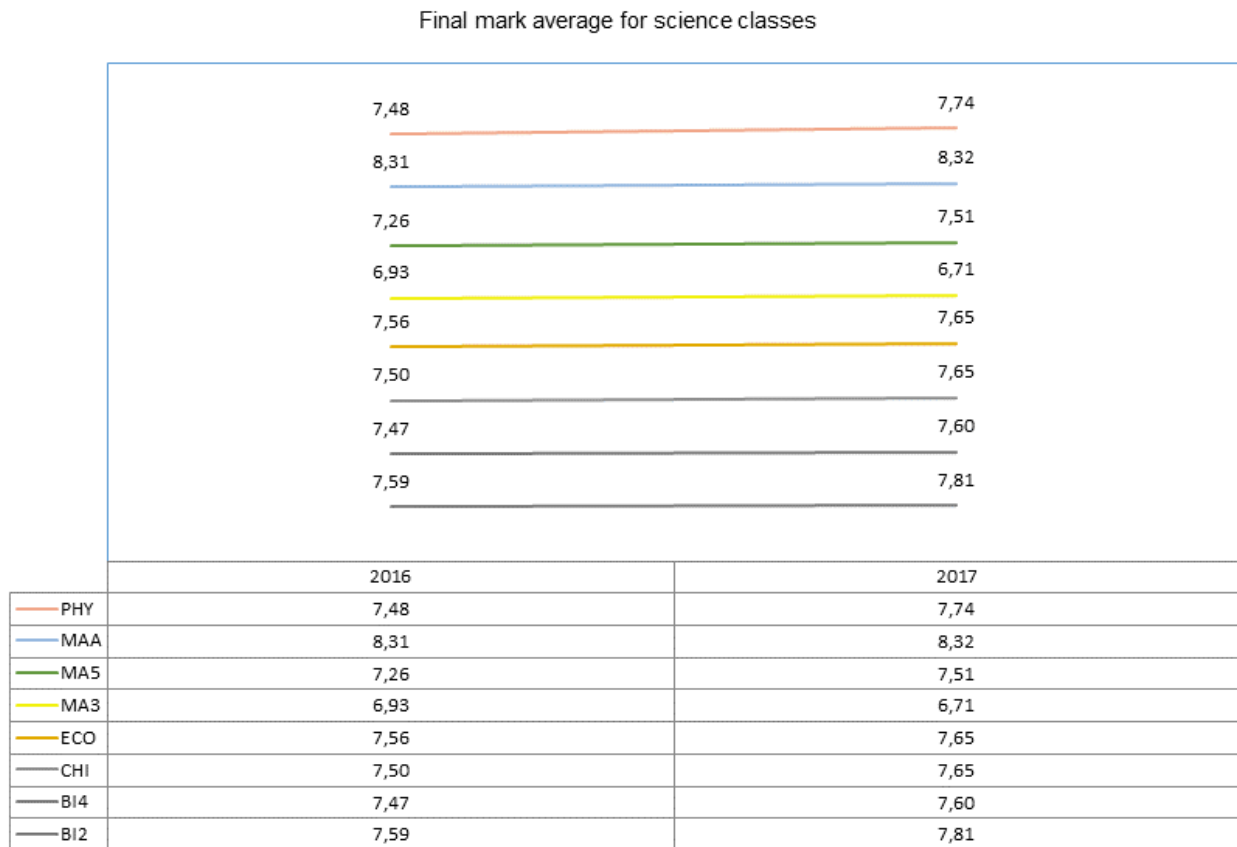




## Results in the Sciences: Biology, Chemistry, Economics, Mathematics 3P, Mathematics 5P and Physics

**Final Marks for Science Courses**  
**(Final Mark per subject:  $0.50 C + 0.35 W + 0.15 O$ )**

Evolution of the average Final Mark (Marks C + W + O) for science courses.



## B. HUMAN RESOURCES

Since 2013 the Human Resources (HR) Unit of the Office of the Secretary-General has been responsible not only for human resources management at the Office but also for most of the human resources-related issues involving the 13 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 executive staff of the 13 Schools were carried out and the professional experience of 125 newly seconded teachers had to be determined.

The number of members of the seconded staff at the Office went up from eight in 2016 to nine in 2017 (the post of Head of the Pedagogical Development Unit was created). The number of members of the AAS (Administrative and Ancillary Staff) also increased, going up from 54 in 2016 to 60 in 2017 (52 on permanent contracts and 8 on temporary contracts). In total, three seconded staff recruitment procedures were organised but only two were successfully completed. The post of Central Accounting Officer has still not been filled and the post of Head of the HR Unit will be filled only in April 2018, after three calls for candidatures in 2017. Twelve AAS recruitment procedures were organised in 2017. There were two calls for candidatures for the post of Developer and three for the post of Assistant – SAP ERP Coordinator, as was also the case for the post of Security Officer. The posts of Network specialist and of SQL server database specialist have still not been filled. In view of the difficulty in recruiting staff with specialist profiles, we used the services of specialist agencies.

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

Four training courses were organised for the members of the staff of the Office of the Secretary-General. Eight AAS members attended the 'First intervention teams' course, 3 members of staff were able to attend the 'Procurement Basics' course covered by the Service Level Agreement (SLA) signed with the European Commission, one AAS member was able to attend the 'Prevention Adviser Level 2' course and finally, one AAS member took the 'Detecting and Preventing Burn-Out' course.

In addition, 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 followed in 2017. Refresher courses are planned annually or every two years to comply with Belgian law. As regards well-being, members of the HR Unit were trained in detecting and preventing burn-out.

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

The 'AAS' Working Group met five times to prepare an overview of the fringe benefits enjoyed by AAS and to work further on a proposal to harmonise the salary scales of AAS recruited before and after April 2007. The proposal for a 'single spine' salary structure should be forwarded to the Board of Governors in December 2018.

The 'Locally Recruited Teachers' Working Group met three times and guided the process of implementation of the Service Regulations for Locally Recruited Teachers in the European Schools, which entered into force on 1 September 2016. The Working Group forwarded an implementation report to the Board of Governors in December 2017 and will table concrete proposals for amendment of the Service Regulations at the Board of Governors' April 2018 meeting.

The newly set up 'Locally Recruited Teachers' Evaluation' Working Group received a mandate to implement a fair and transparent evaluation policy for locally recruited teachers in line with the legal requirements of the new Service Regulations. The Working Group met four times in 2017 in order to prepare and follow up on two pilot projects on the 'team evaluations' model carried out at the European School, Luxembourg I and the European School, Mol. The two mid-term reports submitted by the Working Group were endorsed by the Board of Governors at its April and December 2017 meetings.

A 'Joint Working Group', bringing together representatives of the seconded staff and locally recruited teachers, met three times in 2017 to work on a proposal for a single staff representation body for seconded staff and locally recruited teachers. A proposal to amend Article 8 of the Regulations for Members of the Seconded Staff and Article 19 of the Service Regulations for Locally Recruited Teachers and a proposal for 'Implementing Rules for Staff Representation' will be submitted by the Group to the Board of Governors at its April 2018 meeting.

The 'Bursars' Working Group met three times in 2017 in order to put forward a proposal for amendment of the salary scale, the length of secondment and the job description of 'Bursars', or 'Deputy Directors for Finance and Administration' as they are now known. The proposal was adopted by the Board of Governors by written procedure in May 2017. An additional proposal revising the rules for evaluation of Deputy Directors for Finance and Administration will be submitted by the Group to the Board of Governors at its April 2018 meeting.

The newly set up 'Selection Procedures and Profile and Duties of the Executive and Managerial Staff of the European Schools' Working Group met three times and submitted two mid-term reports to the Board of Governors, focusing for the time being on the selection procedure for Directors and Deputy Directors. The proposals put forward in the two reports received general support from the Board of Governors. In 2018 the Working Group will focus on the profile of executive staff.

The newly set up 'Brexit' Working Group also met three times and analysed the legal, financial and pedagogical risks for the European School system entailed by Brexit. The Working Group's first report was discussed by the Board of Governors at its December 2017 meeting. The second report is expected for the Board of Governors' April 2018 meeting.

In May 2018 the new General Data Protection Regulation will have to be implemented in the EU Member States. The European Schools are also bound by this Regulation. A newly set up 'Data Protection' Working Group met four times in 2017 to produce an action plan and to work on implementation of the new Regulation. The 'Action Plan' will be presented to the Board of Governors at its April 2018 meeting.

## C. LEGAL ASPECTS

### 1. Appeals

In 2017, **69 administrative appeals** were dealt with by the Office of the Secretary-General, which also monitored and followed up on **43 contentious appeals** lodged with the Complaints Board. These figures are down on the previous year, when 81 administrative appeals were dealt with (as compared with 88 in 2015), and is consistent with the reduction observed in recent years.

In particular, a substantial reduction in the number of appeals lodged against Class Council decisions (21 in 2017 as compared with 33 in 2016) is to be observed. The decisions delivered by the Central Enrolment Authority were also contested to a lesser extent, the number of appeals lodged direct with the Complaints Board having fallen from 40 to 25.

On the other hand, disputes involving the Baccalaureate (appeals against the examination results) are relatively stable (14 in 2017 as compared with 18 in 2016) and are continuing to become more diverse since, in addition to the 'Pre-Bac' examination results, it was the actual Baccalaureate written examinations calendar which was called into question.

Finally, it is to be noted that there was an appreciable increase in the number of appeals lodged against decisions on either temporary exclusion or expulsion and of appeals classified as 'miscellaneous' ('not coming into any of the aforementioned categories'), reflecting the heterogeneous nature of the legal problems which the Schools face.

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

Administrative appeals	Contentious appeals
	<b>25</b> appeals against decisions of the Central Enrolment Authority
<b>21</b> appeals against a Class Council's decision	<b>1</b> appeal against a Class Council's decision
<b>6</b> appeals concerning an application for enrolment in schools other than the Brussels ones,	<b>1</b> appeal concerning an application for enrolment in schools other than the Brussels ones
<b>2</b> appeals concerning determination of Language 1	<b>2</b> appeals concerning determination of Language 1 ( <b>1</b> of them in summary proceedings)
<b>12</b> appeals concerning the teaching staff, including <b>4</b> lodged by locally recruited teachers	<b>4</b> appeals concerning the teaching staff, including <b>2</b> lodged by locally recruited teachers
<b>14</b> appeals against the European Baccalaureate results ( <b>13</b> + <b>1</b> concerning the Pre-Bac)	<b>3</b> appeals against the European Baccalaureate results ( <b>2</b> against the European Baccalaureate results and <b>1</b> against the calendar)
<b>0</b> appeals concerning special needs pupils	<b>0</b> appeals concerning special needs pupils
<b>8</b> appeals against a temporary exclusion or an expulsion decision	<b>1</b> appeal against a temporary exclusion or an expulsion decision
<b>6</b> appeals not coming into any of the aforementioned categories	<b>4</b> appeals not coming into any of the aforementioned categories ( <b>1</b> of them in summary proceedings)
<b>TOTAL: 69</b>	<b>TOTAL<sup>4</sup>: 43 (including 2 in summary proceedings)</b>

<sup>4</sup> This number may not correspond exactly to the one given by the Complaints Board in its annual report because of a time lag from year to year, the administrative appeal having been dealt with during the year N and the contentious appeal during the year N+1.

## **2. Current status and future prospects**

After the year 2016 had been marked by a considerable advance, with the entry into force on 1 September of Service Regulations for Locally Recruited Teachers, it might reasonably have been expected that the number of appeals lodged by that category of staff would increase.

In the event, the increase proved to be marginal in 2017, since only four appeals of that type were dealt with, as compared with 3 in 2016. The fact remains that the Schools are increasingly using the services of locally recruited teachers and that the employee-employer relationship is of such a nature as to give rise to disputes. It can therefore well be imagined that in the long term, the number of disputes involving locally recruited teachers will catch up with that involving members of the seconded staff.

Whilst only four appeals lodged by locally recruited teachers were considered in 2017, attention should nevertheless be drawn to the symbolic significance of the work carried out at that level, since one of the appeals dealt with sought purely and simply to have the new Service Regulations for Locally Recruited Teachers annulled. As these Service Regulations had long been awaited, the fact that the Schools won their case in the dispute in question is obviously a source of satisfaction.

Apart from appeals, a large number of legal questions were submitted to the Office of the Secretary-General, relating first and foremost to the Schools' rules and regulations, but also to the UK's choice to leave the European Union (Brexit), to Accredited European Schools and to personal data protection.

Legal consultations were required in those different areas and the Office now has a Data Protection Officer, who is actively working on ensuring that the Schools comply with the General Data Protection Regulation (GDPR) by the deadline of 25 May 2018, the date on which the GDPR will replace existing legislation on privacy protection (Directive 95/46/EC).

## D. BUDGETARY ASPECTS

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

### 1. Development of costs – Expenditure by school and for the Office of the Secretary-General<sup>5</sup>

The figures show an increase of 8.02% over the three-year period and an increase of 3.88% in 2017 compared with the financial year 2016. It should be noted that the pupil population as an absolute figure has increased by 974 (3.76%) since 2015 and that it increased by 186 (0.69%) between 2016 and 2017. (Pupil numbers can be found in document 2017-10-D-31-en-2, 'Facts and Figures on the beginning of the 2017-2018 school year in the European Schools'). Table 1 below shows the development of costs from 2015 to 2017.

Table 1: Development of costs 2015 to 2017 – Expenditure (in €)					
Entity	2015	2016	2017	% 2015-2017	% 2016-2017
Alicante	12 567 243	11 848 348	12 028 295	-4.29 %	1.52 %
Bergen	8 216 521	8 433 710	8 665 683	5.47 %	2.75 %
Brussels I	33 962 469	36 223 102	37 161 539	9.42 %	2.59 %
Brussels II	31 435 735	32 385 414	33 619 338	6.95 %	3.81 %
Brussels III	28 241 246	30 461 549	30 976 806	9.69 %	1.69 %
Brussels IV	18 462 050	21 937 348	25 374 721	37.44 %	15.67 %
Culham	8 384 814	7 515 295	5 824 687	-30.53 %	-22.50 %
Frankfurt	13 898 766	14 797 077	15 368 730	10.58 %	3.86 %
Karlsruhe	11 259 712	11 049 864	11 437 624	1.58 %	3.51 %
Luxembourg I	28 494 137	29 876 249	30 876 769	8.36 %	3.35 %
Luxembourg II	23 503 133	25 154 717	26 821 264	14.12 %	6.63 %
Mol	10 905 326	11 133 181	11 836 104	8.54 %	6.31 %
Munich	24 726 426	24 669 910	25 628 145	3.65 %	3.88 %
Varese	17 988 552	18 110 937	18 599 241	3.39 %	2.70 %
Central Office	11 133 826	10 850 382	11 658 628	4.71 %	7.45 %
<b>TOTAL</b>	<b>283 179 956</b>	<b>294 447 083</b>	<b>305 877 575</b>	<b>8.02 %</b>	<b>3.88 %</b>
The figures for 2015-2016 show commitments approved and actually used (not cancelled), not including those carried forward from the previous year. The figures for 2017 (provisional and subject to possible adjustments) show commitments approved, including those carried forward to the next year. Data processed on 04/04/2018 – Closing reports SAP					

<sup>5</sup> Source: Annual Report of the Financial Controller – Ref.: 2018-02-D-21-en-2

Table 2 shows the development of the cost per pupil over the same three-year period. It should be pointed out that Brussels IV has been phasing in years 1 to 7 of the secondary cycle, progressively since 2010, so its cost is not fully comparable with that of the other Schools. The next highest increases in the total cost per pupil over the period 2015-2017 are to be seen at the Varese, Bergen, Frankfurt and Mol Schools, with 10.11%, 10.03%, 6.92% and 6.33% respectively. Brussels I shows a 1.38% 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, but a 1.74% decrease on the previous year. The phasing out of the Culham School as a Type I School should also be noted, in accordance with the decision of the Board of Governors in 2007, justifying the 8.98% decrease since 2015. The primary cycle closed in August 2016, whilst the remaining activities ended in August 2017 (apart from some administrative arrangements, which are set to continue for some time yet, further details of which can be found in document 2017-03-D-36-en-1 Phasing-out of the European School, Culham). The table also shows the aggregated costs for the Luxembourg and Brussels Schools, in addition to the costs of the individual Schools. In 2017, the cost per pupil for the Brussels Schools was €10 232, an increase of 1.62% on the previous year, whereas for the Luxembourg Schools, there was a slight decrease of 0.43%.

The cost per pupil for the year 2017 across the Schools, including the costs of the Office of the Secretary-General, is **€11 434**, an increase of €166, in absolute figures, compared with 2016. For the period 2015-2017 a 2.86% increase was recorded. Taking account only of the weighted average cost per pupil across all the Schools, a 1.47% increase since last year is to be noted.

<b>Table 2: Cost per pupil 2015 to 2017 (€)</b>					
<b>Entity</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>% 2015-2017</b>	<b>% 2016-2017</b>
<b>Alicante</b>	12 592	11 968	11 819	-6.14	-1.24
<b>Bergen</b>	15 021	15 813	16 527	10.03	4.51
<b>Brussels I</b>	10 240	10 565	10 381	1.38	-1.74
<b>Brussels II</b>	10 580	10 733	10 944	3.44	1.96
<b>Brussels III</b>	9 627	10 132	10 166	5.64	0.37
<b>Brussels IV</b>	7 885	8 548	9 303	17.98	8.83
<b>Brussels I, II, III &amp; IV</b>	9 695	10 068	10 231	5.54	1.62
<b>Culham</b>	16 409	17 237	14 935	-8.98	-13.35
<b>Frankfurt</b>	9 697	10 161	10 368	6.92	2.04
<b>Karlsruhe</b>	13 304	13 459	13 638	2.51	1.33
<b>Luxembourg I</b>	9 472	9 513	9 385	-0.92	-1.34
<b>Luxembourg II</b>	10 317	10 442	10 503	1.80	0.59
<b>Luxembourg I &amp; II</b>	9 836	9 916	9 874	0.38	-0.43
<b>Mol</b>	15 090	15 293	16 045	6.33	4.92
<b>Munich</b>	11 014	10 828	11 128	1.04	2.77
<b>Varese</b>	12 803	13 373	14 097	10.11	5.42
<b>All schools</b>	10 644	10 839	10 998	3.32	1.47
<b>All Schools + Central Office (Total)</b>	<b>11 116</b>	<b>11 268</b>	<b>11 434</b>	<b>2.86</b>	<b>1.47</b>
Figures based on Table 1 Number of pupils calculated on a basis of a weighted average (No in October of the year n-1 * 8/12 + No in October of the year n * 4/12)					

Table 3 shows the distributions, both in euro and in percentages, of the total contributions (excluding the surplus carried forward and use of the reserve fund) to the budgets of the European Schools made by the various partners in the system since 2015. The European Commission's contribution accounts for the largest share of the contributions and, more specifically, 61.67% in 2017. The Member States' contribution shows a decrease in absolute figures in comparison with previous years and can be attributed largely to the 5.39% decrease in the number of seconded staff members in the 2017-2018 school year (1 351 in total) compared with the 2015-2016 school year (1 428 in total). The European Patent Office's and the Parents' contributions follow, with 6.97% and 6.76% of the total contributions respectively. The Parents' contributions consist of Category III School Fees, plus other contributions from Parents, such as registration for the Baccalaureate, contribution towards the cost of paper, photocopies etc. Revenue from other sources, 'Other contributions and miscellaneous revenue' accounts for 1.27%. The main source in 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).

<b>Table 3: Budget contributions (excluding surplus carried forward and use of reserve fund)</b>				
		<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Member States</b>	€	55 008 107	53 339 888	51 626 805
	%	<b>19.55</b>	<b>18.11</b>	<b>16.77</b>
<b>Commission</b>	€	168 871 946	177 859 779	189 878 637
	%	<b>60.02</b>	<b>60.38</b>	<b>61.67</b>
<b>EPO</b>	€	20 645 000	21 045 000	21 469 005
	%	<b>7.34</b>	<b>7.14</b>	<b>6.97</b>
<b>European Southern Observatory (ESO)</b>	€	1 049 327	912 816	985 587
	%	<b>0.37</b>	<b>0.31</b>	<b>0.32</b>
<b>Eurocontrol</b>	€	1 429 888	1 449 301	1 531 725
	%	<b>0.51</b>	<b>0.49</b>	<b>0.50</b>
<b>Other financing agreements</b>	€	9 677 485	9 611 448	8 666 445
	%	<b>3.44</b>	<b>3.26</b>	<b>2.81</b>
<b>European School. Munich</b>	€	825 733	907 922	966 978
	%	<b>0.29</b>	<b>0.31</b>	<b>0.31</b>
<b>EIB Group</b>	€	0	4 602 245	5 412 826
	%		<b>1.56</b>	<b>1.76</b>
<b>European Stability Mechanism (ESM)</b>	€	0	210 529	182 102
	%	0	<b>0.07</b>	<b>0.06</b>
<b>European Union Intellectual Property Office</b>	€	0	0	560 555
	%	0	0	<b>0.18</b>



<b>European Central Bank</b>	€	0	0	1 896 285
	%	0	0	<b>0.62</b>
<b>Parents' contributions</b>	€	20 107 958	20 918 559	20 822 561
	%	<b>7.15</b>	<b>7.10</b>	<b>6.76</b>
School Fees (Category III)	€	19 304 525	20 171 134	20 062 155
	%	6.86	6.85	<b>6.52</b>
Other contributions from parents	€	803 433	747 425	760 406
	%	0.28	0.25	<b>0.25</b>
<b>Other contributions and miscellaneous revenue</b>	€	3 726 911	3 612 753	3 910 426
	%	<b>1.32</b>	<b>1.23</b>	<b>1.27</b>
<b>TOTAL</b>	€	<b>281 342 355</b>	<b>294 470 240</b>	<b>307 909 937</b>
<p>Figures processed on 03/04/2018</p> <p>The figures exclude the surplus carried forward (€3 320 967 was the amount brought forward to 2017) and use of the reserve fund</p> <p>Closing reports SAP</p>				

## 2. Budget of the Office of the Secretary-General

The budget approved for the Office of the Secretary-General for 2017 was €11 874 539, of which €11 658 628 was used. This represents a budget implementation level of 98.2%, which is very similar to that of 2016.

Expenditure related to staff in 2017 was slightly lower overall than in 2016 (-1.0%), despite the salary adjustment of +3.3% effective as from July 2016, but which was paid retroactively in February 2017. Regarding seconded staff, the significantly lower budget implementation in 2017 corresponds to the seconded posts which were not filled in 2017 (Head of HR Unit, Assistant Financial Controller, Head of Baccalaureate Unit and Head of Pedagogical Development Unit). As far as expenditure related to administrative and ancillary staff is concerned, it rose by some 4.9%, this being due mainly to the aforementioned salary increases and to a number of new recruitments in 2017. Overall, expenditure related to staff amounted to €5.3 million in 2017.

As regards other administrative expenditure, it is worth drawing attention to the significant increase in ICT-related expenditure from 2016 to 2017 (+13.9%), which corresponds mainly to the Amending Budget to finance modifications in SAP in relation with centralisation of financial governance in the European Schools.

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, reimbursement of costs related to meetings of the Board of Governors, Budgetary Committee and Boards of Inspectors, Examining Boards, and litigation costs, as well as costs of experts.

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 €149 976 in 2017, up from €122 616 in 2016, 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

	<i>Budget Line</i>	<i>2016</i>	<i>2017</i>	<i>% variation</i>
601101	Expenditure related to seconded staff	1 143 102	880 300	-22.99%
601103	Expenditure related to administrative and ancillary staff	4 224 059	4 432 586	4.94%
<b>60 11</b>	<b>Expenditure related to staff</b>	<b>5 367 161</b>	<b>5 312 886</b>	<b>-1.01%</b>
601201	Buildings	975 580	964 649	-1.12%
601202	ICT	1 378 454	1 981 943	43.78%
601203	OSGES	2 829 995	3 020 119	6.72%
601204	Miscellaneous administrative expenditure	255 425	229 055	-10.32%
<b>60 12</b>	<b>Other administrative expenditure</b>	<b>5 439 454</b>	<b>6 195 766</b>	<b>13.90%</b>
<b>60 21</b>	<b>Pedagogical expenditure</b>	<b>122 616</b>	<b>149 976</b>	<b>22.31%</b>
	<b>Total</b>	<b>10 929 231</b>	<b>11 658 628</b>	<b>6.67%</b>

## **E. FOLLOW-UP ON INTERNAL AUDIT, RISK MANAGEMENT AND FRAMEWORK FOR SOUND FINANCIAL**

### **1. Activities of the European Commission's Internal Audit Service in 2017**

In 2017, the IAS's activities focused on:

- An in-depth **follow-up audit on outstanding recommendations** and
- A consulting engagement on the **management of extra-budgetary accounts**.

The objective of the follow-up audit was to assess the progress made in implementing open recommendations stemming from the audits 'HR and financial management' (2014), 'Treasury and revenue management' (2015) and the audit of the 'Governance of Security' (2016). This follow-up audit was duly completed. The European Schools received a final audit report on 19 January 2018 and agreed upon a revised action plan for some recommendations that were reformulated.

The aim of the consulting engagement was to help the European Schools in closing remaining recommendations related to the management of extra-budgetary accounts. This engagement is still ongoing; the European Schools await the draft report.

The IAS closed 19 recommendations throughout the year. Two of them were critical recommendations:

- Ensure that at least two people are responsible for every banking operation
- Clarification of the support provided by the European Commission on security.

Another nine had the status 'very important', these being:

- Financial management – Link with the online banking system
- Shift of *ex-ante* controls from the Financial Controller
- Financial management – Financial circuits
- Regularly monitor the access rights of persons authorised to perform banking operations
- Financial management – *Ex-post* controls
- Necessity of coherent evaluation/appraisal procedures for all categories of staff
- Standard structure of staff files
- Human resources management – Planning teaching capacity
- Procedures on extra-budgetary accounts.

It was particularly important to close the recommendations related to payments/banking operations, as these were a major reason for DG HR's reservation in the Annual Activity Report.

At the beginning of 2018, this leaves 21 open recommendations, three of which are critical:

- Roles and responsibilities of the Parents' Associations on security
- Segregation of duties within SAP
- Outgoing payments (implementation of payment terms, implementation of monthly vendor ageing report, reconciliation between SAP and bank accounts, implementation of a monthly exceptions report for manual payments).

These will be given full attention in 2018.

## 2. Efforts to promote Risk Management continued in 2017

A risk management workshop for Directors and Deputy Directors for Finance and Administration was held in June 2017. Jointly, the risk descriptions of the top ten risks for the European Schools were updated, assessment guidance was prepared for each risk and an action plan at school and OSGES level was developed.

The Schools updated their risk register twice: in January, with a focus on financial and administrative risks, and in September, with a focus on pedagogical risks. The risk registers were presented and discussed at the Administrative Board Meetings.

The OSGES reviewed the risk registers on request, gave advice, prepared a summary of the individual risk registers and provided it to the Schools.

Some Schools have made major progress and are starting to link the risks identified with the management plans (e.g. Annual Administrative and Financial School Plan and Annual Activity Report). This is a big step forwards towards an effective link between the different documents. On the other hand, in other Schools more supporting work still needs to be done to arrive at a meaningful risk register. Assessment of risks, and hence perception of the magnitude of risks, differs considerably amongst the Schools. The aim is to arrive at a reasonable perception at school level, also considering place and constellation in the European School.

## 3. 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 2017.

The new Financial Regulation adopted by the Board of Governors in September 2017 and in force since 1 January 2018 leads to major changes to the governance of the European Schools. The functions of Authorising Officer and Accounting Officer will be centralised until 2020, thus increasing accountability at central level, with the objective of sounder financial management. Financial control will evolve to become an internal control unit, at the service of the Authorising Officer, who is expected to have eight staff.

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.

Building block (area)	Measures taken
1. Mission and Values	
2. Human Resources	<ul style="list-style-type: none"><li>- Amendment of the <i>Regulations for Members of the Seconded Staff of the European Schools</i>.</li><li>- Two 'inspection team approach' pilot projects for the evaluation of locally recruited teachers and decision to continue with the approach.</li><li>- Training on planning and reporting for Directors.</li><li>- Training courses for checkers and accounting officers.</li><li>- Updated template for performance evaluation of AAS and job descriptions.</li></ul>
3. Planning and risk management	<ul style="list-style-type: none"><li>- Guidelines for the preparation of the Annual Pedagogical School Plan, guidelines for class and course derogations.</li><li>- Guidelines (optional) for the preparation of the Annual Activity Report.</li></ul>

	<ul style="list-style-type: none"> <li>- Workshop on Risk Management, jointly with Directors and Deputy Directors for Finance and Administration, continued support with risk management.</li> <li>- Definition of common objectives in administration and finance for 2018.</li> </ul>
4. Operation and control activities	<ul style="list-style-type: none"> <li>- Adoption of the new Financial Regulation with major changes foreseen in the governance of the European Schools, start of preparation of necessary changes in SAP.</li> <li>- Link between accounting software and online banking system operational in all Schools.</li> <li>- Performance of <i>ex-post</i> controls in two Schools according to <i>ex-post</i> control plan (switch from <i>ex-ante</i> to <i>ex-post</i> control by the Financial Control Unit).</li> <li>- Signing of Administrative Arrangements with OLAF in order to determine the principles for practical cooperation in the cases foreseen in Art. 96 of the Financial Regulation.</li> </ul>
5. Information and financial reporting	<ul style="list-style-type: none"> <li>- Harmonised agendas for Administrative Board meetings</li> <li>- First steps towards harmonised statistics on pupil population and Baccalaureate and other examination results.</li> </ul>
6. Audit and compliance with Internal control standards	<ul style="list-style-type: none"> <li>- Positive opinion of the Court of Auditors on the 2016 accounts.</li> <li>- External audit of the 2016 accounts of five Schools (Brussels Schools + Munich School); all received an unqualified opinion in accordance with International Standards on Auditing (ISA).</li> <li>- Self-assessment of Internal Control Standards carried out by eight Schools.</li> </ul>

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

Each year the Board of Governors adopts guidelines for the Policy on Enrolment in the Brussels European Schools, on the basis of which the CEA devises the new Enrolment Policy. In accordance with the provisions of the Policy, which can be consulted on the European Schools' website, the CEA deals with enrolment and transfer applications, overall monitoring and follow-up being handled at the Office of the Secretary-General.

### **1. Objectives and priorities for enrolments for the year 2017-2018**

At its meeting of 7-9 December 2018, the proposal to create the European School, Brussels V – Berkendael was considered by the Board of Governors, which was unable, however, to agree to it, as the unanimity required for the setting up of a new school was not reached. In that context, the Enrolment Policy's objectives were set, with continuing use of the Berkendael site as a temporary extension to the European School, Brussels I until such time as a fifth European School can be made available.

The schools' overcrowding affects all levels, but this is more particularly the case in the primary cycle, which means using secondary rooms to accommodate primary classes. In addition, as the French language section's growth is proportionally higher than that of the other language sections, an increase in the number of classes open in that section is to be observed in all primary year groups and in SI and S2.

In order to maintain and to develop the nursery and primary cycle classes open on the Berkendael site, which can accommodate 1000 pupils, it was agreed to allow pupils to be admitted to the French, Latvian and Slovakian language sections by opening those cycles up to P5. German nursery and primary years 1 and 2 satellite classes are also accommodated on the site.

Taking account of all of those factors, the distribution of applications for the enrolment of pupils without special priority criteria (SWALS, regrouping of siblings, return from assignment, etc.) across the schools as a whole was adopted within the framework of a maximum structure of classes defined by school. The threshold of places available was set at 26 pupils for all classes at all teaching levels. Furthermore, new nursery and primary classes in the French language section could be accommodated only on the Berkendael site of the European School, Brussels I.

In addition, it had been foreseen that in so far as the Brussels I – Uccle Site, II, III and IV Schools were in the process of reaching the maximum limit of the number of classrooms available in the nursery and primary cycles, the CEA reserved the right to adapt that structure. New classes in those cycles could be opened at the Brussels I – Berkendael Site School should the number of applications exceed or be about to exceed the maximum size of the existing classes. If new classes had to be created in sections other than the ones available on that site, the Board of Governors' approval was required.

As regards joint enrolment applications, i.e. applications for the enrolment of several children belonging to the same group of siblings for whom enrolment at the same school was sought, dealing with them before applications for the enrolment of a single pupil, which had proved to be appropriate for the award of places procedure, was continued.

Finally, voluntary transfer applications, allowed without having to justify particular circumstances, were accepted, provided that this did not lead to division of a class, at the Brussels I – Berkendael Site in the classes, language sections and year groups open there, at the Brussels IV School in the case of Estonian SWALS attending the Brussels II School and in the context of the bringing together of siblings, as provided for by the Enrolment Policy.

It should be noted that following the closure of the European School, Culham in July 2017, the Board of Governors had also decided that given their pedagogical offer and their geographical proximity, the Brussels European Schools would admit pupils for whom a transfer application was submitted during the first enrolment phase.

## 2. Results of the 2017-2018 Enrolment Policy

The main data on the 2017-2018 enrolment session are as follows:

- 2 442 enrolment and transfer applications were received and dealt with, 2 389 of them being for categories I or II pupils.
- Of the 26 applications for the enrolment of category III children received, 1 was cancelled. Of the 8 children with siblings already attending a school, only 1 pupil could be admitted.
- Of the 22 applications for the enrolment of children of NATO civilian staff, 15 pupils were admitted to the schools.
- Of the 5 applications for the enrolment of children of UN international civil servants, 3 pupils were admitted to the schools.
- In total, 1 789 new pupils were accepted in the Brussels Schools at the beginning of the 2017-2018 school year in September 2017, breaking down as follows:

	<b>New pupils enrolled on 22 September 2017</b>
<b>Brussels I School – Uccle Site</b>	468
<b>Brussels I School – Berkendael Site</b>	176
<b>Brussels II School</b>	416
<b>Brussels III School</b>	404
<b>Brussels IV School</b>	325
<b>Total</b>	<b>1 789</b>

Of the 2 355 places offered, 1 001 involved pupils applying for enrolment in a single language section or with a special priority criterion.

Of the 1 960 places initially accepted, 171 offers were subsequently cancelled by the parents, 128 of them corresponding to an offer in the first preference school. The majority of the 395 places refused had been awarded at the Brussels I School (Uccle Site and Berkendael Site) and at the Brussels IV School.

Whereas the schools' pupil population has stabilised in the nursery cycle, it is continuing to grow in the primary and secondary cycles, something which has a considerable impact in terms of infrastructure resources. Compared with the previous year, there are still as many pupils in those two cycles.

At the beginning of the new school year in September 2017, the situation of each school/site was as follows:

- The Brussels I – Uccle Site School saw a further increase in pupil numbers, mainly in the secondary cycle.
- The Brussels I – Berkendael Site School accommodates a French language section from the nursery class up to primary year 5, a Slovakian language section (nursery and primary year 1), a Latvian language section (nursery) and German language section classes (nursery class and primary years 1 and 2). Although it had been decided to open all the year groups up to P5 in the Latvian and Slovakian language sections, it was only possible for a Latvian nursery class and a Slovakian P1 class to be opened in September 2017 because the number of applications received was not sufficiently large. The site is used to the tune of 30% of its capacity.
- At the Brussels II School, total pupil numbers have risen slightly.
- At the Brussels III School, pupil numbers in the primary and secondary cycles are up, particularly in the Greek language section.
- At the Brussels IV Schools, as far as the 3 developing single language sections are concerned, the Bulgarian section now has a S1 class, the Romanian section has nursery and primary cycles and the Estonian section has a nursery class and a P1 class. The French language section remains predominant.

### **3. Enrolment Policy for 2018-2019**

It is important to point out that the population of the Brussels European Schools is continuing to increase steadily, with an average of 400 new pupils admitted each year since 2009, whilst the infrastructure remains unchanged.

The Brussels I – Uccle Site, II, III and IV Schools have reached the maximum limit of the number of classrooms available in the nursery and primary cycles. As for the Berkendael site, which is managed administratively by the European School, Brussels I, it is under-occupied. The pupils attending school on this site, which is equipped to cater for nursery and primary cycle pupils, have a guaranteed right to continue their schooling up to the Baccalaureate, which means their compulsory transfer at the end of primary year 5 to the other Brussels Schools (but not necessarily to the school/site of their choice). In that respect, they have priority of access over new applicants for enrolment.

In this context, it is essential to increase the number of pupils on roll at the Berkendael site in order to make optimum use of its capacity and to relieve overcrowding in the Brussels I – Uccle Site, II, III and IV Schools. To do so, several provisions have been introduced:



- Maintain, develop or create satellite classes<sup>1</sup> in all Languages 1 (except BG, ET, RO, Croatian and Slovenian SWALS and Maltese pupils) on the Berkendael site, such classes being created once there is a minimum of 7 pupils per class.
- In order to distribute the pupil population of the schools/sites properly and maintain a balance between them, enrol new pupils up to a maximum of 20 places available per class in the nursery and primary cycles and of 26 in the secondary cycle.
- Organise the compulsory transfer of pupils in P5 FR at the European School, Brussels I – Berkendael Site during the 2017-2018 school year to the other schools, according to the preferences expressed by the applicants for enrolment and provided that there are places to be filled.
- Finally, given the organisational difficulties which the schools face in the weeks preceding the beginning of the school year, the conditions for submission of enrolment and transfer applications in calendar terms were adapted. As the enrolment session is organised in two phases, applications for enrolment and transfer of category I and Eurocontrol (as from primary year 1) pupils with a parent in post on 31 December 2017 **had** to be submitted during the first phase. As for the second enrolment phase, except in duly justified cases of *force majeure*, with substantiating evidence, only applicants who will be taking up their post in Brussels as from 1 January 2018 are allowed to submit their application during that phase.

It should be noted that a pilot cross-transfer scheme was also launched in order to give the parents of children attending one of the Brussels European Schools during the 2017-2018 school year the opportunity to exchange the place held by their child for a place held by another child at a specific school/site.

The 2018-2019 Enrolment Policy can be consulted on the website of the Office of the Secretary-General of the European Schools [www.eursec.eu](http://www.eursec.eu) under *Enrolments/Policy on Enrolment in the Brussels European Schools*.

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<sup>1</sup> For the record, the creation of a satellite class does not necessarily entail the opening of a language section.

## **G. 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**

#### **Work carried out up to December 2017:**

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 electronic keys in the secondary building.

Work undertaken in the context 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:

- 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.
- Change to the surface area of the primary multi-sport track to reduce accidents.
- Installation of artificial grass in the nursery classes' small playgrounds.
- Soundproofing of the classrooms and installation of a low-energy electrical system for the primary premises.
- Installation of LED lights in all the corridors in the School.

### **Bergen**

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

We have been really concerned for years about how long it will be possible for the existing buildings and sports facilities to continue to be used without risk. We discussed the building's poor state of repair at the two Administrative Board meetings in 2017.

The school building and sports hall are old and need to be fully refurbished. The costs of renovation were estimated at approximately €4.6 million in 2016. Since the budget allocation for maintenance work has not increased over the years, only the most urgent maintenance work can be carried out.

*Stichting NOB* has announced that it would like to investigate the specific obligations of the Netherlands in relation to maintenance work on the school building and sports hall (one of the objectives of the school's administrative and financial plan for 2017).

In December 2017, the Ministry of Education appointed a project manager tasked with studying the state of the building and of the sports hall as from 1 January 2018. The results of his research on the subject may lead to the school's renovation or relocation. However, we expect it to be a long-drawn-out project.

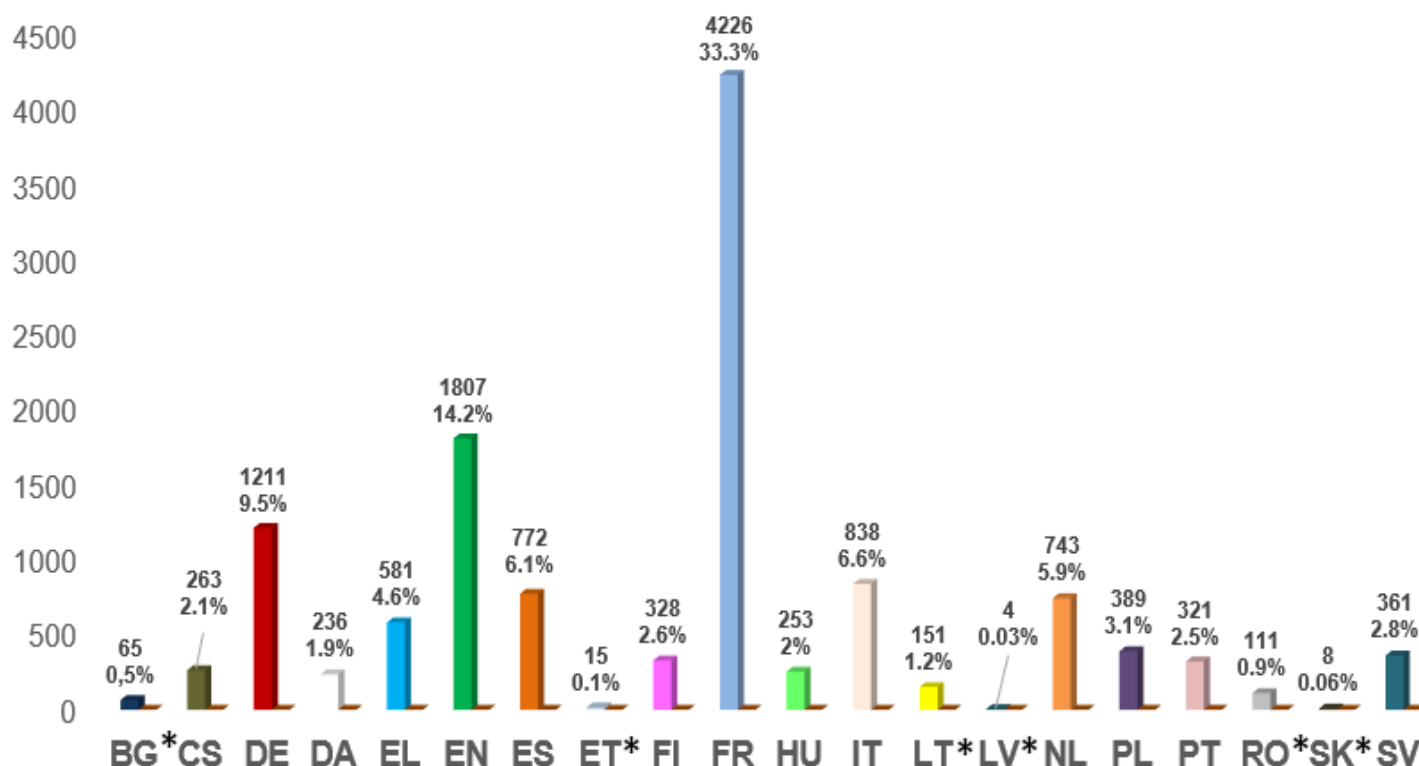
The long-term lease contract (1977-2017) between the school and the municipality for use of the sports hall ended in December 2017. *Stichting NOB* and the municipality are to enter into a five-year contract. *Stichting NOB* informed the school of the fact that the Ministry of Education/ *Stichting NOB* was entitled to those revenues.

### **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 make a fifth European School available in Brussels for 2019-2020, the Berkendael site remaining operational until the new school opens. A feasibility study of provision of additional capacity of 2 500 places for the Brussels European School was carried out by the *Régie des Bâtiments* (Belgian Public Buildings Authority), from which it emerged that it will not be possible for the Belgian Council of Ministers' commitment to make a fifth School available by September 2019 to be met. It was also indicated that postponement until September 2024 at the earliest had to be envisaged. However, this information has not yet been officially communicated by Belgium's political authorities. Given that this report is being published in April 2018, it was deemed useful to convey this information as of now.

On 15 October 2017 the four Brussels European Schools had a total of **12 683 pupils** on roll in 20 language sections. The graph below shows the overall breakdown of these pupils across the language sections, in absolute figures and in percentage terms.



\* BG: up to S1; ET: nursery and P1; LT: up to S3; LV: nursery; RO: up to P5;  
SK: nursery and P1

## Brussels I

We first describe the state of play with respect to the work for which the *Régie des Bâtiments* normally takes responsibility, then the maintenance and renovation work started by the school.

Uccle Site – Fabiola building

Last year, in the section of the report concerning the European Schools' infrastructure, the school gave a list of work which had not been carried out. Since then, a less noisy ventilation system has been installed in two classrooms. Despite the renovation work there are still problems with the new roofing and water infiltration in several places when it rains.

Below is a list of the other work still to be done:

- Replacing the window frames and windows
- Replacing the external doors
- Replacing the drains around the building
- Replacing the lino in all the classrooms.
- Resolving the problems associated with water infiltration in the cellar

## Gas

The problems associated with the gas supply were resolved, apart from in three labs.

### Damp and water infiltration:

The school commissioned a study (in 2014) by a firm specialising in this area (damp). The repairs to be done and their costs were included in the report produced by the firm. The report was forwarded to the *Régie* for information and action to be taken. In addition, the swimming pool's damp problems are chronic and difficult to resolve because of the building's structure.

Several buildings on the site suffer from damp and water infiltration problems. The *Régie* carried out repairs on the Van Houtte building, on the sports complex and in the Michelangelo building. Nevertheless, there is still water infiltration in the latter.

### Situation of the toilets

The toilet facilities in the Gutenberg and Michelangelo buildings are dilapidated and urgently need to be replaced. There are problems with blocked pipes almost every day.

Renovation of the toilets in the Gutenberg building, scheduled for late August 2017, was postponed until 2018. Moreover, only renovation of the boys' toilets is planned.

### 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 was carried out.

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

### Grounds

In response to the school's request, the *Régie* had a number of dead trees removed. In addition, the school pressed the *Régie* to have an analysis of the state of the trees made by an outside firm to remove all the dead trees. A call for tenders so that the contract can be awarded was subsequently issued by the *Régie*.

Drainage was installed in the Erasmus play areas.

### 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* was duly informed but it is not planned to replace the software in 2018.

The noise problems in the Plato Building were also reported.

### Equipment in the kitchen

The problems with the cold stores were resolved. A new degreaser was installed.

However, it will need to be borne in mind that the *Régie* will no longer defray the cost of replacement of the old kitchen appliances. This will have an impact on the school's budget in the years to come as the kitchen appliances are dilapidated and all need to be gradually replaced.

### Telephone exchange

The school's telephone exchange dates back to 1993 and needs to be replaced in its entirety, as in the event of a malfunction, some parts can no longer be found on the market.

A request to that effect was made and the school is awaiting the *Régie*'s reply.

**The following is a list of the work whose costs were defrayed by the school for the Uccle site:**

Grounds:

Installation of games on the ground for the primary and nursery pupils.

Replacement of the external fencing alongside the Fabiola building and repair of the outdoor play equipment.

Installation of a new access control system with vestibule and electronic badges.

Buildings:

Replacement of all the door cylinders, allowing them to be locked from the inside without the need for a key.

Improvement of the Public Address system.

Placing of films on the windows.

Fabiola

Installation of drainage in the playground; installation of sunshades in the classrooms.

Installation of protective devices on the doors in the nursery school classrooms to prevent children from trapping their fingers.

Breughel building

All the rooms were painted and the old boards were replaced by interactive boards. New furniture was installed.

Van Houtte building

To reopen the swimming pool following its closure because of problems with the gas supply, the school had to:

- change the sand for the different filters
- replace the system of control of products.

Staffroom:

Installation:

- of new furniture
- of extra computers
- of a working room in the old locker room
- of the photocopiers in a separate room.

**BERKENDAEL SITE:**

We first describe the state of play with respect to the work for which the *Régie des Bâtiments* normally takes responsibility, then the maintenance and renovation work started by the school.

Three sets of work are outstanding:

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

A list with the school's priorities for 2018 on its two sites was sent to the *Régie*.

**The following is a list of the work whose costs were defrayed by the school for the Berkendael site:**

Grounds:

Installation of games on the ground for the primary pupils.

Installation of a new access control system (with vestibule) with electronic badges system.

The school would also like to install more powerful cameras but completion of the work on the installation of protective conduits, to be carried out by the *Régie*, has to be awaited.

Buildings:

Replacement of all the door cylinders, allowing them to be locked from the inside without the need for a key.

Installation of a Public Address system.

Installation of protective devices on the doors in the nursery school classrooms to prevent children from trapping their fingers.

Painting of the corridor on level 0 of the main building.

Fitting out with furniture and other equipment for the new classes opened in September 2017.

Investment in the kitchen in order to respond to the increase in the production of meals following the increase in the number of pupils.

**Brussels III**

As far as the maintenance of our buildings is concerned, we note that they are generally in a reasonable state of repair and that there are no major problems awaiting resolution.

The Brussels III School is over 17 years old.

Many areas need to be freshened up or to undergo larger scale maintenance work.

Our school's overcrowding inevitably results in the need to fit out rooms which were not originally intended for such use. Our technical teams are not short of ingenuity but this situation clearly involves costs.

**Maintenance points which need to be resolved with the *Régie***

- Conversion of the fencing around the site (heightening)
- Revision of the dimensions and location of the emergency exits (with automatic magnetic opening device)
- Adaptation of the 'anti-ball' fence located on the escape route (secondary playground C)
- Improvement of the outside lighting, mainly behind the neighbouring buildings of the ULB (*Université Libre de Bruxelles*)
- Levelling of the paving bricks in the playgrounds and repair of the foam floor of the play equipment in the primary cycle
- Pruning, cutting and maintenance of the tall trees located on the site and alongside the pavements
- Seeking improvements for water drainage in the pupils' cafeteria
- Replacement of inaccessible lamps.

## **Work for which the school is responsible**

As the occupants of the premises, we will carry out the following work during the year:

### **Routine maintenance**

- of the facilities (water, gas, electricity)
- of the toilets
- of the embankments and the grounds in general
- Renovation of certain completely worn out floor coverings (nursery building)
- Replacement of the defective blinds in the south-facing classrooms
- Fitting out of communal areas and/or offices to ensure everyone 'lives well at school'
- A great deal of maintenance and repair work on the canteen equipment.

Projects will be developed:

Setting up of islands allowing selective sorting of waste

- Fitting out of an archives room
- Fitting out of office space for staff.

## **Budgets for this work**

To be deducted mostly from the Buildings and Fitting out of the premises and grounds items.

## **Improvements to be made to the infrastructure**

We are analysing the possibility of installing photovoltaic panels on our roofs, which might enable us to save a substantial sum on our energy consumption, and synergies might be developed with the neighbourhood.

## **Brussels IV**

The main problems with our school's infrastructure relate to water infiltration (cornices, joints, leaks and water infiltration from ground water) and to doors which are too heavy and break. Substantial work will be required.

### **Work carried out by the *Régie des Bâtiments***

- Installation of covering roofs for the bicycle parks.
- Consolidation of the gas pipes in B building so as to avoid corrosion. Before switching the gas supply on again after an intervention on a circuit, a pressure test was carried out. A second pressure test was carried out by the Sibelga company. The result was perfect, no loss of pressure anywhere in the system (measurement made at the level of the medium pressure station).
- Excessive concentration of CO<sup>2</sup> in K building according to a study. Following the intervention of the *Régie des Bâtiments*, it was discovered that the ventilation flaps were jammed. The repair work was done and Imtech, our company for the HVAC system, is to inspect all the service rooms to check the flaps (documents available for consultation on request).
- Installation of acoustic panels in the sports hall by the *Régie des Bâtiments*.

### **Work carried out by SECURITAS**

- Installation of an anti-intrusion system in the buildings on the site.
- Installation of online locks on the doors of the sensitive rooms (crisis room, server and ICT room).



## **Work carried out by the school**

- We need staffrooms nearer to the teachers in the secondary and nursery/primary buildings. In order to achieve that objective, we fitted out a secondary school staffroom in T building and also offices for the secondary school's management.
- We need covered playgrounds so we installed tents which will serve that purpose (to protect the nursery and primary school children in the event of bad weather).

Maintenance meetings with the people on the ground are organised two to three times a week. The agenda is updated with the work done and what remains to be done for each person. The discussions are interesting and enable solutions to practical problems to be found.

## **Frankfurt**

The pupil population of the Frankfurt School is continuing to grow; the school had 1 517 pupils at the beginning of the 2017-2018 school year. 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 (containers), whose use beyond 2018 is not guaranteed, mainly for reasons related to health, safety and security legislation. 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 all P1 classes. It is now going to be extended: nine new classrooms should be ready for the beginning of the coming school year. An additional prefabricated sports hall has been installed and will come into use as from March 2018.

Apart from the modular buildings, the school's buildings are in a fairly poor state. It can be seen that too many pupils had to be accommodated in very cramped facilities. The central heating system in particular is very problematic and regularly breaks down and there are often water leaks in the sports hall and in some classrooms.

In 2017, the following work was carried out:

- Renovation of the red playing field and of the athletics track.
- Installation of a system of colour code/systematic labelling of rooms for all rooms and buildings.
- Installation of a tinted security film in certain places highly visible from the outside.

The school management remains optimistic. It thinks that the ESF will move to a new building and new premises by 2022-2023. The Berlin authorities have approved the potential pupil population and the space required plan (*Raumbedarfsplan*) and the City of Frankfurt is still looking for a suitable site. Once the decision has been taken, it will be possible for planning of the new school to start. Should there be a slowdown, new temporary solutions for the period preceding the end of construction work on the new school might prove necessary.

## **Karlsruhe**

The City of Karlsruhe once again invested a great deal in refurbishing and improving the school's infrastructure. Amongst other things, with a view to the ESK's 'energy retrofit', the roof of the west wing of the secondary school building was completely rebuilt.

In addition, the City of Karlsruhe defrayed the planning costs and made its own staff available for construction work which should have been defrayed by the ESK: the toilets in the east wing of the three-storey secondary school building and the ladies' toilets in the administrative building.

The new switches ordered by the Office of the Secretary-General required more powerful fibre-optic cables to be installed between the five buildings connected to the IT system. For that reason, the City of Karlsruhe paid for the planning and for its staff. The cables will be installed very shortly.

The old fence running along the road was replaced again, 225 metres having been replaced this time. There remain 700 metres of the old fence to be replaced, at the edges of the forest.

A thorough safety check was made of all the play equipment in the different playgrounds. It was planned to modernise the present playground of A building because of the increase in the pupil population in the primary. Unfortunately, that work had to be postponed until 2019 in view of the huge and unforeseen need for restoration of the existing play equipment.

## **Luxembourg**

### **a) Luxembourg I**

#### **1. Situation**

The demographic increase in our pupil population and the outlook for the coming years (average increase of 4.3% per year) gives us reason to fear that our site will shortly suffer from a lack of space. The main requests (to occupy our premises) from 'non-European School' institutions (such as: private school, *CPE* (Interinstitutional Children's Centre, etc.) lead us to believe that it is a general problem in Luxembourg. This issue was raised at a meeting with the relevant administrative body, which replied that a substantiated request should be submitted to our line ministry. This increase in the number of pupils on roll also gives rise to problems in the vicinity of our school; when pupils are arriving and leaving, the situation created by the huge influx of people/vehicles at the same time is extremely problematic and potentially dangerous. The relevant local authorities have repeatedly been warned of the problem.

The school, in partnership with the *CAS* (Committee on Social Activities) and the Parents' Association, is currently in the process of seeking to fund/carry out some large-scale projects in which they are particularly interested, the theme being 'improvement of the leisure, recreation and entertainment infrastructure'. The school submitted a dossier containing all the projects (nursery, primary and secondary), totalling in the region of €250 000. The *Administration des Bâtiments publics* (*ABP* – Luxembourg Public Buildings Authority) was notified of the projects but refused to agree to the carrying out of some of them. As an alternative, an *ABP*-school partnership was proposed for the carrying out of similar projects.

#### **2. Nursery school**

The nursery school has been affected by this increase in the number of pupils. Our infrastructure allows us to cope with the increase for the time being but we fear for the coming years.

The outdoor infrastructure (outdoor play equipment) has been substantially modernised recently. The aforementioned co-funding enabled us to finalise the work.

#### **3. Primary school**

The primary building is dangerously close to reaching its capacity limits. There is practically no more leeway for future years (what happens if additional classes need to be created in the future?).

It is the teaching level which is suffering the most from the increase in the pupil population. At present, we are somehow managing to accommodate 1 825 pupils in the primary, as compared with just 1 279 in 2012. As the situation is becoming worrying, we sent a request to the Ministry of Education, seeking to occupy neighbouring buildings. It will not unfortunately be possible for those buildings to be made available to us as they will be occupied by other pupils.

With the aim of guaranteeing safety and sound management, we are planning an extension to the primary school buildings, something which will also mean an increase in staffing costs.

#### **4. Secondary school**

Nine classrooms were made available to the *CPE*, thus enabling them to provide after-school care facilities, which is their role. Eight of the rooms will be used on a time-sharing basis with the school.

Two classes were also made available to the Greek School on a time-sharing basis.

1 class was made available to *LTC (Lycée Technical du centre)* to accommodate a reception class.

L Bloc was dismantled in July 2016. A plan to convert this area into an outdoor multisports ground (*ABP-school* project) is expected to materialise shortly. A feasibility study was carried out and demonstrated the possibility of having a large 39mx24m multisports ground (which can be subdivided into three small 13mx24m grounds). The local authorities are expected to start work in around April. The new facilities should be available by the beginning of the 2018-2019 school year if everything goes to plan.

#### **5. Canteen and cafeteria**

As far as the kitchen is concerned, the ever more dilapidated state of the equipment and its growing use lead us to fear that major investments will need to be planned for future years.

At the *CPE's* request, the part of the building reserved for the primary school is now used for midday meals every day. A service allowing the children going to the *CPE* to be served an afternoon snack has also been added.

The large number of pupils has had a particular impact on the primary canteen (on 'long' days), four sittings having had to be introduced.

The contract with the canteen service provider will end in September 2018, meaning that a call for tenders will have to be issued during the first half of 2018.

#### **6. Security**

Various types of work were undertaken in 2017 as part of efforts to enhance security. Some of the work is continuing in 2018:

Work on replacement of the site's fire detection stations (except the one for the Nursery building) was carried out.

The school increased the number of its CCTV cameras.

The intruder alarm system was extended to include the Canteen and the New Gymnasium buildings.

Around ten semi-automatic defibrillators were installed on the site (one for each building).

The telephone exchange was replaced.

Testing of installation of a sound system of the Public Address type for the Administration/Primary and Secondary buildings is under way.

Updating of the evacuation plans displayed in the communal parts for the Administration/Primary and Secondary buildings and production of evacuation plans for the communal parts of the Nursery building are in progress.

## **b) Luxembourg II**

Our school has now been open for five years and, in infrastructure terms, we are now more or less up to speed. Our relationship with officials from the *Administration des bâtiments publics* is good and they are generally responsive.

We are experiencing a number of problems with the infrastructure and several development projects were carried out that year.

### **General**

Several leaks appeared in the different buildings, mainly at roof level. The leaks do not disrupt lessons. The necessary safety measures were taken on a case by case basis. The cost of the repairs will be defrayed by the *Administration des bâtiments publics*.

In late 2016, it was found that there had been a very substantial increase in water consumption in the primary, secondary and administration buildings, resulting in not inconsiderable costs. It turned out that the toilets were the source of the problem, in particular the presence of lime scale, which jams the mechanisms and causes minor leaks which, combined, were substantial. Although the different buildings are already equipped with electronic water softeners, it seems that this does not prevent a build-up of lime scale deposits at that spot. A policy of cleaning lime scale deposits from the flush mechanism was introduced and the *Administration des bâtiments publics* was alerted.

We were flooded twice following tap problems. The taps in question are of the 'pressure button' type, the internal mechanism of which is faulty. We identified the problem and a number of taps will be changed as a preventive measure in 2018.

We have a serious problem with the windows of five buildings. The inside of the windows in question is fragile and several windows have already cracked. According to the *Administration des bâtiments publics*, the trigger factor is apparently the presence of drawings or paintings on the windows. We were therefore asked no longer to put anything directly on the windows. We found alternatives in the nursery and primary cycles so that the teachers can still display the children's drawings all the same.

### **Security**

The 2016 special budget for security was used for three main projects.

Firstly, a delivery area was created at the rear of the administrative building so that all parcels, packages and letters are delivered there, instead of being delivered at the entrance to the administrative building, where there are many people moving around. The main cost of creation of the area was the installation of a large automatic gate.

Secondly, we upgraded our CCTV system completely. The old system, in the reception area of the buildings, was of poor quality and the images could not be used. The new system remedied that problem and we took advantage of it to increase the number of cameras, so as to monitor each building entrance and all the approach roads on the site.

Thirdly, we standardised our two access control systems, doing away with the old one completely and keeping only the SALTO system, which manages both the connected doors and the off-line electronic cylinders.

### **Nursery building**

The batteries of the emergency lighting system had to be replaced after the summer holidays. As the lifetime of these systems is five to ten years and is greatly dependent on temperature, it is highly likely that the batteries in the other buildings will also need to be replaced in the near future. This has been taken into account in the next technical budgets.

The lighting in the building's corridors was replaced by LED lights, so as to reduce our energy consumption.

Two new sandpits were installed in the nursery cycle playground.

### Secondary building

We have many problems with the woodwork. Firstly, many hinges are continuing to break. The cost of initial repair is always defrayed by the *Administration des bâtiments publics*, but we have to pay for subsequent repairs. Secondly, there is a great deal of vandalism in the toilets, where the boys are increasingly damaging the toilet cubicles and doors.

The laboratories are now equipped with new triptych whiteboards.

### Administration building

The primary canteen is now equipped with a self-service system. The objective was multiple. Firstly, it means that dishes are served more quickly to the children and that they are therefore hotter. Secondly, it means that the noise level is lower as the children start eating more quickly. Thirdly, it makes the children more responsible, as they have to go and get their dish themselves, and it helps with clearing the tables and recycling of waste thanks to the new unit provided for that purpose.

The years are passing and we realise that our archive room will soon no longer be sufficient. We therefore created a new archiving area in the basement of the administration building.

Our assembly hall was short of chairs that could be attached to one another, for large-scale events. We therefore purchased 300 extra chairs to resolve the problem.

The employees' kitchenette was far too small to accommodate everyone. We used the photocopying room alongside to make the kitchenette bigger.

All the accounts, human resources and secretariat offices were reorganised to ensure greater confidentiality for members of staff who consult their HR contacts and to have more efficient organisation, by grouping together the accounts department and the secretariat by hubs.

### Sports building

The door of the outer stairwell was made secure to prevent children from gaining access to that area.

## **Mol**

Quite a number of projects were undertaken in 2017 and some are continuing in 2018. The most noteworthy are as follows:

1. Construction of the new science laboratories ended in 2017.
2. In July, August and September 2017, all the locks on the doors in the school were replaced with electronic locks, in collaboration with the *Régie des bâtiments* (access profiles for staff and pupils are in the process of being created). The system became operational in October 2017 for the staff and in January 2018 for the pupils.
3. Preparatory work on the complete refurbishment of the nursery school was completed in 2017. The primary school has been temporarily accommodating the nursery cycle since March 2018, additional facilities such as toilets have been installed and work on the nursery school is expected to be completed by late August 2018.
4. Upgrading of all the fire prevention equipment continued in collaboration with the Ansul S.A. company, in order to meet the requirements of the Royal Decree of 28 March 2014.
5. The *Régie des Bâtiments* installed a brand-new meeting room in the administrative building in 2017.
6. Again in 2017, work to replace all the buildings' concrete upper edges, which had been damaged by the concrete's decay, was completed.
7. In the administrative building, the computer room was made bigger: an additional storage area was installed in it.

## **Munich**

The ongoing construction of a separate school building ('Annexe') to accommodate 1 500 primary pupils, located approximately five kilometres from the current premises, is on schedule and is still due to be completed by April 2019. The Ministry granted an additional €6 million budget for its fitting out but execution of this project is proving complex because of time constraints and shortage of human resources.

In that context, it is planned to modernise and refurbish the school building, starting with an extension to the Multimedia Centre, for which a budget has been approved. The construction work will take place during the summer 2018 holidays.

Planning of renovation of the current facilities designed to meet the needs of the secondary cycle was postponed, meaning that the renovation phase is not expected to be completed until 2023. Consequently, science laboratories, music rooms and a playing field, which are already lacking, are expected to be further delayed by five or six years. It is planned to renovate the facade of the *Eurekabau* (Eureka wing) and the store during summer 2018. The German authorities will fund this work.

## **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.

During the financial year 2017, the school used the Italian contribution to convert the apartment (creation of offices and of a meeting room) and to carry out external maintenance of this building.

In September 2017, the offices of the Canteen and Transport cooperatives were moved to the villa, thus enabling spaces very useful for pedagogical purposes to be adapted (especially for the *Centro Didattico*).

### **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.

In 2017, we organised two joint inspections (an engineer designated by the school and experts from the Municipality) in order to determine whether the damage to the sewer had occurred under the school's playing field or outside: as the damage occurred outside the school's playing field it is the Municipality's responsibility to resolve the problem.

During the financial year 2018, the school will press the Municipality to find a definitive solution.

## **IV. IMPLEMENTATION OF THE REFORM OF THE EUROPEAN SCHOOL SYSTEM**

### **1. Reform of the European School System – Context**

Ten years after adoption of the Reform, it is probably time to start evaluating how the situation has evolved over those years.

Reflection on reform of the European School system, initiated in response to the 2002 and 2005 resolutions of the European Parliament, developed on the basis of the 'Integrated Action Plan' approved by the Board of Governors at its April 2007 meeting in Lisbon.

The working groups set up in Lisbon, which were merged in April 2008 to form a single 'Reform' Working Group, and the Secretary-General at the time produced documents putting forward a number of proposals on the main thrusts of the reform:

- opening up of the system and of the European Baccalaureate to other pupils,
- reform of governance
  - at local level through the granting of more autonomy to European Schools
  - at central level through redefinition of the role and mission of the different organs of the system
- cost sharing amongst the Member States, in terms of the costs of secondment of teachers.

At its April 2009 meeting, the Board of Governors decided on the Reform along three main lines:

- i. **Opening up of the system and the European Baccalaureate**  
In the context of the opening up of the European School system to a system of European schooling provided in accredited schools in accordance with the arrangements determined by the Board of Governors in its previous decisions, the Board of Governors mandated the Secretary-General to prepare, in conjunction with the Baccalaureate Working Group, including a representative of the Directors, of the parents, of the teachers and of the European Commission, and with the Board of Inspectors (Secondary), proposals for reform of the European Baccalaureate. A Reform of the European Baccalaureate was adopted in January 2010 and the necessary adaptations to the regulatory texts were approved in April 2010, for implementation from September 2010 for year 6 students who would be taking the European Baccalaureate in the June/July 2012 session.
- ii. **Autonomy of the European Schools and governance**  
The Board of Governors defined the respective roles of the School Advisory Council and the Administrative Board, including a concrete list of the decisions which might be taken by each of them, without needing to refer back to the Central Governance level, and the decision-making arrangements within each of those two bodies. The role of the central level in terms of providing advice and support, setting standards and guidelines and evaluating results was emphasised.
- iii. **Concerning the reform of governance**  
The Board of Governors approved a document on the tasks of the different organs of the system, at both central and local governance levels.

## **2. 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. Those costs have been updated this year.

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. 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.



**PUPILS COMING FROM THE MEMBER STATES/SECONDED TEACHERS BY MEMBER STATE IN ALL SCHOOLS AUTUMN 2017 WITHOUT MUNICH**

Nationalities / Member States	Pupils with an EU nationality enrolled 15.10 2017	%	Seconded Staff in post per Member State in October 2017	% Staff out of a Member State	Staff share required in function of pupils	Language section coefficient	Target level	Difference	National average salary	Calculated contribution	Expected contribution in 2018 (50%)	OR expected seconded post contribution in 2018
AT	288.00	1.2	18.0	1.5	15.3	1.0	15.3	2.7	€ 38 546	€ 0	€ 0	0
BE	2 773.50	11.9	157.0	12.7	146.9	1.0	146.9	10.1	€ 46 523	€ 0	€ 0	0
BG	467.17	2.0	14.0	1.1	24.7	0.8	19.8	-5.8	€ 2 962	€ 17 180	€ 8 886	3
CY	57.67	0.2	2.0	0.2	3.1	0.8	2.4	-0.4	€ 19 287	€ 7 715	€ 0	0
CZ	455.00	2.0	17.0	1.4	24.1	0.8	19.3	-2.3	€ 9 558	€ 21 983	€ 9 558	1
DE	2 502.00	10.7	186.0	15.1	132.5	1.0	132.5	53.5	€ 45 644	€ 0	€ 0	0
DK	479.83	2.1	29.0	2.4	25.4	0.8	20.3	8.7	€ 56 020	€ 0	€ 0	0
EE	263.50	1.1	9.0	0.7	14.0	0.8	11.2	-2.2	€ 11 719	€ 25 782	€ 11 719	1
EL	978.67	4.2	38.0	3.1	51.8	0.8	41.5	-3.5	€ 14 297	€ 50 040	€ 28 594	2
ES	2 123.33	9.1	84.0	6.8	112.5	0.8	90.0	-6.0	€ 31 670	€ 190 020	€ 95 010	3
FI	530.33	2.3	27.0	2.2	28.1	0.8	22.5	4.5	€ 40 851	€ 0	€ 0	0
FR	2 920.58	12.5	192.0	15.6	154.7	1.0	154.7	37.3	€ 28 563	€ 0	€ 0	0
HR	142.50	0.6	1.0	0.1	7.5	0.8	6.0	-5.0	€ 6 696	€ 33 480	€ 20 088	3
HU	541.25	2.3	17.0	1.4	28.7	0.8	22.9	-5.9	€ 5 563	€ 32 822	€ 16 689	3
IE	413.33	1.8	58.0	4.7	21.9	1.0	21.9	36.1	€ 43 164	€ 0	€ 0	0
IT	2 438.17	10.5	101.0	8.2	129.2	0.8	103.3	-2.3	€ 26 683	€ 61 371	€ 26 683	1
LT	393.00	1.7	13.0	1.1	20.8	0.8	16.7	-3.7	€ 5 352	€ 19 802	€ 10 704	2
LU	238.25	1.0	18.0	1.5	12.6	1.0	12.6	5.4	€ 65 856	€ 0	€ 0	0
LV	278.33	1.2	3.0	0.2	14.7	0.8	11.8	-8.8	€ 4 347	€ 38 254	€ 17 388	4
MT	78.08	0.3	6.0	0.5	4.1	1.0	4.1	1.9	€ 22 846	€ 0	€ 0	0
NL	789.42	3.4	62.0	5.0	41.8	0.8	33.5	28.5	€ 50 524	€ 0	€ 0	0
PL	864.08	3.7	29.0	2.4	45.8	0.8	36.6	-7.6	€ 8 437	€ 64 121	€ 33 748	4
PT	669.17	2.9	31.0	2.5	35.4	0.8	28.4	2.6	€ 26 020	€ 0	€ 0	0
RO	503.83	2.2	7.0	0.6	26.7	0.8	21.4	-14.4	€ 6 774	€ 97 546	€ 47 418	7
SE	561.42	2.4	32.0	2.6	29.7	0.8	23.8	8.2	€ 41 275	€ 0	€ 0	0
SI	235.00	1.0	6.0	0.5	12.4	0.8	10.0	-4.0	€ 17 841	€ 71 364	€ 35 682	2
SK	305.67	1.3	14.0	1.1	16.2	0.8	13.0	1.0	€ 6 947	€ 0	€ 0	0
UK	985.67	4.2	62.0	5.0	52.2	1.0	52.2	9.8	€ 32 531	€ 0	€ 0	0
TOTAL	23 276.75	100.0	1 233.0	100.0	1 233.0		1 094.5	138.4		€ 731 479	€ 362 167	36

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

Nationalities / Member States	Pupils with an EU nationality enrolled 15.10.2014	Pupils with an EU nationality enrolled 15.10.2015	Pupils with an EU nationality enrolled 15.10.2016	Pupils with an EU nationality enrolled 15.10.2017	Difference between 2014 and 2017
AT	297.00	318.83	306.33	288.00	-9.00
BE	2 269.00	2 568.42	2 682.75	2 773.50	504.50
BG	308.00	370.83	425.33	467.17	159.17
CY	33.00	39.50	50.67	57.67	24.67
CZ	308.00	390.83	423.50	455.00	147.00
DE	2 689.00	2 596.17	2 556.00	2 502.00	-187.00
DK	559.00	522.83	506.67	479.83	-79.17
EE	225.00	232.50	258.50	263.50	38.50
EL	805.00	869.17	903.50	978.67	173.67
ES	1 978.00	2 024.33	2 118.91	2 123.33	145.33
FI	593.00	559.00	536.50	530.33	-62.67
FR	2 747.00	2 802.25	2 907.33	2 920.58	173.58
HR	48.00	100.83	119.84	142.50	94.50
HU	357.00	454.08	496.08	541.25	184.25
IE	428.00	421.67	418.33	413.33	-14.67
IT	2 218.00	2 334.24	2 369.42	2 438.17	220.17
LT	321.00	364.83	367.17	393.00	72.00
LU	204.00	216.33	233.25	238.25	34.25
LV	217.00	247.33	266.83	278.33	61.33
MT	73.00	74.50	74.75	78.08	5.08
NL	909.00	878.00	833.84	789.42	-119.58
PL	532.00	693.67	773.75	864.08	332.08
PT	582.00	635.00	661.50	669.17	87.17
RO	293.00	385.00	457.84	503.83	210.83
SE	552.00	595.25	577.34	561.42	9.42
SI	126.00	187.83	205.83	235.00	109.00
SK	227.00	283.67	311.67	305.67	78.67
UK	1 416.00	1 265.83	1 217.09	985.67	-430.33
TOTAL	21 314.00	22 432.72	23 060.52	23 276.75	1 962.75
% variation		5.25	2.80	0.94	
% variation over 2 years	8.19				
% variation over 3 years	9.21				

**Development in the number of seconded staff in the European Schools by Member State, without the seconded staff of Munich**

Nationalities / Member States	Seconded Staff in post per Member State in September 2014	Seconded Staff in post per Member State in October 2015	Seconded Staff in post per Member State in October 2016	Seconded Staff in post per Member State in October 2017	Difference between 2014 and 2017
AT	18	20	20	18	0
BE	202	190	174	157	-45
BG	7	8	14	14	7
CY	0	0	1	2	2
CZ	15	16	17	17	2
DE	203	201	193	186	-17
DK	28	30	31	29	1
EE	6	7	8	9	3
EL	38	38	32	38	0
ES	86	87	88	84	-2
FI	31	30	28	27	-4
FR	187	188	193	192	5
HR	0	0	1	1	1
HU	14	15	16	17	3
IE	61	58	61	58	-3
IT	89	98	100	101	12
LT	8	10	11	13	5
LU	17	14	17	18	1
LV	3	3	3	3	0
MT	5	5	5	6	1
NL	75	70	65	62	-13
PL	23	25	27	29	6
PT	30	30	30	31	1
RO	2	4	6	7	5
SE	37	33	36	32	-5
SI	3	4	5	6	3
SK	11	12	12	14	3
UK	143	119	92	62	-81
TOTAL	1 342	1 315	1 286	1 233	-109
% variation		-2.01	-2.21	-4.12	
% variation over 2 years			-4.17		
% variation over 3 years				-8.12	

In absolute terms, the agreement has undeniably contributed to reducing negative contributions in most cases:

A	2014	2015	2016	2017
Nationalities / Member States	Difference	Difference	Difference	Difference
AT	-0.70			
BG	-8.50	-9.40	-5.00	-5.80
CY	-1.70	-1.90	-1.30	-0.40
CZ	-0.50	-2.30	-1.90	-2.30
DK	-0.20			
EE	-5.30	-3.90	-3.50	-2.20
EL	-2.50	-2.80	-8.30	-3.50
ES	-13.60	-7.90	-6.50	-6.00
HR	-2.40	-4.70	-4.30	-5.00
HU	-4.00	-6.30	-6.10	-5.90
IT	-22.70	-11.50	-5.70	-2.30
LT	-8.20	-7.10	-5.40	-3.70
LV	-7.90	-8.60	-8.90	-8.80
PL	-3.80	-7.50	-7.50	-7.60
RO	-12.80	-14.10	-14.40	-14.40
SI	-3.30	-4.80	-4.20	-4.00
SK	-0.40	-1.30	-1.90	
TOTAL	-98.50	-94.10	-84.90	-71.90

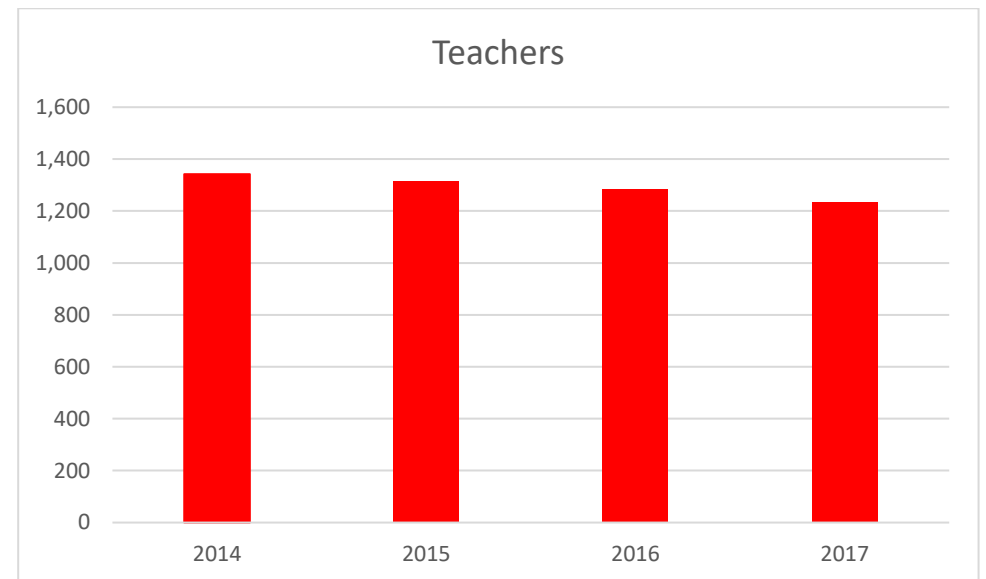
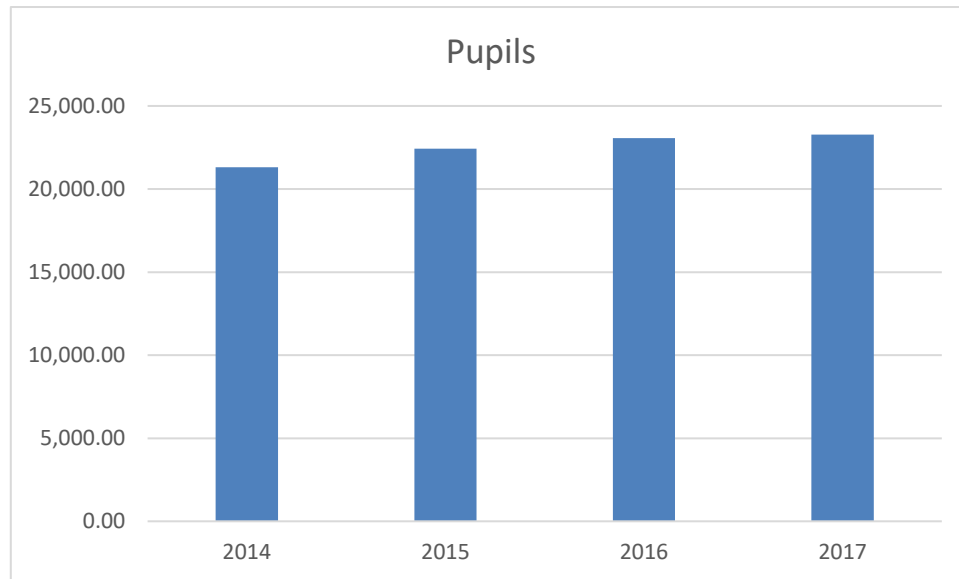
Some other observations can also be made.

If the pattern of development of the number of pupils is compared with that of the number of seconded teachers:

A	B1	B2	B3	B4		E1	E2	E3	E4	
Nationalities / Member States	Pupils with an EU nationality enrolled 15.10.2014	Pupils with an EU nationality enrolled 15.10.2015	Pupils with an EU nationality enrolled 15.10.2016	Pupils with an EU nationality enrolled 15.10.2017	Difference B4-B1	Seconded Staff in post per Member State in September 2014	Seconded Staff in post per Member State in October 2015	Seconded Staff in post per Member State in October 2016	Seconded Staff in post per Member State in October 2017	Difference E4-E1
AT	297.00	318.83	306.33	288.00	-9.00	18	20	20	18	0.00
BE	2 269.00	2 568.42	2 682.75	2 773.50	504.50	202	190	174	157	-45.00
BG	308.00	370.83	425.33	467.17	159.17	7	8	14	14	7.00
CY	33.00	39.50	50.67	57.67	24.67	0	0	1	2	2.00
CZ	308.00	390.83	423.50	455.00	147.00	15	16	17	17	2.00
DE	2 689.00	2 596.17	2 556.00	2 502.00	-187.00	203	201	193	186	-17.00
DK	559.00	522.83	506.67	479.83	-79.17	28	30	31	29	1.00
EE	225.00	232.50	258.50	263.50	38.50	6	7	8	9	3.00
EL	805.00	869.17	903.50	978.67	173.67	38	38	32	38	0.00
ES	1 978.00	2 024.33	2 118.91	2 123.33	145.33	86	87	88	84	-2.00
FI	593.00	559.00	536.50	530.33	-62.67	31	30	28	27	-4.00
FR	2 747.00	2 802.25	2 907.33	2 920.58	173.58	187	188	193	192	5.00
HR	48.00	100.83	119.84	142.50	94.50	0	0	1	1	1.00

HU	357.00	454.08	496.08	541.25	184.25	14	15	16	17	3.00
IE	428.00	421.67	418.33	413.33	-14.67	61	58	61	58	-3.00
IT	2 218.00	2 334.24	2 369.42	2 438.17	220.17	89	98	100	101	12.00
LT	321.00	364.83	367.17	393.00	72.00	8	10	11	13	5.00
LU	204.00	216.33	233.25	238.25	34.25	17	14	17	18	1.00
LV	217.00	247.33	266.83	278.33	61.33	3	3	3	3	0.00
MT	73.00	74.50	74.75	78.08	5.08	5	5	5	6	1.00
NL	909.00	878.00	833.84	789.42	-119.58	75	70	65	62	-13.00
PL	532.00	693.67	773.75	864.08	332.08	23	25	27	29	6.00
PT	582.00	635.00	661.50	669.17	87.17	30	30	30	31	1.00
RO	293.00	385.00	457.84	503.83	210.83	2	4	6	7	5.00
SE	552.00	595.25	577.34	561.42	9.42	37	33	36	32	-5.00
SI	126.00	187.83	205.83	235.00	109.00	3	4	5	6	3.00
SK	227.00	283.67	311.67	305.67	78.67	11	12	12	14	3.00
UK	1 416.00	1 265.83	1 217.09	985.67	-430.33	143	119	92	62	-81.00
TOTAL	21 314.00	22 432.72	23 060.52	23 276.75	1 962.75	1 342	1 315	1 286	1 233	-109.00

It can be seen that while the pupil population increased from 21 314 to 23 277 pupils, i.e. a positive difference of 1 963 pupils, the number of secondments decreased from 1 342 to 1 233 teachers, i.e. a difference of -109.



This phenomenon is also confirmed when the total number of secondments, compared with the total number of full-time equivalent locally recruited teachers, is considered.

School Year	LRT	%	SEC	%	TOT
2014-15	707	32.9	1441	67.1	2148
2015-16	825	36.6	1428	63.4	2253
2016-17	911	39.4	1401	60.6	2312
2017-18	1007	42.7	1351	57.3	2358

It is perhaps important to draw attention to the fact that figures on seconded teachers differ from the ones used in the cost sharing table, because here data for the Munich School are also included.

In any event, they unquestionably show a decrease in the overall number of secondments, which is accompanied by an even more substantial increase in the total number of full-time equivalent locally recruited teachers.

The overall increase in the number of full-time equivalent teachers (seconded and locally recruited) can be considered overall to be in line with the increase noted in the number of pupils in the System:

School Year	Full-time equivalent teachers	Annual % increase	Pupils	Annual % increase
2014-15	2148		25385	
2015-16	2253	4.9%	25903	2.0%
2016-17	2312	2.6%	26691	3.0%
2017-18	2358	2.0%	26877	0.7%

This year a large number of teaching posts, corresponding to the teaching of languages, have been proposed for creation:

EN	114
FR	64
DE	33
NL	3
BG	2
DK	1
EL	2
ES	8

FIN	1
HU	1
HR	2
IT	3
LT	3
RO	4
EN/FR/DE	44
Total	285



Delegations have announced their intention of filling only a small proportion of these posts, meaning that an increasing number of full-time teaching posts will remain covered by teachers recruited locally.

The contribution to the System's budget from the Member States and the European Commission over the same years:

		2014	2015	2016	2017
<b>Member States</b>	€	54 479 484	55 008 107	53 339 888	51 626 805
	%	19.60%	19.60%	18.11%	16.67%
<b>Commission</b>	€	167 205 308	168 938 943	177 859 779	189 878 637
	%	60.10%	60.00%	60.38%	61.67%

shows a decrease in the Member States' contributions, in both absolute and percentage terms, and an increase in the European Commission's contribution, again in both absolute and percentage terms.

As a point of reference, it might be interesting look at the pattern of development of the pupil population and of their categories over the same years:

School Year	Cat1	%	Cat2	%	Cat3	%	Total
2014-15	19823	78.1	1139	4.5	4423	17.4	25385
2015-16	20530	80.9	1085	4.3	4288	16.9	25903
2016-17	21310	83.9	1077	4.2	4304	17.0	26691
2017-18	21874	86.2	1011	4.0	3992	15.7	26877

### 3. Opening up of the system

#### Accredited Schools

Since the establishment and adoption of European schooling criteria by the Board of Governors at its April 2005 meeting at Mondorf and adoption of the Reform in 2008, and 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 also 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 (AES) 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 European School of Brussels-Argenteuil, which opened in September 2016.

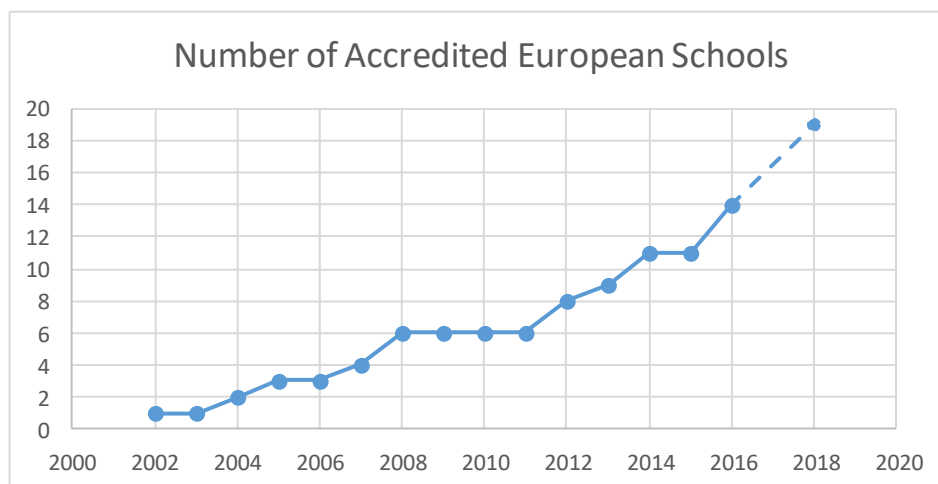
A total of 14 national/private schools have been accredited by the Board of Governors to date, in accordance with the procedure laid down by it, in Parma (Italy), Dunshaughlin (Ireland), Heraklion (Crete), Strasbourg (France), Manosque (France), Helsinki (Finland), The Hague (Netherlands), Bad Vilbel (Germany), Tallinn (Estonia), Europa School UK (UK), the European School of Copenhagen (Denmark), *Scuola Europea di Brindisi* (Italy), *Ecole Internationale de Differdange* (Luxembourg) and the European School of Brussels-Argenteuil.

At present, *Scuola per l'Europa* in Parma, European Schooling Helsinki, the School for European Education in Heraklion, *Ecole Internationale Provence-Alpes-Côte d'Azur* in Manosque, *Ecole européenne de Strasbourg*, *Europäische Schule RheinMain* in Bad Vilbel and *Scuola Europea di Brindisi* have all seven signed an Additional Agreement and offer on that basis secondary years 6 and 7 leading to the European Baccalaureate. .

Eight out of fourteen Accredited Schools have signed a so-called 'contribution agreement' with the European Commission and receive a financial contribution from the EU on a pro rata basis for pupils who are children of staff of the European institutions and agencies and who attend the school. The schools in question are the ones based in Tallinn, Dunshaughlin, Parma, Helsinki, Strasbourg, Manosque, Heraklion and The Hague.

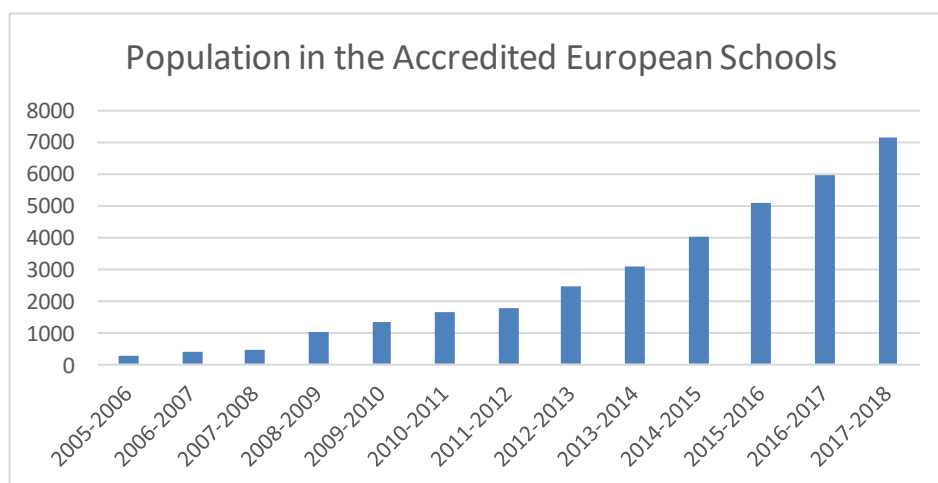
Three state (public sector) schools in Luxembourg recently submitted their dossier of conformity to the Joint Teaching Committee: *Ecole Internationale Edward Steichen-Clervaux*, *Ecole Internationale Junglinster* and *Ecole Internationale de Mondorf-les-Bains*. A French school in Lille (*Ecole européenne de Lille*) and a school in Slovenia (European School of Ljubljana) did the same.

Growth in the number of Accredited Schools is thus likely to be particularly sharp, as illustrated in the graph below.



In other words, in 15 years, 14 schools came into being, corresponding to less than one school per year; now, in a single year, five are likely to be opened.

The pupil population enrolled in the Accredited Schools rose as follows over the years:

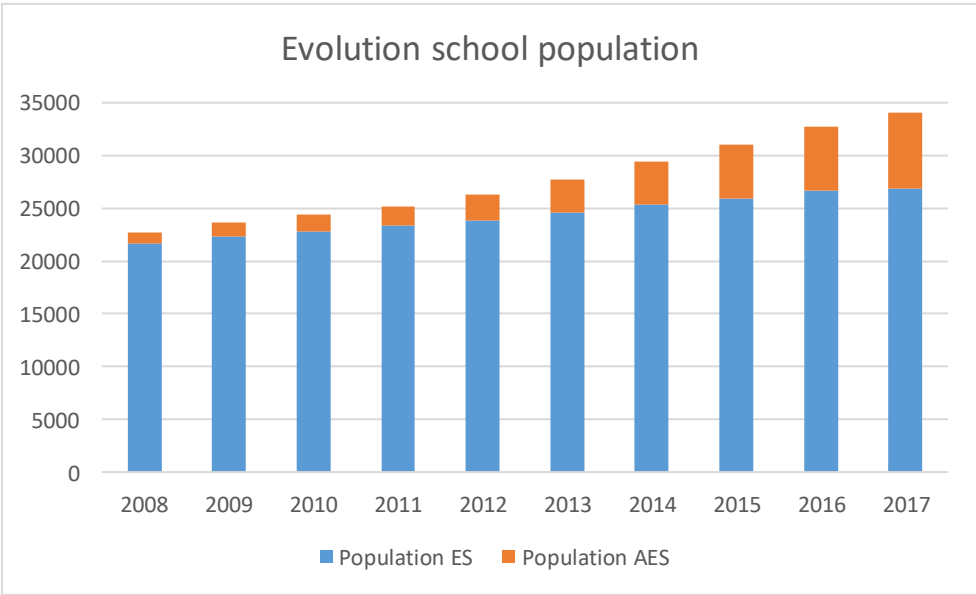


That happened with uniform growth in the number of schools. The question now is: what future growth in the population of the Accredited Schools can we expect with 'exponential' growth in the number of schools such as that expected in 2019?

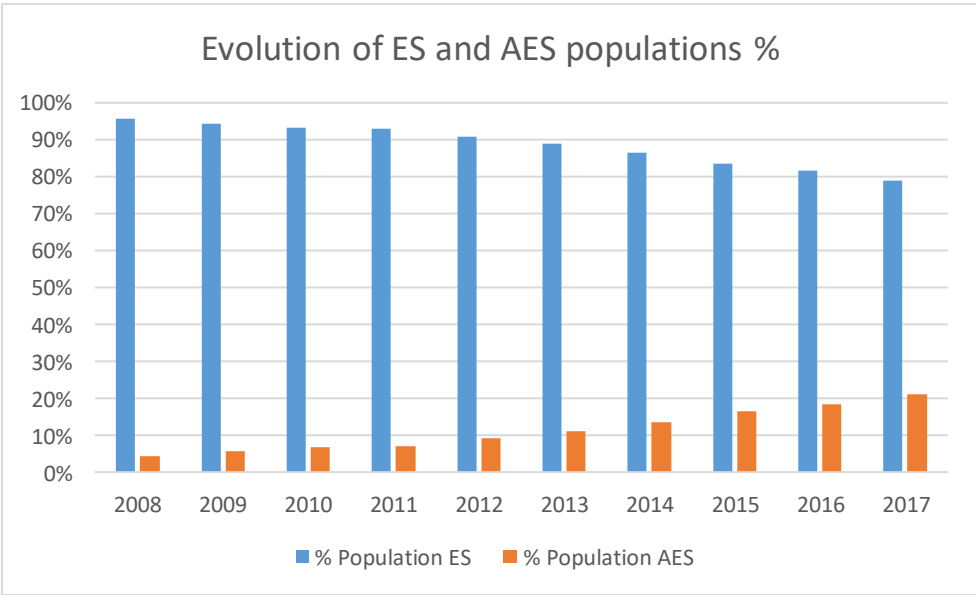
It is also interesting to compare the population of the AES with that of the European Schools (ES):

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Population ES	21649	22331	22778	23367	23869	24574	25385	25903	26691	26877
Population AES	1013	1351	1630	1772	2436	3096	4009	5108	5991	7143
Total	22662	23682	24408	25139	26305	27670	29394	31011	32682	34020
% Population ES	96%	94%	93%	93%	91%	89%	86%	84%	82%	79%
% Population AES	4%	6%	7%	7%	9%	11%	14%	16%	18%	21%

The graph below shows the increase in the population of the European Schools and of the Accredited European Schools over the last ten years in absolute terms:



and in percentage terms:



Fact sheets on Accredited European Schools (Ref. 2017-07-D-14-en-2) have been published on the website of the Office of the Secretary-General of the European Schools ([www.eursec.eu](http://www.eursec.eu)). This document is updated annually (it was last updated in December 2017).

## **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*
13. *Ecole Internationale de Differdange* (Luxembourg)
14. European School of Brussels-Argenteuil.

## **SCHOOLS IN THE PROCESS OF ACCREDITATION:**

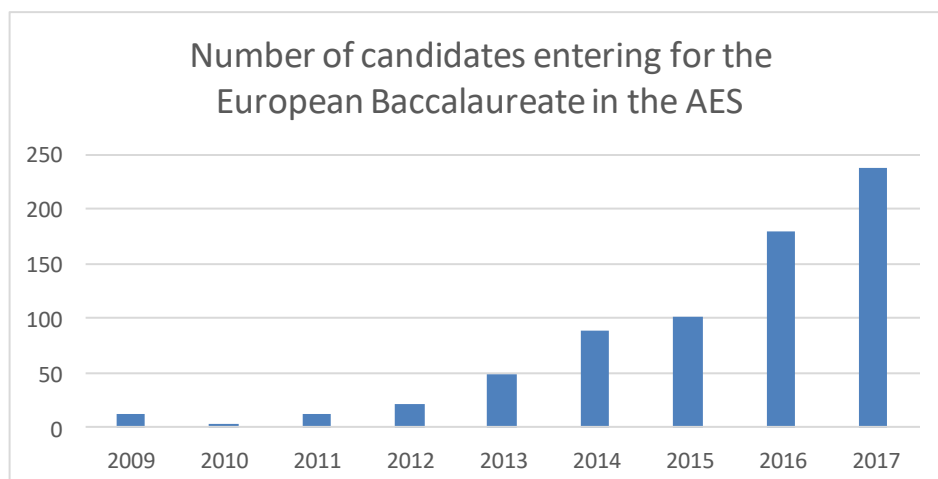
1. *Ecole Internationale Edward Steichen-Clervaux* (Luxembourg)
2. *Ecole Internationale Junglinster* (Luxembourg)
3. *Ecole Internationale de Mondorf-les-Bains* (Luxembourg)
4. *Ecole européenne de Lille* (France)
5. European School of Ljubljana (Slovenia)

## **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.

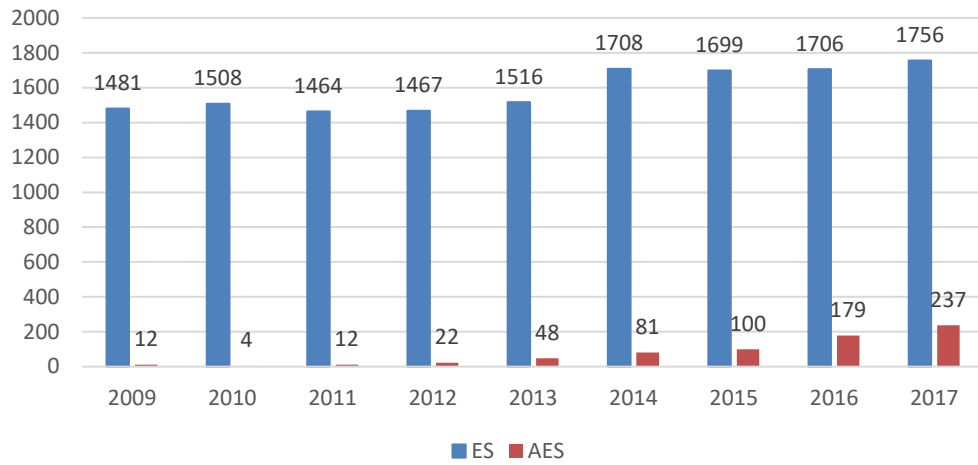
The seven AES which currently offer the European Baccalaureate will be joined by two others in 2018: Tallinn European Schooling and Europa School UK.

The number of candidates entering for the European Baccalaureate who are on roll in an Accredited School has risen steadily over the years:

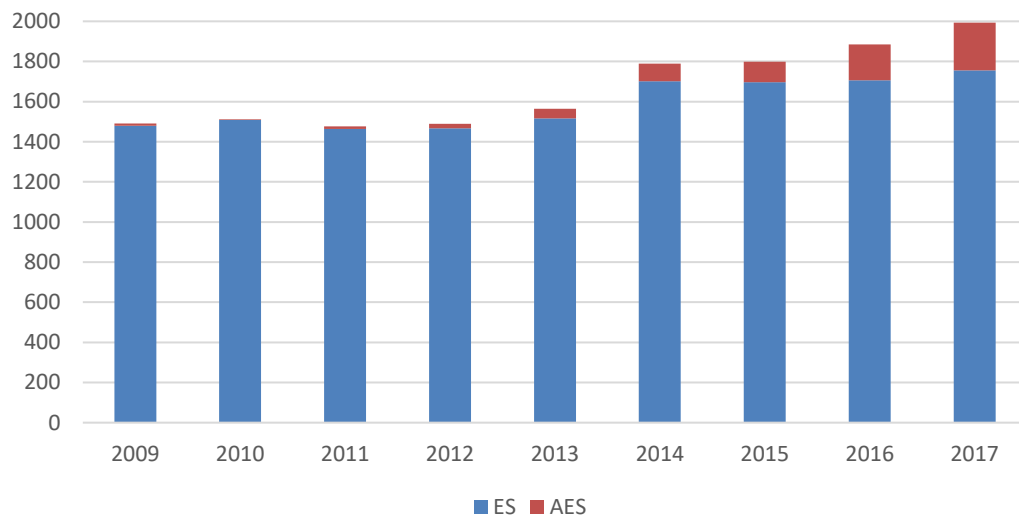


and in comparison with the total number of candidates:

Number of candidates by AES and ES -  
EB sessions 2009-2017

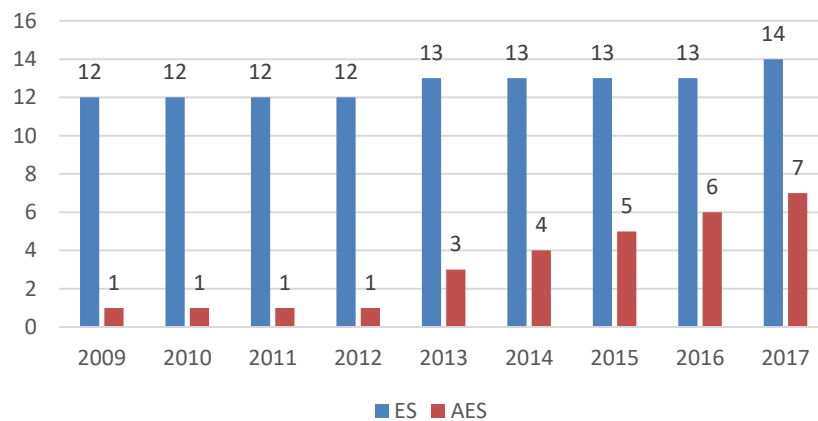


Number of European Baccalaureate candidates



The number of schools in which the European Baccalaureate is offered is as follows:

Number of schools - EB sessions 2009-2017

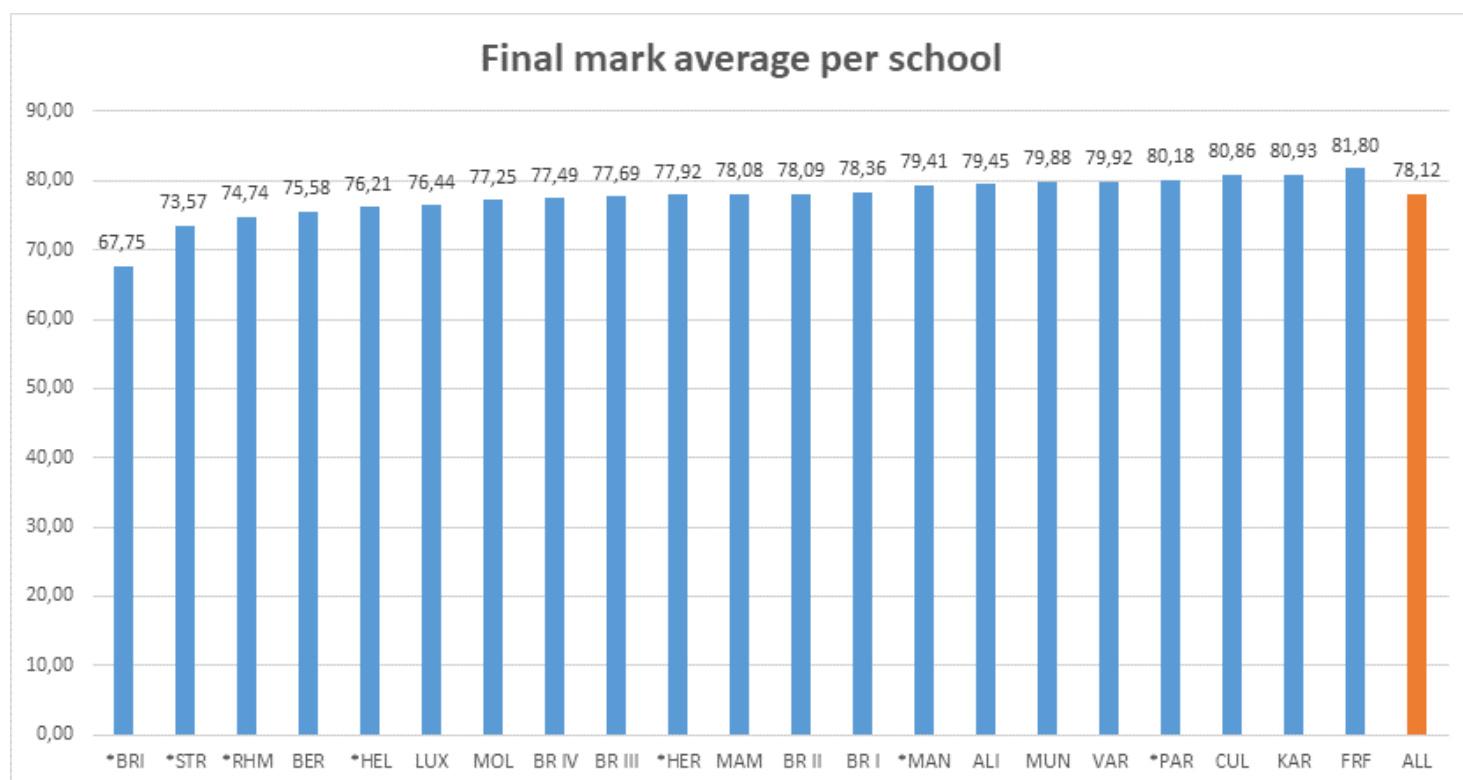


Pattern of development of candidates in AES:

Sessions	ES candidates	AES candidates	Total
2009	1481	12	1493
2010	1508	4	1512
2011	1464	12	1476
2012	1467	22	1489
2013	1516	48	1564
2014	1708	81	1789
2015	1699	100	1799
2016	1706	179	1885
2017	1756	237	1993
	14305	695	15000

Over nine sessions, the number of AES candidates was multiplied by almost 20.

And the following graph shows a comparison of the average final marks in each school:



It should be made clear that in some Accredited Schools (Brindisi and Heraklion), the number of candidates is still very limited.

The graphs below show the history of the Baccalaureate years in those schools and the number of students who took the Baccalaureate examinations in the AES from 2009 to 2017.

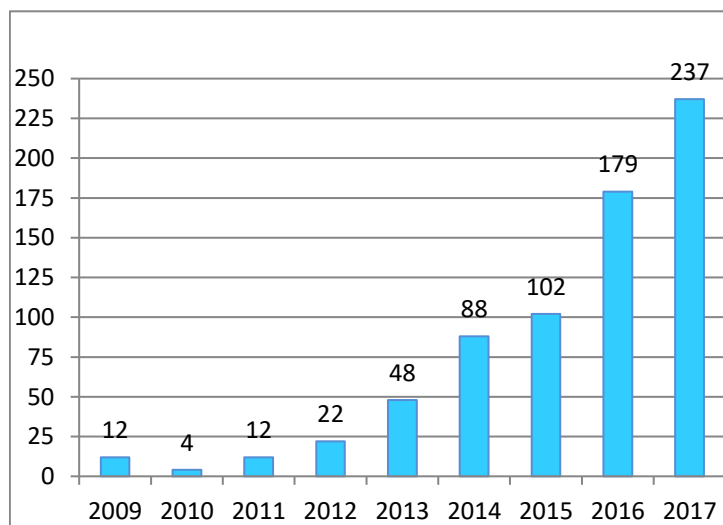
## NUMBER OF STUDENTS REGISTERED FOR THE BAC FROM 2009 TO 2017 IN THE ACCREDITED EUROPEAN SCHOOLS

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Parma	12	4	12	22	32	35	33	27	40
Helsinki	0	0	0	0	8	13	19	9	23
Heraklion	0	0	0	0	0	0	2	5	9
Strasbourg	0	0	0	0	0	34	36	62	68
Manosque	0	0	0	0	8	6	12	22	12
Bad Vilbel	0	0	0	0	0	0	0	54	81
Brindisi	0	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>12</b>	<b>4</b>	<b>12</b>	<b>22</b>	<b>48</b>	<b>88</b>	<b>102</b>	<b>179</b>	<b>237</b>

## APPROXIMATE DATES OF THE FIRST BAC SESSION

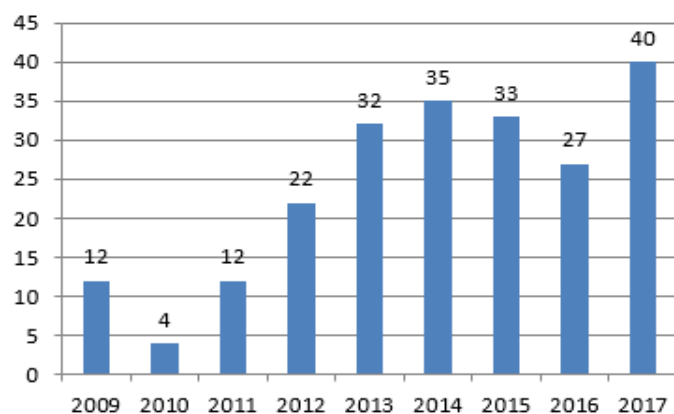
<i>Europese School Den Haag</i>	June 2020
Tallinn European Schooling	June 2018
European School of Copenhagen	June 2026
Europa School UK	June 2018
<i>Scuola europea di Brindisi</i>	June 2017

## TOTAL BAC STUDENTS PER YEAR FROM 2009 TO 2017

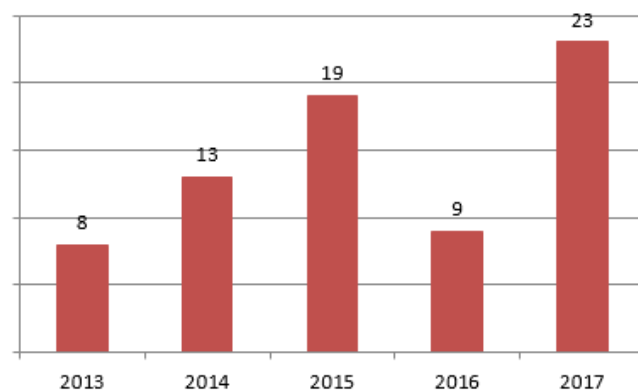




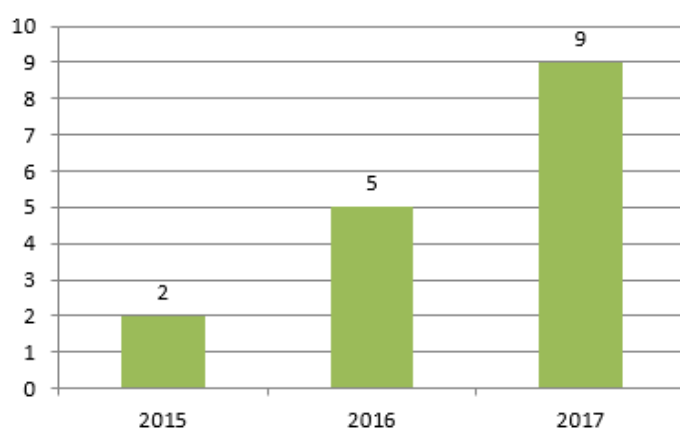
### Parme



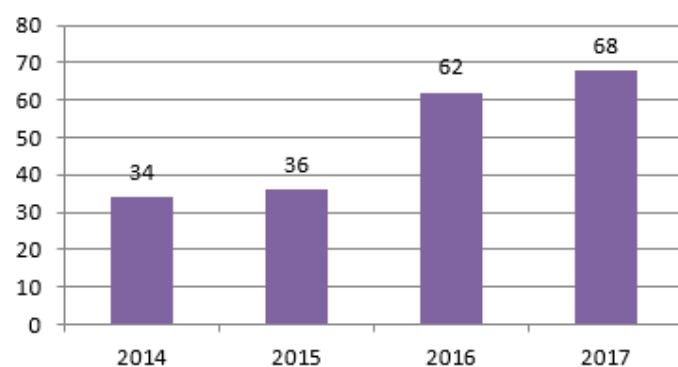
### Helsinki



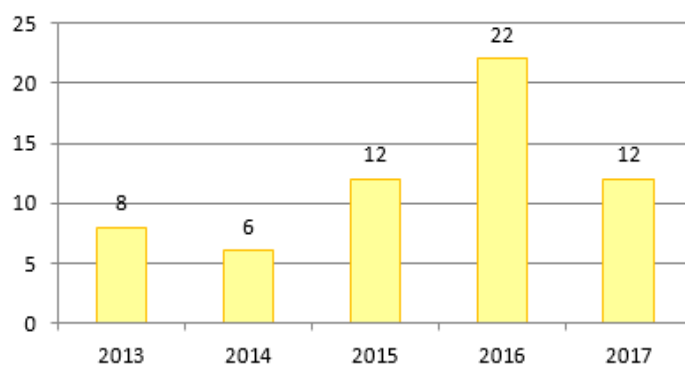
### Heraklion



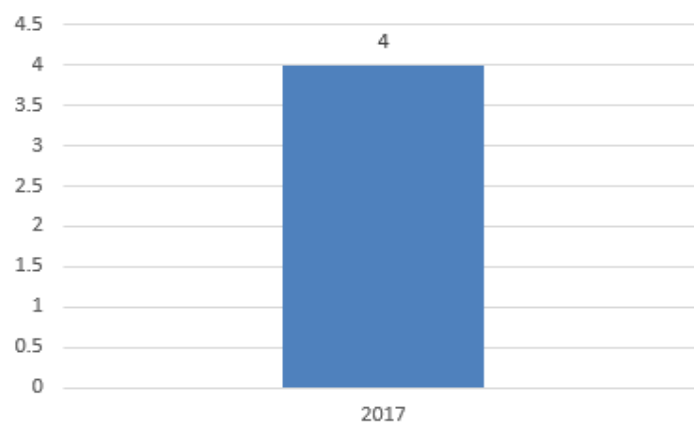
### Strasbourg



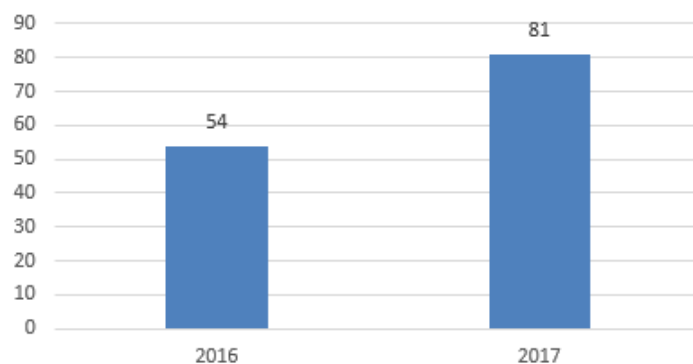
### Manosque



### Brindisi



### Bad Vilbel



#### 4. Autonomy of the European Schools and governance

In 2009, the Board of Governors, adopting the Reform, defined the respective roles of the School Advisory Council and the Administrative Board, including a concrete list of the decisions which might be taken by each of them, without needing to refer back to the Central Governance level, and the decision-making arrangements within each of these two bodies, plus the role of the central level in terms of providing advice and support, setting standards and guidelines and evaluating results.

In 2017, the new Financial Regulation was approved and is in the process of being gradually implemented. According to the calendar adopted, full implementation is expected by 2020.

Striking a balance between the two major changes is quite a delicate exercise.

In 2017, a review of the governance cycle in the schools was conducted, in close cooperation with the Representatives of the Directors of the schools.

More guidance was provided in the following areas:

- Template and guidelines for the Annual Pedagogical Plan, linked to the school calendar year
- Template and guidelines for the Administrative and Financial Plan, linked to the calendar/financial year
- Template and guidelines for the Annual Activity Report
- Template and guidelines for the Major Risks Assessment.

The Administrative and Financial Plan template was already adopted on a voluntary basis by many schools in 2017 and has now become compulsory. The Annual Pedagogical Plan was also adopted on a voluntary basis by a larger number of schools and its use will also become compulsory. The template for the Annual Activity Report was used by all schools. All these are now used by the schools. The quality of use of these templates is still quite varied, but the Office of the Secretary-General (OSG) is continuing to provide guidance.

A risk register has been produced by all the schools and by the OSG.

A template for a Multi-Annual Plan has recently been developed and will be shared with the Management of the schools and hopefully adopted for the future.

In this context, common 'specific objectives' in the area of Administration and Finance (A&F) have also been agreed with the Management of the schools.

On the basis of those objectives, with the invaluable assistance of the Internal Audit Coordinator, a table with the Objectives for the OSG for 2018 in the Administrative and Financial areas has been produced.

For the pedagogical cycle the Office will need to work in cooperation with the Board of Inspectors on setting common objectives for the System and then deriving the objectives for the OSG. This will be done under the supervision of the Deputy Secretary-General with contributions from the pedagogical Heads of Unit.

The IT objectives are kept separate, being set out in a specific Annual and Multi-Annual IT Plan.

Below is a table containing the Administrative and Financial objectives for the OSG for 2018:

**Objectives 2018 OSG Administration and Finance+A1:I3**

N°	Key objective	Support implementation of schools' objectives 2018	OSG specific objectives				Support 2017 ongoing school priorities	
		Specific Objective	Specific Objective	Specific Objective	Specific Objective	Specific Objective	Specific Objective	Specific Objective
1	<b>Human resources:</b> Recruit, train, assess, motivate and retain highly qualified staff	Ensure support from inspectors for the evaluation of Locally Recruited Teachers who are entitled to receive a permanent contract at the beginning of the 2018-2019 school year	Reach a decision to develop a single spine to improve career opportunities of AAS / Revise salary scales of AAS (AAS Working Group)	Start assessing effectiveness of cost sharing agreement	Start developing a training strategy for the Management and AAS staff in the System		Explore with the schools the possibilities for regularly evaluating AAS recruited before 2007	
2	<b>Financial Management:</b> Apply sound financial management in planning, monitoring and implementing the budget	Lead implementation of the new Financial Governance structure and related changes in SAP	Fully implement segregation of duties: - SAP authorisations - Update of guidelines (IAS SAP audit)	Develop multi-annual plan for administration and finance / prepare compilation of AAR for ES system	Improve payment procedures: - Implement a monthly reconciliation between SAP and bank accounts - Implement use of payment due date Implement an exception report for payments outside of SAP	Develop guidance for calculation of seconded staff salaries		Update the memorandum on asset management
3	<b>Internal Control:</b> Define, set up, maintain and report on an effective and reliable internal control system		Implement fully <i>ex-post</i> control plan (Financial Controller) / abandon <i>ex-ante</i> control				Implement harmonised guidelines for a register of exceptions including an annual analysis	Improve existing risk registers: - Define and include in the risk register risks related to safety and security - risks linked to other stakeholders
4	<b>Safety and Security:</b> Ensure a safe and secure school environment for pupils and staff members	Support the schools in clarification of the responsibility/liability of the Parents' Association						
5	<b>IT:</b> Deploy, maintain and monitor a standardised, reliable and secure IT infrastructure while reducing the workload to manage it and better mitigate the IT-related risks.	Support the Schools in implementation of the new data protection regulations						

Note: for the achievement of some of the Financial Objectives the presence of a Central Accounting Officer would be essential

## V. CONCLUSION

In the pedagogical area, under German presidency, the working group tasked with reform of the organisation of studies in the European Schools made good progress in its work on the organisation of studies around the eight key competences for lifelong learning and is now, under Estonian presidency, in the process of finalising certain proposals. A proposal will, moreover, be presented at the Board of Governors' spring 2018 meeting.

A huge amount of work was done by the Board of Inspectors (Secondary) during the year 2017 to organise the training of teachers in use of the new marking scale, which will enter into force in years S1-S5 of the secondary cycle as from September 2018, in accordance with the Board of Governors' decision.

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.

The total pupil population increased by just under 200 pupils (0.7%) in 2017. This increase, which was smaller than in previous years, is still due mainly to the closure of the European School, Culham (390 pupils in 2016). The increase in the pupil population of the Brussels Schools (approximately 385 pupils) remains substantial and is always around 400 pupils. The percentage of Category I pupils rose again (564 pupils), which is three times the total increase in the pupil population.

As far as the Schools in Brussels are concerned, the overcrowding situation worsened. The carrying out of an impact study was decided in order to study long-term solutions. Meanwhile, an enrolment policy which should allow greater use to be made of the Berkendael transitional site was adopted.

On the date of publication of this report, not only will it not be possible for a fifth school in Brussels to be made available for September 2019 but the Belgian Authorities also unfortunately informed us that its availability might be delayed by several years.

The European School family is growing every year.

The year 2017 was marked by a unique event in the European Schools' history: closure of the European School, Culham. All the partners undoubtedly found this closure to be less of a wrench than it might have been given the fact that the pupils who were on roll there were able to continue their European schooling at Europa School UK.

I would like to take this opportunity to thank most wholeheartedly and sincerely once again all who contributed to the smooth progress of events.

Many Member States continue to show an interest in the possibility of offering a multilingual and multicultural education.

The accreditation of schools is a very delicate area and undoubtedly requires in-depth reflection and probably major changes, since otherwise there is a risk that in the long term, the System's sustainability will be jeopardised.

From an administrative and financial viewpoint, the systematic approach to implementing the still outstanding recommendations made by the Court of Auditors and the European Commission's Internal Audit Service (IAS) in the financial management area was further developed. Thanks to their recommendations and observations, we were able to improve our financial management. Major progress was made and we took crucial measures to apply their recommendations.

The year 2017 was marked by approval of a new Financial Regulation, which will gradually enter into force up to January 2020. This undoubtedly represents a more significant change and, at the same time, a necessity and a major challenge, something which requires a great deal of attention on the part of all the partners.

It should be pointed out that major financing agreements were signed with the European Union Intellectual Property Office and the European Central Bank.

The past year was a year of financial reform and pedagogical reflections, which were plentiful. This means in practice that the 'preparatory committees'<sup>1</sup> and the Board of Governors were swamped with documents and issues to be addressed. I wish to thank the German and Estonian presidencies for their extraordinary commitment and support!

I also wish to thank all the delegations and the representatives of the European Commission, the European Patent Office, the European Investment Bank, the European Union Intellectual Property Office and the European Central Bank for the support with which they provided the General Secretariat during the year.

Very 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 and Deputy Directors and all the administrative and ancillary 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 2017 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 2018 European Baccalaureate every success, as well as all pupils and students in the other years.

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<sup>1</sup> Which are no longer 'preparatory', *strictu sensu*, since the 2009 Reform.

## ANNEX

### COSTS OF MEETINGS OF THE BOARD OF GOVERNORS, OF THE BUDGETARY COMMITTEE, OF THE BOARDS OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE IN 2017 IN €

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

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
April 2017	41 111	27 695	-----
December 2017	<u>33 510</u>	<u>24 942</u>	<u>900</u>
<b>SUBTOTAL:</b>	<b>74 621</b>	<b>52 637</b>	<b>900</b>

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

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
March 2017	16 723	4 900	600
November 2017	20 304	8 872	600
Other meetings	<u>1 113</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>38 140</b>	<b>13 772</b>	<b>1 200</b>

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

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
BI, TC 2017	<u>119 846</u>	<u>36 601</u>	<u>3 200</u>
<b>SUBTOTAL:</b>	<b>119 846</b>	<b>36 601</b>	<b>3 200</b>

#### d) OTHER MEETINGS

<u>Date</u>	<u>Travel/subsistence expenses</u>	<u>Interpretation</u>	<u>Technical</u>
Working Groups, CEA, Troika Selection Committees (60120304)	60 717	24 600	2 400
Working Groups (60120306)	286 224	-----	-----
Courses (60120306)	58 935	-----	-----
Inspections (60120307)	<u>221 378</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>627 254</b>	<b>24 600</b>	<b>2 400</b>
<b>TOTAL:</b>	<b>859 861</b>	<b>127 610</b>	<b>7 700</b>
<b><u>GRAND TOTAL:</u></b>	<b><u>995 171</u></b>		