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# Report of the Secretary-General to the Board of Governors of the European Schools for the year 2018

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Approved by the Board of Governors of the European Schools at its meeting on 9-12 April 2019, in Athens

This report refers to the following documents

- Facts and figures on the beginning of the 2018-2019 school year in the European Schools (Ref. [2018-10-D-17-en-3](#))
- Report on school failures and repeat rates in the European Schools – 2018 (Ref. [2018-09-D-26-en-2](#))
- Statistical report on educational support and on the integration of pupils with special educational needs into the European Schools in the year 2017-2018 (Ref. [2018-11-D-32-en-4](#))
- ICT Report 2018 (Ref.: 2018-02-D-17-en-3) + Annex: Report of the IT-PEDA Working Group (Ref. 2019-02-D-16-en-1)
- Report on the European Baccalaureate 2018 (Ref. [2018-09-D-12-en-6](#))
- Annual Report of the financial controller for the year 2018 (Ref. 2019-02-D-25-en-3)
- Annual Activity Report - art. 103.6 Financial Regulation 2017 (Ref. [2019-03-D-1-en-2](#))
- Policy on enrolment in the Brussels European Schools for the 2019-2020 school year (Ref. [2018-12-D-14-en-2](#))
- Fact sheets on Accredited European Schools (Ref. [2018-11-D-21-en-2](#)) – Updated in November 2018
- Multi-annual and annual plan 2019 of the Office of the Secretary-General of the European Schools (Réf. [2019-03-D-19-en-2](#))

All these documents are available on the website of the Office of the Secretary-General of the European Schools (<https://www.eursc.eu/en/Office/reports-statistics>).

# CONTENTS

<b>I.</b>	<b>INTRODUCTION</b>	<b>3</b>
<b>II.</b>	<b>MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT</b>	<b>4</b>
<b>A.</b>	<b>PEDAGOGICAL ASPECTS</b>	<b>4</b>
	Overview of the activities of the Pedagogical Development Unit during the year 2018	4
<b>B.</b>	<b>HUMAN RESOURCES</b>	<b>12</b>
<b>C.</b>	<b>LEGAL ASPECTS</b>	<b>15</b>
<b>D.</b>	<b>BUDGETARY ASPECTS</b>	<b>16</b>
	Budget of the Office of the Secretary-General	16
<b>E.</b>	<b>CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS (CEA)</b>	<b>17</b>
	1. Objectives and priorities for enrolment for the year 2018-2019	17
	2. Results of the 2018-2019 Enrolment Policy	18
	3. Enrolment Policy for 2019-2020	20
<b>F.</b>	<b>INFRASTRUCTURE OF THE SCHOOLS</b>	<b>21</b>
<b>III.</b>	<b>IMPLEMENTATION OF THE REFORM OF THE EUROPEAN SCHOOL SYSTEM</b>	<b>33</b>
	1. Reform of the European School System - context	33
	2. Funding of the system: sharing out of the costs of seconded staff amongst the Member States (cost sharing)	34
	3. Opening up of the System	36
	4. Autonomy of the European Schools and governance	40
<b>IV.</b>	<b>CONCLUSION</b>	<b>41</b>

## **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 reports listed on the cover page should be considered as an integral part of this report. Their content will thus not be repeated in this document.

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. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

### A. PEDAGOGICAL ASPECTS

#### Overview of the activities of the Pedagogical Development Unit during the year 2018

One of the Pedagogical Development Unit's tasks, under the Deputy Secretary-General's supervision and responsibility, is monitoring of teaching and learning in the European School system for quality assurance purposes. An important development in this respect is that the Head of Unit (supported by one of his assistants) is a member of the Quality Assurance Working Group, establishing a strong link between the activities of the Unit and the working group.

Besides the organisation of and follow-up on the pedagogical meetings (Boards of Inspectors and the Joint Teaching Committee), the Unit was responsible for the management of over 70 working groups. The demands from stakeholders and external parties led to an increasing workload for the whole unit. Due to the increased load, and especially the need for development in digital competence, the unit has been temporarily reinforced with an assistant with a high professional profile in the field of digital pedagogy, whose main tasks involve, amongst others, the setting up of a common platform for Inspectors and a pedagogical platform to share good practices.

#### New Marking System

The New Marking System (NMS) was introduced in September 2018; the main focus this year was therefore preparing for the change. The Steering Committee (composed of Inspectors and occasionally supported by an external expert and the representatives of Directors, Deputies and Directors of Accredited European Schools) was deeply engaged in planning and executing the training measures and preparing for implementation of the NMS in the Baccalaureate Cycle as from September 2019. The Guidelines produced (Ref. 2017-05-D-29-en-7) were widely used during the training courses and in the schools by teachers and the management.

There was increased public interest in implementation of the NMS within the system (parents, pupils, teachers) and externally (e.g. in the member states). In June 2018 the PDU published an interactive communication (<https://www.eursec.eu/en/European-Schools/studies/markings-scale>) on the European Schools' website.

Another communication task was the careful design of an information package that the member states will need when taking the necessary legal and pedagogical measures required by the new marking system. This communication will be published in 2019, but the planning started in 2018. This task is going to be carried out, in cooperation with one another, by the PDU and the European Baccalaureate Unit, under the guidance and responsibility of the Deputy Secretary-General.

The Pedagogical Development Unit is also in charge of updating the **General Rules**.

In order to comply with the Regulation of 27 April 2016 on the protection of people with regard to the processing of personal data and on the free movement of such data, the General Rules needed to be updated, which led to amendment of Articles 11 and 50 and the addition of Article 52a. These amendments were approved by the Board of Governors of the European Schools at its meeting of 4, 5, 6 and 7 December 2018 and entered into force with effect from 1 January 2019.

Following implementation of the new marking system, which entered into force in September 2018, a new version of the General Rules was published on the website in July 2018.

## **Educational Support**

In 2018, the Deputy Secretary-General provided the necessary assistance to the Inspectors responsible for Educational Support in order to produce the 'Annual Statistical Report on Educational Support and on the integration of pupils with Special Educational Needs into the European Schools in the year 2017-2018'.

In addition, as follow-up to the UN Recommendation concerning Inclusive Education in the European Schools, sent to the European Commission, a Sub-Working Group of the regular Educational Support Policy Working Group met four times in order to prepare a 'Report on Inclusive Education in the European Schools', which was submitted to the Joint Board of Inspectors and the Joint Teaching Committee in October 2018 and finally to the Board of Governors in December 2018.

The Board of Governors mandated the Educational Support Working Group to produce a 'Draft Action Plan' in order to respond to the recommendations made in the 'Report on Inclusive Education' and in the 'Evaluation Report on the Implementation of the Educational Support Policy in the European Schools'.

During 2018, the Deputy Secretary-General continued to coordinate work on the call for expressions of interest from therapists wishing to apply to offer their services to pupils with special educational needs and 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.

## **Combating failures and repeating**

In the context of analysis of statistics, the Pedagogical Development Unit was also charged with following 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, and also in the light of the amendments<sup>1</sup> made to Article 61 of the General Rules in 2013.

The repeat rate in percentage terms at the end of the 2017-2018 school year remained essentially stable and appreciably lower than the rates recorded in 2015-2016 and previously.

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. The Analysis of School Failures and Repeat Rates Working Group re-started its activities in September 2018 and started to produce an in-depth statistical analysis to make recommendations to further reduce failures and facilitate harmonisation. The working group decided to contribute to implementation of the new marking system by checking results in years S1-S5 (e.g. B tests and harmonised examinations).

## **Development of digital competence in the European Schools**

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

In order to determine teachers' current and future needs and to have more precise information about the present situation in the European Schools with respect to the use of new technologies for pedagogical purposes, during the year 2018, the IT-PEDA Working Group made a significant contribution to the Multi-Annual IT Plan (MAP) of the European Schools, with seven pedagogical

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<sup>1</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.

targets. The aim is to promote system-wide development of the competences of both pupils and teachers. In 2018, the working group dealt and made progress with the following activities, in line with the MAP:

- Creation of a digital vision (MAP target 1.1.) – to be approved in April 2019
- Support school management (MAP target 5.1)
- IT training policy (MAP target 5.2)
- Syllabuses (MAP targets 5.3-5.4)
- Collaborative platforms, sharing (MAP targets 5.5-5.6)

A more detailed report can be found under the reference 2019-02-D-16.

The IT-PEDA Working Group works in close collaboration with the IT-ADM Working Group in order, in particular, to contribute to fulfilment of the abovementioned targets.

## **Pedagogical Reform**

The mandate of the 'Pedagogical Reform' Working Group involves providing follow-up on the recommendations made in the report of the Institute of Education (December 2015) and translating them into concrete and operational measures to be implemented. This aims to ensure 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 defining a coherent language learning policy.

In 2018, under the Estonian presidency, the Task Force and the enlarged working group made a concentrated effort to carry on the work in the areas of Language Learning Policy and of Curriculum integrating the eight key competences for lifelong learning. A more concrete proposal was put forward in some areas of the Language Policy (April 2018) and with regard to the inclusion of the eight key competences (December 2018). In October 2018, the Joint Teaching Committee approved the document *Framework for the Key Competences for Lifelong Learning in the European Schools*.

The Task Force, having received a renewed mandate from the Board of Governors, will continue its activities to make a proposal for the Language Policy and some concrete proposals attached to it. The working group will also focus on the possible changes to the curriculum and better implementation of the Key Competences. The framework document, approved in 2018, forms a robust basis for development in this area.

The Task Force met seven times during the year, whilst the enlarged working group had two meetings during 2018, in line with the requirements of the mandate.

## **New science and mathematics syllabuses**

Also following on 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 to best 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).

In 2017 the contract was finally signed and the contractor started to work on the design and writing of the syllabuses, liaising with the Inspectors responsible for the subjects in question. The scheduled delivery date was January 2018. The Steering Committee received the required deliverables by this deadline. Following some amendments requested by the Inspectors, the OSG and the Steering Committee started to organise the follow-up activities on the versions received from the consortium. The structure of the syllabuses was identical and it was clear that the new syllabuses would need to bring an air of change into classrooms, with more focus on cross-curricular competences, inquiry-based learning and making use of, and developing, digital competences etc. A very important aspect was the internal and external harmonisation of the syllabuses, meaning that there had to be gradualism and cohesion within and across subjects. The main task of the Inspectors, and their working groups, was to enhance the syllabuses (produced by experts external to the system) with ES-specific elements. The working groups (Integrated Science, Mathematics, Biology, Chemistry and Physics) started their activities as from September 2018 and aimed to submit their syllabuses to the Quality Assurance WG by the end of the year, and to the pedagogical boards in February 2019. They would make recommendations for the implementation dates and the training courses that should accompany implementation.

### **Inspectors' activities coordinated by the Pedagogical Development Unit**

During the 2018 financial year, the Pedagogical Development Unit organised and coordinated:

- 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.
- 72 operational pedagogical Working Groups, chaired mainly by the Inspectors, which held 194 meetings in all, amounting to 270 meeting days in total.
- 6 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, Philo 4P, Spanish L1, Language IV, Music (Primary)).
- 7 'Train the Trainers' courses in the secondary cycle, also based on the new in-service training concept (Romanian L1, Danish L1 (P), Danish L1 (S), Greek L1-Adv, Spanish L1, ICT, French L1). Follow-up on such courses has to take place in the schools themselves.
- Support for setting up of the decentralised training course for the new marking scale for all the schools and accredited schools.
- 1 in-service training course for Deputies of ES and AES as well new Inspectors, concerning implementation of the New Marking Scale.
- 1 in-service training course for the Directors and the Deputy Directors for Finance and Administration, under the responsibility of the Deputy Secretary-General.
- 139 inspection visits, mainly inspections which are mandatory under the Staff Regulations.

- 6 weeks of inspection visits in the context of the evaluation of locally recruited teachers.
- 4 Whole School Inspection visits.
- 1 follow-up visit on Whole School Inspections.
- Receipt of and follow-up on working group and in-service training reports.
- Follow-up on the new science and mathematics syllabuses.
- Follow-up on the call for tenders for new mathematics software for the primary cycle.
- Personalised reception and induction of new Inspectors.
- 1 in-service training course for new Inspectors (O365).

A document setting out the Inspectors' activities (Ref. 2018-09-D-33-en-2), 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 2018 was approximately 380.

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:

- Logistical 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 to the 'Quality Assurance' Working Group, 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.
- In total 64 documents were approved in 2018 by the different Boards of Inspectors and the Joint Teaching Committees, for which the Pedagogical Development Unit monitored follow-up.
- Administrative and logistical support to different working groups.
- Logistical support for the Inspectors with organisation of in-service training courses under the new concept. A memorandum on organisation of this new concept was produced in February 2018.
- Updating of and following up on the document 'Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5'.
- 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'.
- Follow-up on the 'Guidelines for the New Marking System'.
- Ongoing follow-up on the evaluation tools in the primary cycle – revising document. Production of a new memorandum.
- A total of 8 new syllabuses were approved in 2018, as were 3 complementary course syllabuses and attainment descriptors for 17 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'.
- Ongoing 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.
- Follow-up on the updating of the rules regarding Careers Guidance. A new memo was produced.



- Logistical support for the organisation of the *Latinum Europaeum* examination at the end of year 5.
- Under the responsibility of the Deputy Secretary-General:
  - Follow-up on and monitoring of the work of the Working Group whose mandate is revision of the profile of Principal Educational Adviser and Educational Adviser.

The mandate should also cover:

- An analysis based on the survey conducted by the 'CPD' Working Group, revision and clear definition of the profiles of Educational Adviser and Principal Educational Adviser.
- This definition should clarify the duties and the profile of (Principal) Educational Advisers and, if necessary, adapt them to match the requirements.
- Engaging in reflection on the possibility that the future function of Educational Adviser might also meet the needs of the nursery and primary cycles.

The WG will present a document to the Board of Governors in April 2019 that provides final proposals concerning:

- the introduction of middle management functions in the European Schools and
- the establishment of Advisory Teams in the thirteen schools.

In April 2018, the Board of Governors partly agreed on amendment of the document on 'Internal Structures' and mandated the 'Educational Adviser Working Group' to provide a more coherent proposal concerning 'Internal Structures' by April 2019.

- Follow-up on 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 type and volume 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.

In this context a management training course on 'Data Protection Awareness' and the potential use of O365 was organised for the Directors and Deputy Directors for Finance and Administration in June 2018.

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 estimates for the different Whole School Inspections.
- Budgetary estimates for the six 'Evaluation of locally recruited teachers' missions.
- Budgetary estimates for the different working groups coordinated by the Pedagogical Development Unit.
- Budgetary estimates for various centralised and decentralised in-service training courses.

- Budgetary estimates for, and follow-up on, the additional measures involved in implementation of the new marking scale.
- Budgetary estimates for the participation of external experts in certain working groups.
- Control and verification of invoices sent by Schools for the participation of their teachers in in-service training courses.
- Monitoring use of the technological tool accompanying the new mathematics syllabuses, the other scientific subjects and economics.
- Setting up and following up on the procedure for purchasing and distributing the S3 Human Sciences textbook '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 the documentation on the induction of new Inspectors.

The Pedagogical Development Unit was also responsible for developing and implementing actions in line with the Multi-Annual ICT plan and recommendations from the IT-PEDA Strategy WG in terms of digital pedagogy and digital competence in general:

- **Inspectors' Website:** prototyping of a new SharePoint website to centralise all relevant information and documents for ES Inspectors, under the responsibility of the Pedagogical Development Unit.
- **PDU SharePoint:** development of a new SharePoint for the Pedagogical Development Unit that will be used to communicate and transmit useful information amongst all actors in the system including the AES.

In this context, setting up of a section devoted to the *Latinum S5* examinations and *Harmonised S5 examinations* is in production for June 2019.

- **Training of new Inspectors:** O365 for collaboration, smart distribution lists.
- **LG Migration to SharePoint Pedagogical Material:** Backup of all LG content. Design of the migration procedure and timeline. Initiation of the technical cleaning operation of the content (deleting unusable files), before pedagogical cleaning by the Inspectors. Contact with national system experts, for online educational resource banks in France and Wales.
- **Digital Teaching & Learning group:** setting up and running an online collaboration space on O365 Teams.
- **European Schoolnet:** setting up collaboration with European Schoolnet. In this context, coordination of the participation of the ES in the program DSI-4 in partnership with Europeana (group of 10 teachers in the ES who will produce learning scenarios with Europeana digital content) — hosting an 'all schools' webinar on Europeana for teaching and learning.
- **SELFIE:** Design of the migration procedure and timeline. Setting up a working space (on TEAMS) to develop the pilot with the Brussels I and Karlsruhe ES. Production of accompanying documents and preparation of the adaptation of SELFIE to the context of the European Schools. Contact with SELFIE officials: (JRC, Seville and EC, DG Education, Brussels).
- **Digital Competence Framework.** Study on how best to implement DIGCOMP and investigation of other national frameworks.
- **Investigating and benchmarking training platforms for O365** that could be used for all school training.

Up to September 2018 the Pedagogical Development Unit also carried out work in support of the AES in the following areas:

- Directors' training sessions and meetings
- Answering inquiries related to syllabuses, WG, INSET
- Following up on inquiries with Head of Unit, Deputy Secretary-General and Secretary-General
- Translation of syllabuses into AES host country language
- Organisation and contacting schools about WGs and INSET training sessions and issuing invitations
- Follow-up on and organisation of Written Procedures for the AES
- Dealing with all questions relating to the pedagogical procedures, rules, general rules, e.g. S5 examinations harmonisation, the *Latinum* examination
- Communication/information/follow-up on AES relating to all decisions of the Boards of Inspectors, Joint Teaching Committee, Budgetary Committee and Board of Governors linked with pedagogical matters.
- Authorising access to DOCEE and Learning Gateway
- Updating documents linked with decisions concerning AES
- Helping ES Inspectors in relation to Audits, WG participation, INSET, visits, linked to AES.

Following the decision taken by the Board of Governors in April 2017, from September 2018, the staffing of the Secretariat Unit was reinforced with an assistant assigned specifically to the Accredited European Schools. After that date the Pedagogical Development Unit still had to carry out work in support of the AES in the following areas:

- Directors' training sessions and meetings (partly)
- Answering inquiries relating to syllabuses, WG, INSET (partly)
- Translation of syllabuses into AES host country language
- Organisation and contacting schools regarding WG and INSET training sessions and issuing invitations
- Follow-up on and organisation of Written Procedures for the AES
- Dealing with all questions related to the pedagogical procedures, rules, general rules, e.g. S5 examinations harmonisation, the *Latinum* examination
- Communication/information/follow-up for the benefit of the AES relating to all decisions of the Boards of Inspectors, Joint Teaching Committee, Budgetary Committee and Board of Governors linked with pedagogical matters (partly)
- Authorising access to DOCEE and Learning Gateway
- Updating documents linked with decisions concerning AES.

## B. HUMAN RESOURCES

Since 2013 the Human Resources Unit (HRU) 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 schools.

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

In addition, six recruitment procedures for the executive staff of the 13 Schools were carried out by the Human Resources Unit and the professional experience of 139 newly seconded teachers had to be determined.

The number of posts for seconded staff of the Office remained stable in 2018; nevertheless, two of those posts, which had become vacant in 2017, were only actually assigned in 2018: the post of Head of the Bacculaureate Unit and the post of Head of the Human Resources Unit. In addition, the post of Central Accounting Officer, created on 1 October 2017, was filled and the post of Financial Controller became vacant. The post of Assistant Financial Controller was already vacant and was filled until the end of 2019 on the basis of a fixed-term contract, in order to guarantee business continuity in the unit in question.

The number of members of the Administrative and Ancillary Staff (AAS) also increased, going up from 60 in early 2017 to 74 in late 2018.

A total of 13 members of the AAS and 3 seconded staff were recruited in 2018.

Amongst those recruitments, several selection committees convened to interview candidates for the post of Assistant Financial Controller, first internal candidates and subsequently external candidates.

Two calls for applications for the post of Developer were issued and three calls for applications for the post of SAP ERP Assistant Coordinator, the same applying to the post of Security Officer.

The posts of Network Specialist and of System Engineer could not be filled and have still not been filled (in April 2019), because of the lack of candidates, even though the vacancies have continuously been advertised.

In view of the difficulty in recruiting people with specialist profiles, the services of specialist employment agencies were used. In addition, we offered a fixed-term contract to five people: in accordance with the decision taken by the Board of Governors at its April 2017 meeting (Berlin), two of them were recruited on the basis of a two-year fixed-term contract; two others are temporarily holding posts created by the Board of Governors at its April 2018 meeting (Tallinn) but not yet filled because of the difficulty of finding people with the appropriate profiles in the labour market. Once the selection procedures for filling the posts concerned have been completed, those two temporary contracts will be terminated. Finally, the last temporary post was filled in order to provide a solution to an urgent critical situation in the pedagogical area.

In 2018, the Office offered various training opportunities to the members of its staff. First of all, it offered 17 people the opportunity to attend English, French and German courses. 48 lesson units were offered to each of the participants. The Procurement Sub-Unit team of the Accounts Unit benefited from seven days of training, a proportion of those days coming under the Service Level Agreement (SLA) signed with the European Commission. In addition, one person from the Accounts Unit was able to attend seven days of training coming under that contract. We also allowed seven members of the staff of the Schools to attend a procurement training course, again coming under the Service Level Agreement.

Safety and well-being have succeeded, as it happens, in meeting a proportion of the legal requirements. Training for an in-house Prevention Adviser and refresher courses for the Safety and Security Officer were provided, amounting to a total of ten days of training. An AAS member started a works first aider training course (two days out of three), which will be continued in 2019. Another member of staff is to join her to ensure that someone can always take on this role of first aider at the OSG.

That makes a total of 128 days in 2018, with a total of 22 people having received training.

In addition, the Human Resources Unit was involved in the work of different Working Groups.

The 'AAS' Working Group continued with the work started previously. It met eight times, mainly to prepare a proposal to harmonise the salary scales of AAS recruited before and after April 2007 and to determine the conditions for staff's career progression in the proposed new salary structure.

The proposal for a 'single spine' salary structure was presented to the Board of Governors in December 2018. It accepted the underlying principles but requested that the Working Group finalise its proposal according to a number of predetermined principles. A new proposal will go forward to the Board of Governors its April 2019 meeting. The proposal for a revised evaluation system, the key to progression in the salary scale, will also be submitted to it in April 2019.

The 'Locally Recruited Teachers' Working Group met once and presented concrete proposals for changes to the Service Regulations to the Board of Governors at its April 2018 meeting.

The 'Locally Recruited Teachers' Evaluation' Working Group met twice in 2018 to organise long-term scheduling of team evaluation missions. A calendar of the detailed missions was drawn up in conjunction with the managements for the seven European Schools where evaluations are to be carried out in 2018-2019 and for the other six Schools in 2019-2020. In total, the national Inspectors have to evaluate approximately 450 locally recruited teachers over the coming two years.

A 'Joint Working Group', bringing together representatives of the seconded staff and locally recruited teachers, met three times in 2018 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' was submitted by the Group to the Board of Governors at its April 2018 meeting, both of which proposals were accepted. The joint representatives of both categories of teaching staff, Interschool Staff Representatives, took up their duties and started working very quickly after adoption of the new rules by the Board of Governors.

The 'Deputy Directors for Finance and Administration' Working Group met three times in 2018. A proposal for revision of the rules for evaluation of Deputy Directors for Finance and Administration was submitted to and adopted by the Board of Governors at its April 2018 meeting.

The 'Brexit' Working Group met twice. It continued its analysis of the legal, financial and pedagogical risks run by the European School system on account of Brexit. Over time, the Working Group had to consider two situations, a 'Hard Brexit' and a 'Negotiated Brexit', leading to very different consequences for the System as a whole. The Board of Governors examined and discussed its second and third reports at its April 2018 meetings.

The 'Data Protection' Working Group, in which the Human Resources Unit participates, met four times in 2018. As foreseen, it presented an 'Action Plan' to the Board of Governors at its April 2018 meeting. On that basis it then continued its work, gradually adapting the texts in force in the System.

The Human Resources Unit also took part in the meetings of the Enlarged Presidency on the issue of the attractiveness of the European Schools for motivated, high-quality staff. Although this is an issue that goes beyond the remit of the Human Resources Unit in many respects, all the staff working in the Schools and at the Office of the Secretary-General were in fact at the heart of this working group's concerns. A whole raft of proposals designed to prevent our staff's exodus and to increase their attraction to the system were presented to the Board of Governors at its December 2018 meeting. The Board received them favourably in general, albeit requesting the working group to make some choices and to refine and supplement its proposals.

The Human Resources Unit also endeavoured to promote the sustainable mobility of members of staff by putting in place a system of appropriate reimbursement of travel expenses. In 2018, it also almost finalised an agreement with the SNCB (Belgian National Railways) with a view to implementation of a third-party payment system.

The year 2018 also provided an opportunity for the Human Resources Unit to introduce a well-being at work policy for all staff. The Unit thus devised and implemented an induction policy for new members of staff. It also strengthened its links with the external Prevention Adviser in order to define short-term, medium-term and long-term objectives, including in particular the introduction of a real

end-of-career policy for older staff. Support for people suffering from a long-term illness forms part of the priorities that the Human Resources Unit set itself in 2018. The same applies to the prevention of health problems amongst staff.

The Human Resources Unit also endeavoured to harmonise the system of compensation for overtime worked and to introduce a system of out-of-hours work allowing there to be business continuity during off-peak hours, weekends and holiday periods.

## C. LEGAL ASPECTS

In 2018, **107 administrative appeals** were dealt with by the Office of the Secretary-General, which also monitored and followed up on **52 contentious appeals** lodged with the Complaints Board. These figures are up on the previous year, when 69 administrative appeals were dealt with.

In particular, an increase in the number of appeals lodged against Class Council decisions (42 in 2018 as compared with 36 in 2017) is to be observed, and notably a considerable increase in appeals against the September 2018 Class Council decisions.

The number of appeals against decisions delivered by the Central Enrolment Authority was also up slightly; the number of appeals lodged direct with the Complaints Board rose from 25 to 30.

Disputes involving the Baccalaureate (appeals against the examination results) also rose, numbering 26, as compared with 14 in 2017 and 18 in 2016.

The number of appeals lodged against decisions on either temporary exclusion or expulsion remained stable, as did 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:

<b>Administrative appeals</b>	<b>Contentious appeals</b>
	<b>30</b> appeals against decisions of the Central Enrolment Authority, including 1 in summary proceedings
<b>42 against a Class Council's decision, breaking down into 36</b> appeals against a July 2018 Class Council decision and 6 against a September 2018 decision	<b>8</b> appeals against a Class Council's decision
<b>12</b> appeals concerning an application for enrolment in schools other than the Brussels ones	<b>4</b> appeals concerning an application for enrolment in schools other than the Brussels ones, 2 of which were removed from the register
<b>3</b> appeals concerning determination of Language 1	<b>0</b> appeals concerning determination of Language 1
<b>9</b> appeals concerning the teaching staff, including <b>4</b> lodged by locally recruited teachers	<b>3</b> appeals concerning the teaching staff, including <b>2</b> lodged by locally recruited teachers
<b>26</b> appeals against the European Baccalaureate results	<b>3</b> , including 1 in summary proceedings and 1 removal from the register
<b>1</b> appeal concerning special needs pupils	<b>0</b> appeals concerning special needs pupils
<b>9</b> appeals against a temporary exclusion or an expulsion decision	<b>2</b> appeals against a temporary exclusion or an expulsion decision
<b>5</b> appeals not coming into any of the aforementioned categories	<b>2</b> appeals not coming into any of the aforementioned categories
<b>TOTAL: 107</b>	<b>TOTAL<sup>1</sup>: 52 (including 2 in summary proceedings)</b>

Apart from appeals, a large number of legal questions were referred to the Office of the Secretary-General relating firstly, to the Schools' rules and regulations, and in particular to the Educational Support Policy, but also, secondly, to the UK's choice to leave the European Union (Brexit), to the Accredited European Schools and to personal data protection.

<sup>1</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.

## D. BUDGETARY ASPECTS

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

The final budget for the Office of the Secretary-General for 2018 was €12 718 500, of which €12 690 028 was committed in 2018. This represents a budget implementation level of 99.8%.

Expenditure related to seconded staff in 2018 was 9.6% higher than in 2017 mainly as a result of having a number of posts filled during the course of 2018, such as the Head of the Human Resources Unit and the Head of the Baccalaureate Unit.

Expenditure related to administrative and ancillary staff also rose with respect to 2017. The increase of 10.7% is explained by a number of new posts which were created and filled in the Office of the Secretary-General, mainly in areas related to the new financial governance, but also in the ICT and SAP units.

Overall, expenditure related to staff in 2018 was €5.9 million, or 10.6 % higher than in the previous year. A salary increase of 1.5% effective 1 July 2017 was paid to both categories of staff in 2018.

As regards other administrative expenditure, it is worth drawing attention to the significant increase in building-related expenditure (+37.5%) which can be explained by the works which were undertaken in the Offices of the Pericles building, in order to accommodate additional staff, as well as by the purchase of a new Electro generator to provide appropriate electricity back-up to the server room.

ICT-related expenditure remained relatively constant from 2017 to 2018 (-0.1%), as well as expenditure relating to the functioning of the OSG (+2.4%). This 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, expenditure related to the conduct of European Baccalaureate examinations, and litigation costs, as well as costs of experts.

Miscellaneous administrative expenditure includes staff mission expenditure, office equipment and supplies, training of administrative and ancillary staff, telephone costs and expenses related to internal meetings. These costs increased by 17.9% mainly due to the extraordinary payment to NSI following the ruling of the Belgian Court of Appeal.

Finally, pedagogical expenses amounted to €160 000, up from €149 976 in 2017, for reimbursements relating to the pedagogical training courses which are organised by the inspectors. The amount spent under this line thus depends on the number of such courses organised.

### Budget implementation of the OSG 2017-18

	<i>Budget Line</i>	<i>2017</i>	<i>2018</i>	<i>% variation</i>
601101	Expenditure related to seconded staff	880 300	964 439	9.6
601103	Expenditure related to administrative and ancillary staff	4 432 586	4 906 231	10.7
<b>60 11</b>	<b>Expenditure related to staff</b>	<b>5 312 886</b>	<b>5 875 270</b>	<b>10.6</b>
601201	Buildings	964 649	1 326 394	37.5
601202	ICT	1 981 943	1 966 497	-0.1
601203	OSGES	3 020 119	3 091 146	2.4
601204	Miscellaneous administrative expenditure	229 055	270 091	17.9
<b>60 12</b>	<b>Other administrative expenditure</b>	<b>6 195 766</b>	<b>6 654 128</b>	<b>7.4</b>
<b>60 21</b>	<b>Pedagogical expenditure</b>	149 976	160 000	6.7
	<b>Total</b>	<b>11 658 628</b>	<b>12 690 028</b>	<b>8.8</b>



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

In accordance with the provisions of the Policy of Enrolment in the Brussels European Schools, devised on the basis of guidelines adopted each year by the Board of Governors, the CEA deals with enrolment and transfer applications, the overall monitoring of and follow-up on which is handled at the Office of the Secretary-General. .

### **1. Objectives and priorities for enrolments for the year 2018-2019**

At its meeting of 5-7 December 2017, the Board of Governors took note of the under occupancy situation of the Berkendael temporary site, which is being used as an extension to the European School, Brussels I, whereas the Brussels I – Uccle Site, Brussels II and III Schools/sites continue to be overcrowded. Consequently, the main objective of the 2018-2019 Enrolment Policy was to increase the number of pupils on the Berkendael site, which still had more than 650 unused places, by encouraging enrolments there and by creating new satellite classes<sup>1</sup>, as soon as there was a minimum number of 7 pupils.

Within the framework of a maximum structure of classes defined by school, new pupils were enrolled up to a maximum of 20 places available per class in the nursery and primary cycles and of 26 in the secondary cycle, in order to be conducive to distribution of the pupil population across the schools/sites.

For the first time, the parents of pupils in P5 of the FR language section on the Berkendael site, which is equipped solely to accommodate nursery and primary cycle pupils, were obliged to submit applications for a transfer to the Brussels I – Uccle Site, Brussels II, III and IV Schools, so that their children could continue their schooling in the secondary cycle at the beginning of the 2018-2019 school year in September 2018. Such applications were dealt with as a matter of priority according to the order of preference of schools expressed.

In addition, a new organisation of the calendar for the submission of enrolment and transfer applications was introduced to enable the schools to improve planning of the beginning of the school year. Thus, applicants for enrolment who were in post in the European Institutions (or engaging in a professional activity conferring entitlement for their children to be regarded as pupils coming under category I and children of members of the staff of Eurocontrol – as from primary year 1) on 31 December 2017 had to submit their application during the first phase. The second phase was open solely (except in duly substantiated cases of *force majeure*) to applicants for enrolment taking up their posts in Brussels with effect from 1 January 2018.

After places had been awarded to pupils qualifying for a special priority criterion, the CEA awarded the places available in each class of multiple language sections firstly, to pupils for whom joint enrolment applications had been submitted, including at least one in the secondary cycle, then to pupils for whom joint enrolment applications for the nursery and primary cycles had been submitted, and secondly, to pupils for whom an enrolment application for a single pupil had been submitted. According to the order of preference of schools expressed, applications were considered in the

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<sup>1</sup> As a reminder, pupils in those classes are regarded, for purposes of application of all the texts in force in the European Schools as an organisation, as pupils of the language section corresponding to their Language 1.

school that the applicants had designated as their first preference one, then in the subsequent preference schools, in accordance with the Policy's general enrolment rules.

As regards voluntary transfer applications, allowed without having to justify particular circumstances, provided that this did not lead to division of a class, they were accepted at the Brussels I – Berkendael Site School 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.

Finally, a pilot cross-transfer scheme was launched to give parents of children attending one of the Brussels Schools the possibility of exchanging places, whilst guaranteeing maintenance of the structure of classes and without changing pupil numbers in classes already formed.

## 2. Results of the 2018-2019 Enrolment Policy

The main data on the 2018-2019 enrolment session are as follows:

- 2 539 enrolment and transfer applications were received and dealt with, 2 503 of them being for categories I or II pupils.
- 36 applications for the enrolment of category III children were received. Of the 3 children with siblings already attending a school, 2 pupils could be admitted.
- Of the 22 applications for the enrolment of children of NATO civilian staff, 14 pupils were admitted to the schools.
- Of the 4 applications for the enrolment of children of UN international civil servants, only 1 pupil could be admitted to the schools.
- In total, 1 791 new pupils were accepted in the Brussels Schools at the beginning of the 2018-2019 school year in September 2018, breaking down as follows:

	<b>New pupils enrolled on 27 September 2018</b>
<b>Brussels I School – Uccle Site</b>	365
<b>Brussels I School – Berkendael Site</b>	286
<b>Brussels II School</b>	382
<b>Brussels III School</b>	386
<b>Brussels IV School</b>	372
<b>Total</b>	<b>1 791</b>

Of the 2 442 places offered, 1 022 involved pupils applying for enrolment in a single language section or with a special priority criterion.

Of the 2 021 places initially accepted, 230 offers were subsequently cancelled by the parents, 127 of them corresponding to an offer in the first preference school. The majority of the 421 places refused had been awarded at the Brussels I – Berkendael Site and the Brussels IV Schools.

The 22 pupils who had been in P5 FR at the European School, Brussels I – Berkendael Site in 2017-2018 and for whom a compulsory transfer application had been submitted were all accepted in their first preference school.

During the first enrolment phase, the Authority decided to create new nursery satellite classes for the following Languages 1: DE, EN, IT, ES and EL.

The new organisation of the calendar enabled 1 858 applications to be dealt with during the first enrolment phase (1 596 in 2017) and 609 applications during the second phase (754 in 2017). It should be noted that a sixth of the applications submitted during the second phase involved applicants in post in the European Institutions on 1 January 2018 who invoked a case of *force majeure* to justify the fact that it had been materially impossible for them to submit their application during the first phase.

The overall growth in the pupil population was lower than that of the previous year. Although the nursery cycle's pupil population fell slightly and that of the primary cycle stabilised, pupil numbers in the secondary cycle are continuing to rise.

At the beginning of the new school year in September 2018, the situation of each school/site was as follows:

- At the Brussels I – Uccle Site School, pupil numbers did not increase, even though numbers in the secondary cycle are continuing to grow.
- The Brussels I – Berkendael Site School accommodates a French language section from the nursery class up to primary year 5, a Slovakian language section (up to primary year 2), a Latvian language section (up to primary year 4) and German language satellite classes (up to primary year 3). In addition, 4 new nursery satellite classes were opened: EL, EN, ES and IT. The site is now being used at over 50% of its capacity.
- At the Brussels II School, total pupil numbers fell slightly. On the other hand, numbers in the secondary cycle are rising.
- At the Brussels III School, pupil numbers in the nursery cycle are down, but in the nursery and primary cycles they are still rising.
- The Brussels IV School reached its capacity of 2 800 pupils, the secondary cycle also showing an increase.

As regards cross-transfer applications, 35 were submitted under the pilot project. Such a transfer was accepted only if there was another such application for a pupil in the same year group of the same language section for whom a transfer was sought to the school/site currently attended by the child of the transfer applicant ('perfect transfer'). There were 4 such cross-transfers, involving an exchange of 8 pupils in the secondary cycle of the French language section at the beginning of the 2018-2019 school year in September 2018.

### 3. Enrolment Policy for 2019-2020

The growth in the population of the Brussels European Schools of 300 pupils at the beginning of the 2018-2019 school year in September 2018 was lower than that in previous years (of approximately 400 pupils).

Even though the total number of pupils on roll at the Brussels I – Uccle Site, Brussels II and III Schools have not increased compared with the previous year, they remain overcrowded.

Given that the infrastructure remains unchanged, continuing to use the spare capacity of the Berkendael site to curtail overcrowding in the Brussels I – Uccle Site, Brussels II and III Schools remains an essential objective.

The possibility remains of creating satellite classes in all Languages 1 (except BG, ET, RO, Croatian and Slovenian SWALS and Maltese pupils) on the Berkendael site. However, the Policy for 2019-2020 provides that such classes may be created only if the threshold of places available for the year group and section requested has been reached in the other schools/sites and a minimum of 7 pupils per class has been assembled. At the same time, the development of the already existing satellite classes (DE, EL, EN, ES and IT) should be encouraged.

With a view to distributing the pupil population of the schools/sites and to maintaining a balance amongst them, the threshold for the nursery and primary cycles has again been set at 20 places available per class for the nursery and primary cycles and at 26 in the secondary cycle.

As regards compulsory transfers, i.e. transfers of pupils who were in P5 FR at the European School, Brussels I – Berkendael Site during the 2018-2019 school year, to the other schools/sites, such applications, and those of their siblings, where applicable, were considered firstly according to the preferences expressed and provided that there were places to be filled.

Finally, the arrangements for organisation of the calendar for the submission of enrolment and transfer applications introduced last year are continuing. Thus, enrolment and transfer applications for category I and Eurocontrol (as from primary year 1) pupils, one of whose parents was in post on 31 December 2018, must be submitted during the first phase. As for the second phase, except in duly substantiated cases of *force majeure*, it is open solely to applicants taking up their posts in Brussels as from 1 January 2019.

As regards the pilot cross-transfer scheme, the members of the Central Enrolment Authority decided to postpone its implementation in view of the meagre results.

The 2019-2020 Enrolment Policy can be consulted on the website of the Office of the Secretary-General of the European Schools [www.eursc.eu](http://www.eursc.eu) under *Enrolments/Policy on Enrolment in the Brussels European Schools*.

## F. 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 completed before December, 2018:

The following works were all financed from the school budget, without any intervention from the host country.

- **Improvement in building management**
  - Increased the green areas of the school
  - Renewal of the Primary basketball court
  - Increased shaded area in the Primary sport court by approximately 350 sq.m.
  - Changed the main water distribution pipes from the main street to each school building
  - Installed sound-proof ceilings in the Primary administration area and in the ground floor classrooms
  - Altered the external lighting system to a low-power version in all the school playgrounds
  - The kitchen of the school canteen has been split to separate the area where special diets are cooked from the area where other meals are prepared, for safety reasons
  - Continued developing & maintaining the space behind the Nursery building as a garden; growing vegetables for the school canteen
  
- **Improvement of IT infrastructure**
  - Virtualization of computers in the Secondary school
  - Renewed and improved equipment for Learning Support students
  
- **Improvement of security**
  - Installed a locking system in all the rooms of the school secondary
  - Installed more external video camera surveillance for the school premises
  - Extended fire detectors and sound amplification of fire alarm in less frequented areas of building

## **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 2018.

The school building and sports hall are old and need to be fully refurbished. Since the budget allocation for maintenance work has not increased over the years, only the most urgent maintenance work can be carried out. We have been informed by Stichting NOB that the budget for 2019 and 2020 will remain the same and that the budget for 2021-2023 depends on the decision on the building and will therefore be reconsidered at a later stage.

On 1 January 2018 the Ministry of Education appointed a project manager tasked with studying the state of the building and of the sports hall. The project manager resigned in June 2018. Two new project managers have been appointed since September 2018. They have restarted and this has led to delays in the project. In December 2018 the same company as last year was chosen by the Ministry of Education to work on the programme of requirements.

The results of the research on the subject may lead to the school's renovation, rebuilding 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 have concluded a five-year contract from January 2018 to December 2023. Stichting NOB receives the rent revenues.

## **Brussels Schools**

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

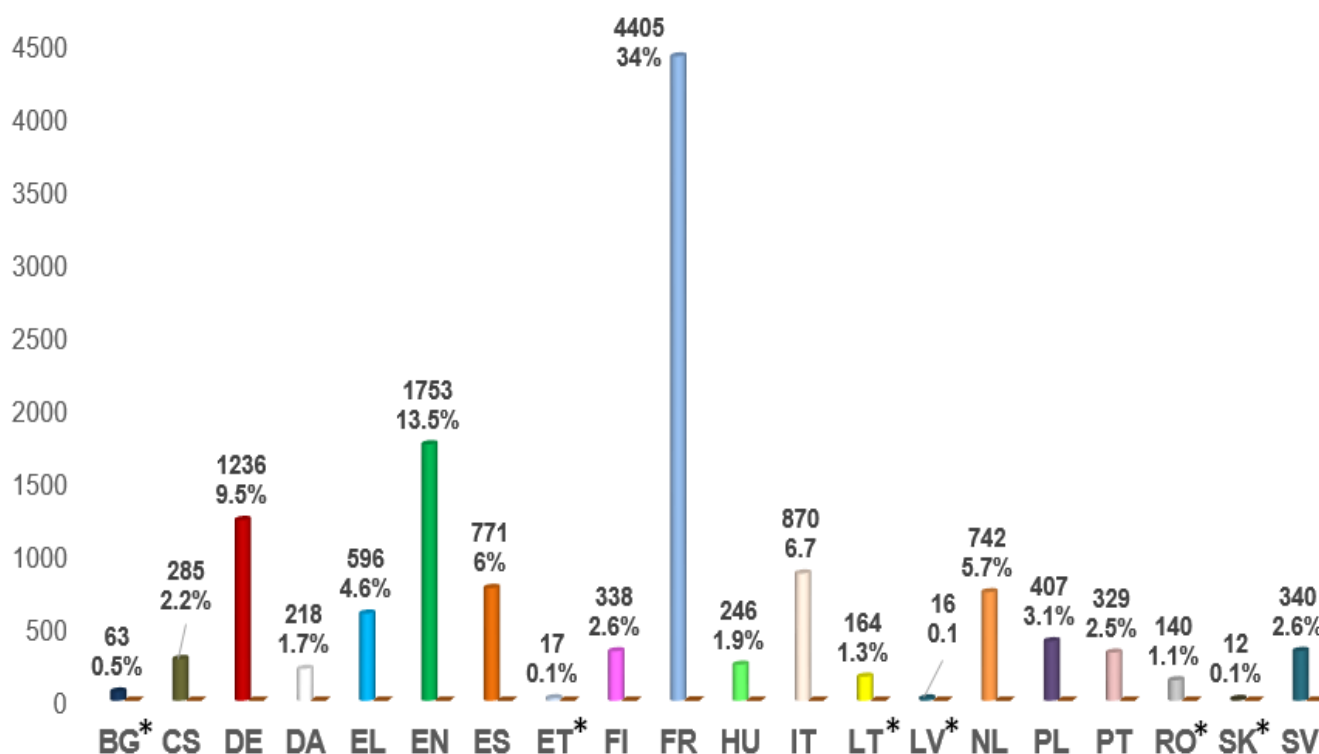
On 18 December 2015, the Council of Ministers of the Belgian Federal Government agreed to make a fifth European School available in Brussels for 2019-2020, the Berkendael site remaining operational until the new school opens. A feasibility study of provision of additional capacity of 2 500 places for 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 indicated that postponement until September 2025 at the earliest had to be envisaged.

At its meeting of 5 October 2018, the Council of Ministers of the Belgian Federal Government decided that a fifth European School in Brussels would be set up on a plot of land located on NATO's old site.

The *Régie des Bâtiments* is currently preparing a dossier that is expected to be submitted to the Council of Ministers for approval. The dossier reportedly contains:

- The plan for the fifth European School in Brussels
- The making available of the Berkendael site on a permanent basis
- The making available of a new temporary site, until such time as a fifth European School in Brussels is ready for occupancy.

On 15 October 2018 the four Brussels European Schools had a total of **12 948 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 S2; ET: nursery, P1 and P2; LT: up to S4; LV: nursery, P1, P3 and P4; RO: up to S1;  
SK: nursery, P1 and P2

## Brussels I

### Régie des Bâtiments

In February 2018, the school received a list of the work that the *Régie des Bâtiments* was to carry out in 2018. None of the work was actually done. There was apparently a general freezing of the budget by the Minister.

This means that the situation of the school's infrastructure has not evolved. The damp, water infiltrations and heating problems have continued and have worsened.

In July, the school sent two registered letters to the *Régie* about renovation of the toilets in the Gutenberg building and the environmental permit.

The Parents' Association (*APEEE*) also sent a letter to the Minister, Mr Jambon.

On 7 September 2018, the school received a reply from the *Régie*, in which it confirmed that as a result of freezing of budget funds, it had not been possible for the work to be done and it would only be able to start when the budget funds had been released. The school was told orally that the budget funds had apparently been released in October. However, in November, the school was informed that the budget funds for 2018 had all been spent.

Working with the *Régie des Bâtiments* in this way has clearly become impossible. The school faces:

- delays in carrying out of the work requested
- a lack of monitoring by the senior management of the *Régie* of work in progress or completed
- absence of planning
- a shortage of suitably qualified staff available
- a lack of response from the line manager, Ms Céline Justin, to any emails sent
- a lack of written communication

## **The school**

Different work was done by the school. The most important work, by site, is listed below:

### **Uccle Site**

- Painting

The Gutenberg building was repainted inside.

- Cycle track

A cycle lane was marked out on the ground in the slope going down to -1 level of the car park to prevent cyclists from falling off their bikes.

- Outdoors

Outdoor play equipment was replaced and the playing field lines were repainted.

- Furniture

The furniture in the Gutenberg building was replaced.

- Kitchen

New kitchen appliances were purchased by the school.

- Analysis of electricity risks

A risk analysis of the electrical installations was commissioned by the school in response to a request from *Bruxelles Environnement* (Administration for Management of the Environment of the Brussels-Capital Region).

### **Berkendael Site**

- Painting

The corridors of the four floors of the main building were painted.

- ICT room

A new ICT room was installed.

- Curtains

A procedure for the fitting of new curtains is in progress.

- Internet connection

The new internet connection was installed.



- Interactive boards

New interactive boards were installed in different classrooms.

- Furniture

New furniture was purchased for the extra classrooms.

- Kitchen

New kitchen appliances were purchased by the school in order to meet the needs resulting from the increase in the number of pupils.

- Outside

A new item for the play area was ordered but still has to be installed.

## **Brussels II**

### **1. Security related works**

- Overhaul of fire doors
- Fire risk checks on solar panels
- Extension of the public address system

### **2. Other works**

- |   |                              |
|---|------------------------------|
| • Third exit from the primary school to the bus park                            | Not planned                  |
| • Replacement of wooden panels in the primary school deadline                   | Planned but without          |
| • Heat problem on the third floor of the primary school                         | Planned in 2019              |
| • Renewal of toilets in the primary school                                      | Planned but without Deadline |
| • Covered playground in the primary school                                      | Not planned                  |
| • Leaking roof covered with vegetation, primary school                          | Planned in 2019              |
| • Canteen basement ceiling  | DONE                         |
| • Renovation of the music rooms in the secondary school                         | Not planned                  |
| • Exterior window blinds  | Planned in 2019              |
| • Replacement of wooden window frames   | Not planned                  |
| • Disabled access to the secondary teaching block, gym and temporary classrooms | Not planned                  |

### **NEW WORKS**

Additional changing rooms for sport lessons

## **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 European School, Brussels III is celebrating the twentieth anniversary of its setting up this year!

Many areas need to be freshened up or to undergo 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 obviously involves costs.

### **Maintenance points which need to be resolved with the *Régie des bâtiments***

Works necessary:

- 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
- Replacement of inaccessible lamps
- Laying of tiling in the necessary places
- Drilling of a door allowing access between the Pythagoras room and the staffroom
- Major work on the water pipe supplying water to the boiler in the arts building.

### **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' (gym teachers' room, music room partition wall, stock for mats and podium, etc.)
- 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 work areas for the technical staff.

### **Brussels IV**

The main problems with our school's infrastructure relate to water infiltration (at the level of the cornices and joints, and from ground water). In addition, the rooms located under the roof become overheated during heat waves. Fans are made available to the teachers. The *Régie des Bâtiments* is to study the problem of fixed windows and the ventilation problem. From the pupils' viewpoint, the doors are too heavy to manipulate and they come off their hinges. A maintenance contract for the doors and locks has been concluded.

Since October 2018, the school has made several improvements to the buildings and facilities:

- Fitting out of a staffroom for the primary teachers.
- Fitting out of a physical education room for the secondary pupils.

- Lockers in building B (3rd floor) in which pupils can keep their belongings so as not to clutter up the laboratories in case of evacuation.
- Lockers in the P5 rooms to get pupils used to using lockers when they go up into the secondary cycle.
- Finalisation of reinforcement of the WiFi connections in the secondary and primary buildings.
- Reinforcement of the electricity network (three-phase exterior wall sockets)
- Second tent for the nursery school pupils
- Lateral climbing wall for the primary pupils.

Several sets of work for the 2019-2020 school year are envisaged, the most emblematic of which are:

- Green School: the results of the air quality study conducted by Greenpeace are not very good in view of the school's location and of the traffic around the school. It is planned to improve the situation thanks to several actions under way, such as an awareness-raising campaign targeting pupils and parents, actions to promote cycling to school (bicycle racks and covered bicycle stands to be installed), the purchase of green plants ('Grow Rooms'), combating the use of plastics and the installation of water fountains in all the buildings for pupils and teachers.
- Use of the free spaces located under the covered playground next to the canteen as a sports ground, on the roof (D building).
- Installation of a web-radio.

The *Régie des Bâtiments*, for its part, is to carry out the following work:

- Installation of covering roofs for the bicycle stands. They will be purchased by the school and installed by the *Régie des Bâtiments*. One of the stands was installed near entrance 88 in mid-September. Another, earthmoving works for which require a more substantial investment, will be installed when the *Régie's* budget so allows.

In 2019, the *Régie des Bâtiments* is to carry out improvement work on the nursery cycle outdoor areas (drainage of the grass + laying of paving stones during summer 2019). It is also to install a hot water softener (under way).

The shortage of space in the laboratories invites reflection on alternative solutions, such as the conversion of two classrooms into laboratories. A meeting to discuss the matter will be arranged with the *Régie*.

Maintenance meetings with the people on the ground (workmen, technicians, prevention adviser) are organised daily. 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 problems arising to be found. The tickets will be monitored more closely by the *Régie*. A person has been specially recruited to deal with this.

## **Frankfurt**

The number of pupils on roll at the Frankfurt School is currently increasing only slightly and at the beginning of the 2018-2019 school year amounted to 1 525. Pupil numbers will, however, increase again in the years to come as a result of the recruitment of additional staff at the European Central Bank and the Single Supervisory Mechanism in Frankfurt.

The ten prefabricated classrooms (containers), in which two complete primary school year groups have been housed since 2013, will only be available for a further year on account of guidelines for

their use. Because of the poor working conditions (air, temperature), only mother tongue teaching takes place in those rooms. This is possible because the modular building, which became operational in 2015 (financed by the ECB and used partly by the crèche/after-school centre), was extended, with nine additional classrooms added, and in the current school year the entire nursery cycle and all the primary years 1 and 2 classes are accommodated there, years P3-P5 being accommodated in the primary school's main building. The additional prefabricated sports hall came into use as from September 2018.

The school's buildings are still in a poor state of repair. It can be seen that too many pupils have to be taught in very cramped facilities. The canteen, library and staffroom no longer meet the requirements. The central heating system in particular causes major problems and regularly breaks down, and there are often water leaks in the sports hall and in some classrooms.

In 2018, major extension work was carried out in the modular building and the outside area for the nursery school was redesigned.

The school management hopes that the European School, Frankfurt will soon be accommodated in a new building and new premises. The authorities in Berlin 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 any further delay, other temporary solutions for the period preceding the end of construction work on the new school will need to be found.

## **Karlsruhe**

In preparation of the so-called "Energy Restoration" the City of Karlsruhe paid for a completely new roof for building A. On the second floor of the Admin Building D they built new doors for fire prevention and in the cellar, they built new water pipes. Besides this, the City also planned, took tenders for, and monitored the construction of two synthetic playing fields. The cost of the general reconstruction of the field for the Secondary school was 308,000 € and the new playing field for the Kindergarten was 41,000 €.

The new switches, ordered by the Office of the Secretary General, required more powerful fibre-optic cables between all 5 buildings connected to the ICT system. Therefore, the City of Karlsruhe paid for the costs of planning (18,000 €) and their own staff as well. ESK paid 40,000 € for the installation of the cables.

## **Luxembourg**

### **a) Luxembourg I**

#### **1. General situation**

Our site's infrastructure currently allows the present pupil population to be accommodated in fairly reasonable conditions. The stagnation of the pupil population for the 2018-2019 school year is not due to reduced demand but to a very restrictive admission policy for category III pupils and must not, therefore, be taken as an indicator.

The steady demographic growth of this population, based on :

- a growing number of pupils who will arrive in the nursery cycle from the *CPE* (Interinstitutional Children's Centre),
- necessary opening up of enrolments to category III pupils,
- the creation of additional classes under the agreement with the Luxembourg State providing for the gradual creation of additional category III classes,

obliges us to plan for adaptations to the site's buildings and other infrastructure.

The discussions started with the Luxembourg authorities, in particular the *Administration des Bâtiments Publics* (Public Buildings Authority), lead us to believe that there is support for extension of the primary cycle building. The School will undertake in 2019 to negotiate in detail with the competent authorities in order to finalise the project and the planning of this possible extension.

The ever more dilapidated state of the facilities and of the furniture, furnishings and technical equipment obliges us to plan for modernisation of the equipment and replacement of furniture, furnishings and facilities during the years to come. In the 2020 budget, account will be taken of this reality for the first time, with replacement of part of the equipment in the assembly hall, and an annual increase in the budget will inevitably have to be allowed for in the years to come to resolve this problem. We are also counting on logistical and financial support from the *Administration des Bâtiments Publics* to replace a range of critical facilities, such as the science laboratories, for example. We wish to thank the *Administration des Bâtiments Publics* for its continuous pragmatic support and its highly responsive reaction to our requests.

The daily influx of pupils, but also the irresponsible behaviour of many parents, create substantial safety problems around the School's site. We are in regular contact with the Grand-Ducal Police to reduce dangerous situations. In addition, we will approach the City of Luxembourg's Kirchberg Plateau *Fonds d'Urbanisation* (Urbanisation Fund) to request the taking of additional safety measures, such as the introduction of a 30 km/hour zone.

The projects to improve the leisure and recreation infrastructure that the School embarked upon in partnership with the CAS (Committee on Social Activities) and the APEEE1 (Parents' Association) have been almost completely carried out. All that remains is the final coating layer of the multisports ground, which will be done in principle in the spring of this year. The CAS also transferred the balance of its funding, amounting to €71 109.84, in December 2018, bringing the total actual co-funding of those projects to €164 709.84.

## **2. Nursery school**

The nursery school's infrastructure is currently sufficient to accommodate the number of pupils but, there too, the dilapidated state of some of the facilities causes problems for us.

## **3. Primary school**

The capacity limits have been reached and there is theoretically no more leeway. The possible creation of a Lithuanian language section will inevitably require one or other large room to be given up and converted into two classrooms, something which will have an impact on the organisation of certain classes. The building's extension, as described in the introduction, is essential.

## **4. Secondary school**

The new multisports ground mentioned in the introduction will probably be usable as from spring 2019.

## **5. Canteen and cafeteria**

The ever more dilapidated state of the kitchen equipment and its growing use will mean that substantial investments will have to be made in the months and years to come (dishwasher, ovens, fridges, fairs, blast chillers). The faults and the necessary repairs are increasing all the time. Under an agreement, the CPE uses the primary cycle canteen from 13.00 to 14.30 on short days for midday meals (450-500 dishes per day). Soundproofing work on the primary canteen, funded by the service provider Sodexo and negotiated in the 2018 call for tenders, is currently under way.

## **6. Furniture**

Notwithstanding dynamic, ongoing action to replace or renovate existing furniture, additional budgets will need to be foreseen for the coming years for progressive replacement of large furniture items.

## **7. Sports facilities**

The school has a swimming pool for young children, a gymnasium for the nursery school, a gymnasium for the primary school and four gymnasia for the secondary school. In addition, there is an indoor cycling room (secondary), a weight-training/exercise room (secondary) and two outdoor multisports grounds (primary). This infrastructure is used intensively, both during the school day and after lessons for extra-curricular activities.

In addition to the infrastructure present on the site, our school is able, through an agreement with *Coque* (Luxembourg's National Sporting and Cultural Centre), to take advantage of an Olympic-size swimming pool and of gymnasia.

The multisports ground that is being constructed can also be added to the list of facilities which can be used by the physical education teachers and their pupils. It will be possible for handball, football, volleyball and basketball to be played. Two sports halls, their changing rooms and the entrance hall have been made available to the European Institutions' sporting and cultural circle (times: 19.00-22.00).

## **8. Cleaning**

The school has contracted out cleaning operations to the Sodexo company, which mobilises around 50 people on our site every day to keep the school clean. Fortunately, the staff are very flexible and adapt to the different activities (extra-curricular, *CPE*, meetings, shows, etc.) that take place after 16.30.

### **b) Luxembourg II**

#### **Administration des Bâtiments Publics (ABP) (Luxembourg Public Buildings Authority)**

The *Administration des Bâtiments Publics* installed new water softeners in the Administration, Primary and Secondary buildings, so as to curtail lime scale deposits in the different technical installations.

*ABP* also agreed to replace the thermostatic valves of the sanitary water circuits in the nursery school classrooms in order to resolve the many problems with the current valves, which are defective.

*ABP* is studying the possibility of improving the acoustic insulation of the ceiling of the primary school canteen. Trials are being conducted on a localised area and if they prove conclusive, would allow the solution to be widened to cover the whole ceiling of the canteen.

The new covered bicycle stand will be installed during the first of 2019.

#### **Procurement**

Different sizeable procurement procedures were conducted:

- Maintenance and repair of the heating, ventilation, air conditioning and sanitation systems and of the lift pumps: the contract was awarded to the Paul Wagner et Fils company.

The next procurement procedures are as follow:

- Maintenance and repair of the low-voltage and high-voltage systems
- Maintenance and repair of the laboratory fume hoods
- Maintenance and repair of the lifts.

## **Mol**

### **Maintenance of the buildings, infrastructure & premises**

- In 2018 the main focus for the maintenance of buildings has been the complete renovation of the nursery building. Temporary housing was created in the primary school and the new nursery building was opened in November.
- In the secondary school library, we built a very nicely decorated silent room for students to study in. This was a long outstanding wish by both teachers and students.
- In the secondary gym we created an office for the PE teachers. We are also currently in the process of replacing all of the gym installations that are fitted to the walls as these installations had failed inspections and could no longer be repaired or upgraded. These works will be completed by the end of March.
- The fiber optic cable, which is to be provided by the Regie and which has to go around the entire school premises, has not yet been realized. The Regie has however assigned a person to take charge who has already done an inventory. We are hopeful that this important project will be completed in 2019.

## **Munich**

The construction of the separate school building ("outbuilding"), which can accommodate 1 500 primary school pupils and is located about five kilometres from the current school buildings, is proceeding according to plan. The building will be handed over by the BIMA/ Landesbauverwaltung to the German Federal Ministry of Education/ ESM in May 2019. The final works (including completion of the outdoor facilities, creation of the sports hall floor and complete installation of the furniture) are expected to be completed on 26 July 2019. The relocation of the primary school/ kindergarten from the existing buildings in Neuperlach to the new location in Fasangarten is planned for July and August 2019.

In this context, smaller conversion and modernization works of the existing school building of the primary school in Neuperlach will be prepared, which should enable the expansion of the growing, and so far very cramped, secondary school. Construction work will begin during the 2019 summer holidays and will gradually extend into the 2020 summer holidays. No major restrictions/inconveniences are expected for the operation of the secondary school in the 2019/2020 school year.

The desired conversion measures in Neuperlach include changing the primary school sanitary facilities for larger ones, more appropriate for secondary school children, the installation of two laboratories for science lessons, the installation of an urgently needed additional music room, the dismantling of almost all containers/temporary buildings and, correspondingly, the restoration of the outdoor/sports facilities. This work is financed by the German authorities.

## **Varese**

### **Maintenance of the School buildings**

According to Italian Finance Law, in every budgetary year the European School of Varese receives a contribution from the Italian government.

This contribution is used for extraordinary maintenance of the buildings.

Using the advice of an engineering and architectural firm, the School management presents to the Administrative Board of January a list of the works to be carried out during the year, then presents a follow-up in the autumn and, finally, in the annual activity report, summarizes the works done.

In January the School Director sends, to the Italian Ministry of Instructions, the list of maintenance works carried out during the previous financial year using the Italian contribution.

The table below shows the most important maintenance works executed during the 2018 financial year:

BUILDING	DESCRIPTION	MAINTENANCE
Nursery	Waterproofing of the roof	extraordinary
	Leak repairs in the gym	extraordinary
	New fence	extraordinary
	Maintenance of the external wall	ordinary
Primary	Painting of corridors on the ground floor	ordinary
	Restoration of two toilets	ordinary
Secondary	Rebuilding PVC floor	extraordinary
	Replacement of the rubber floor	ordinary
	Painting roofing	extraordinary
	Renovation of roofing in the gyms	extraordinary
	New lighting in gyms	extraordinary
	Fitting out of the study room	extraordinary

### **Traces of structural failure in the secondary school gym due to rupture of the municipal sewer**

Since April 2016, the School Director has been reporting signs of structural failure in the secondary school gymnasium due to the rupture of the municipal sewer.

The School is still waiting for the intervention of the company who have been engaged, by the Varese municipality, to carry out the works.



### III. 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 had five years in which to reach their target level (their 'quota'). The objective can be reached either by making a financial contribution linked to the average national salary or by seconding additional teachers. Each Member State took a position on the creation of new posts before 31 January 2019.

A new procedure was adopted by the Board of Governors at its December 2018 meeting.

If by September 2019, the Member State has not managed to reach the total number of secondments required by the agreement, the difference will be claimed in the form of a financial contribution to be made before the end of 2019, as provided for in the agreement.

### **Cost Sharing Mechanism**

The cost sharing process was initiated at the December 2014 meeting.

In accordance with the decision adopted, the Board of Governors already started to review the situation in 2018. The objective is to reach a modified agreement by April 2019, for implementation with effect from 2020.

The table below sets out the obligations for the Member States in September 2019.

PUPILS COMING FROM THE MEMBER STATES/SECONDED TEACHERS BY MEMBER STATE IN ALL SCHOOLS AUTUMN 2018 WITHOUT MUNICH

A	B	C	D	E	F	G	H	I	J	K	L
Nationalities / Member States	Pupils with an EU nationality enrolled 15.10.2018	% Pupils with an EU nationality	Seconded Staff in post per Member State in October 2018	% Staff out of a Member State	Staff share required in function of pupils	Language section coefficient	Target level (F*G)	Difference (D-H)	National average salary	Calculated contribution (I*J)	OR expected seconded post contribution in 2019
AT	292.67	1.24	16	1.31	15.1	1.0	15.1	0.9	€ 49,365	€ 0	0
BE	2,811.17	11.90	157	12.87	145.1	1.0	145.1	11.9	€ 49,796	€ 0	0
BG	479.33	2.03	14	1.15	24.7	0.8	19.8	-5.8	€ 4,633	€ 27,799	6
CY	54.16	0.23	2	0.16	2.8	0.8	2.2	-0.2	€ 30,815	€ 0	0
CZ	495.83	2.10	18	1.48	25.6	0.8	20.5	-2.5	€ 12,184	€ 36,553	3
DE	2,501.17	10.59	186	15.25	129.1	1.0	129.1	56.9	€ 59,661	€ 0	0
DK	435.83	1.84	28	2.30	22.5	0.8	18.0	10.0	€ 59,924	€ 0	0
EE	238.50	1.01	10	0.82	12.3	0.8	9.9	0.1	€ 15,945	€ 0	0
EL	1,018.67	4.31	38	3.11	52.6	0.8	42.1	-4.1	€ 17,896	€ 71,582	4
ES	2,145.00	9.08	90	7.38	110.7	0.8	88.6	1.4	€ 31,784	€ 0	0
FI	508.83	2.15	29	2.38	26.3	0.8	21.0	8.0	€ 38,877	€ 0	0
FR	2,952.58	12.50	191	15.66	152.4	1.0	152.4	38.6	€ 32,032	€ 0	0
HR	171.17	0.72	1	0.08	8.8	0.8	7.1	-6.1	€ 20,489	€ 122,934	6
HU	566.42	2.40	17	1.39	29.2	0.8	23.4	-6.4	€ 6,606	€ 39,639	6
IE	402.00	1.70	57	4.67	20.8	1.0	20.8	36.2	€ 51,935	€ 0	0
IT	2,526.50	10.69	99	8.11	130.4	0.8	104.4	-5.4	€ 28,197	€ 140,986	5
LT	401.33	1.70	15	1.23	20.7	0.8	16.6	-1.6	€ 6,638	€ 13,275	2
LU	237.42	1.00	18	1.48	12.3	1.0	12.3	5.7	€ 83,184	€ 0	0
LV	279.83	1.18	4	0.33	14.4	0.8	11.6	-7.6	€ 7,718	€ 61,744	8
MT	85.08	0.36	5	0.41	4.4	1.0	4.4	0.6	€ 24,378	€ 0	0
NL	756.58	3.20	58	4.75	39.1	0.8	31.3	26.7	€ 50,977	€ 0	0
PL	944.58	4.00	32	2.62	48.8	0.8	39.0	-7.0	€ 9,428	€ 65,995	7
PT	697.00	2.95	31	2.54	36.0	0.8	28.8	2.2	€ 25,924	€ 0	0
RO	591.17	2.50	13	1.07	30.5	0.8	24.4	-11.4	€ 8,184	€ 90,019	11
SE	541.08	2.29	28	2.30	27.9	0.8	22.3	5.7	€ 46,455	€ 0	0
SI	251.00	1.06	7	0.57	13.0	0.8	10.4	-3.4	€ 20,831	€ 62,494	3
SK	329.17	1.39	13	1.07	17.0	0.8	13.6	-0.6	€ 7,753	€ 7,753	1
UK	915.17	3.87	43	3.52	47.3	1.0	47.3	-4.3	€ 38,018	€ 152,071	4
TOTAL	23,629.24	100.00	1,220	100.00	1,220.0		1,081.3	138.5		€ 892,844	66

### 3. Opening up of the system

#### Accredited Schools

The idea of enabling national schools, that are not part of the intergovernmental organisation of The European Schools, to offer a European Schools curriculum, culminating in the award of the European Baccalaureate, appeared in response to a European Parliament resolution recommending greater accessibility to the European Baccalaureate. 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, has enabled national schools to become Accredited European Schools.

For teaching from Nursery to Secondary 5 level, Accredited European Schools (AES) are linked to the European Schools system by Accreditation Agreements, which normally have a validity period of three years. In order to offer the courses in s6 and s7, that lead to the award of the European Baccalaureate, AES must sign an Additional Accreditation Agreement, also with a standard validity of three years.

To date, a total of 14 schools have been accredited by the Board of Governors, with 4 other schools having opened this year and undergone audit visits in the hope of signing Accreditation Agreements dating from 1 September 2018. 2 more schools have submitted Dossiers of Conformity and plan to open in September 2019 and one other successfully passed the General Interest File stage in December 2018. This gives a total of 21 schools that are either Accredited or in the process of Accreditation.

The majority of these Accredited Schools, and those in the process of accreditation, are state schools with only 3 AES, and 1 in the process of Accreditation, functioning as private schools.

Eight out of fourteen Accredited Schools have signed Contribution Agreements 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.

A list of the 21 schools, representing 13 EU member states, can be found here, along with the codes relevant to interpret the graphs included in this report:

#### ACCREDITED SCHOOLS:

BAR	European School of Brussels-Argenteuil, Belgium ^
BRI	Scuola Europea di Brindisi, Italy
CPH	European School of Copenhagen, Denmark
DHG	Europese School Den Haag Rijnlands Lyceum, The Netherlands *
DIF	Ecole Internationale de Differdange, Luxembourg
DUN	Centre for European Schooling, Dunshaughlin, Ireland *
EUK	Europa School, United Kingdom
HEL	European Schooling Helsinki, Finland *
HER	School of European Education, Heraklion, Greece *
MAN	Ecole Internationale Provence-Alpes-Côte d'Azur de Manosque, France *
PAR	Scuola per l'Europa di Parma, Italy *
RHM	Europäische Schule RheinMain, Bad Vilbel, Germany ^
STR	Ecole Européenne de Strasbourg, France *
TAL	Tallinn European Schooling, Estonia *^

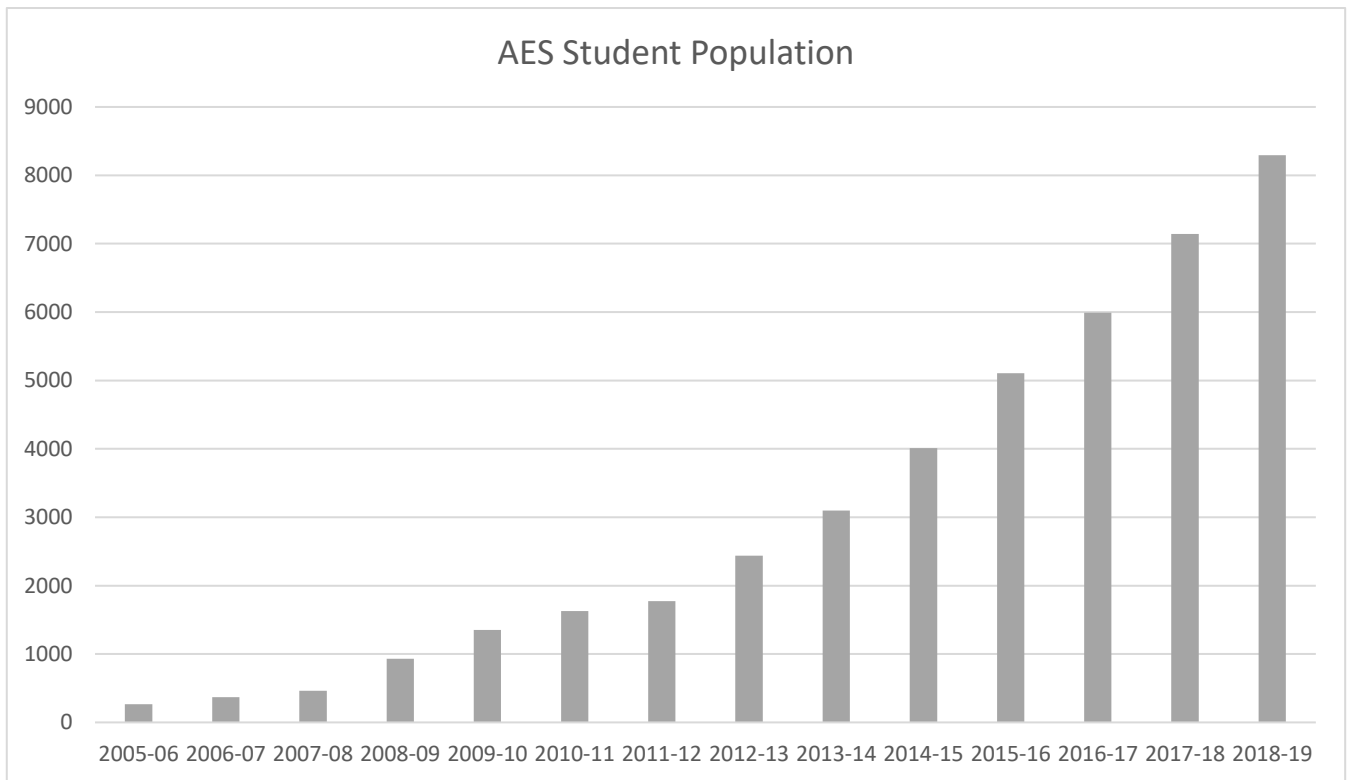
#### SCHOOLS IN THE PROCESS OF ACCREDITATION:

EDS	Ecole Internationale Edward Steichen-Clervaux, Luxembourg
JUN	Ecole Internationale Junglinster, Luxembourg
LIL	Ecole Européenne de Lille métropole, France
LJB	European School of Ljubljana, Slovenia
MON	Ecole Internationale de Mondorf-les-Bains, Luxembourg
PDE	Ecole Européenne de Paris-la-Défense, France
TEM	European School Templin, Germany ^

\* Contribution Agreement signed

^ Privately funded

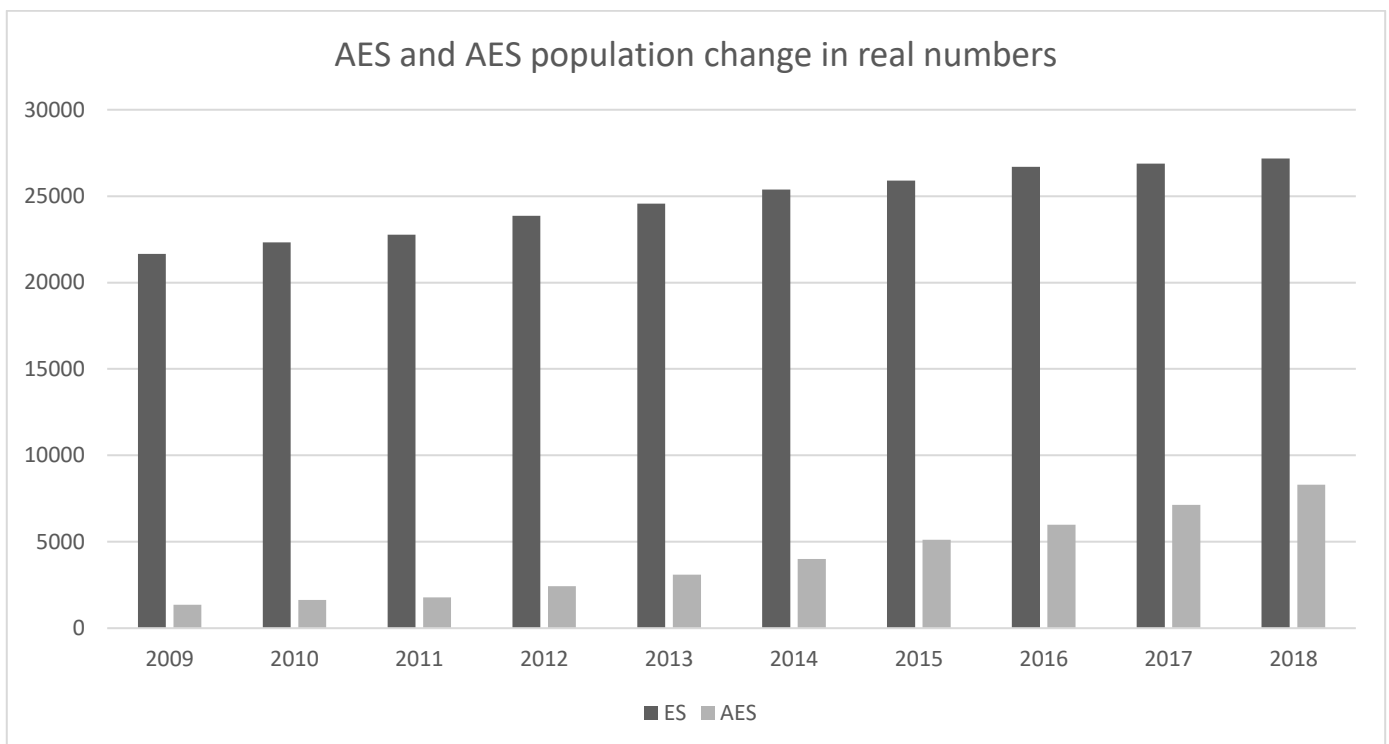
Since 2005, the pupil population enrolled in AES has risen steadily, as shown below:



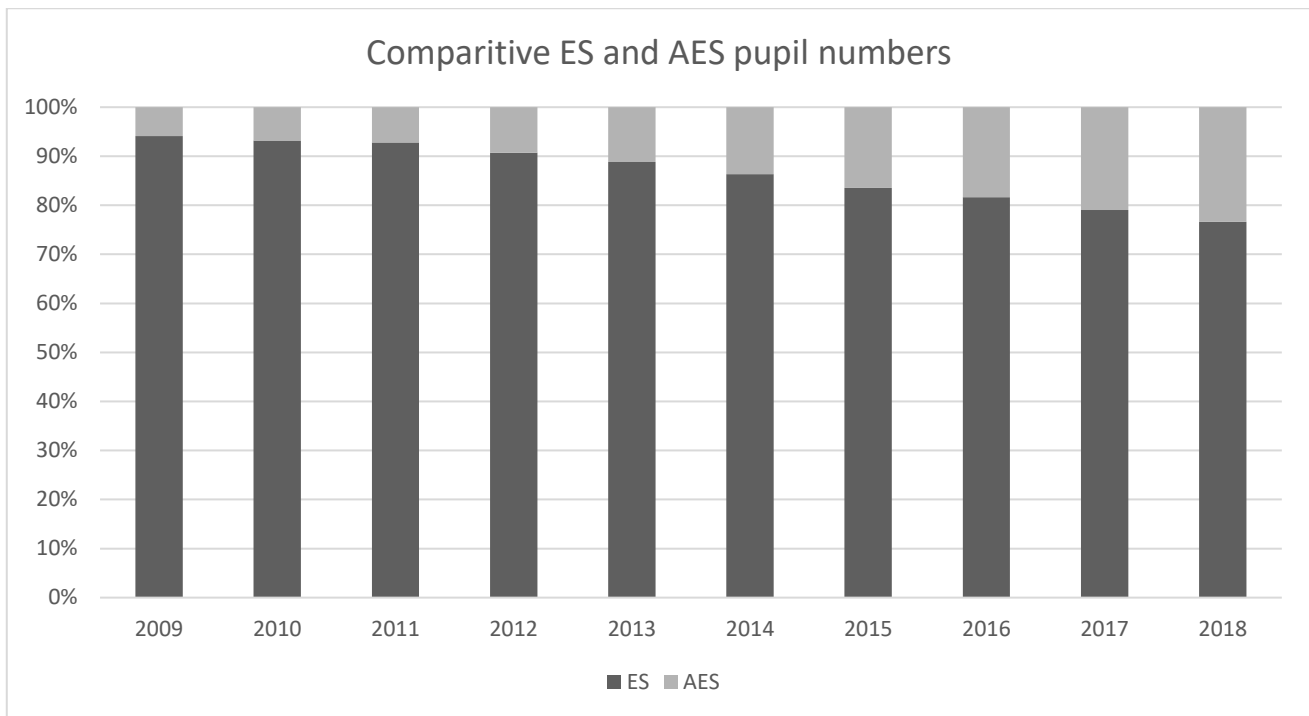
With seven schools currently in the process of accreditation, and many schools still growing, it appears highly likely that the growth in pupil numbers will be even faster in the near future.

It might be of some interest to compare the increase in pupil numbers in European Schools and Accredited European Schools over the last 10 years.

The graph below shows this increase in absolute terms:



and, here, in percentage terms:

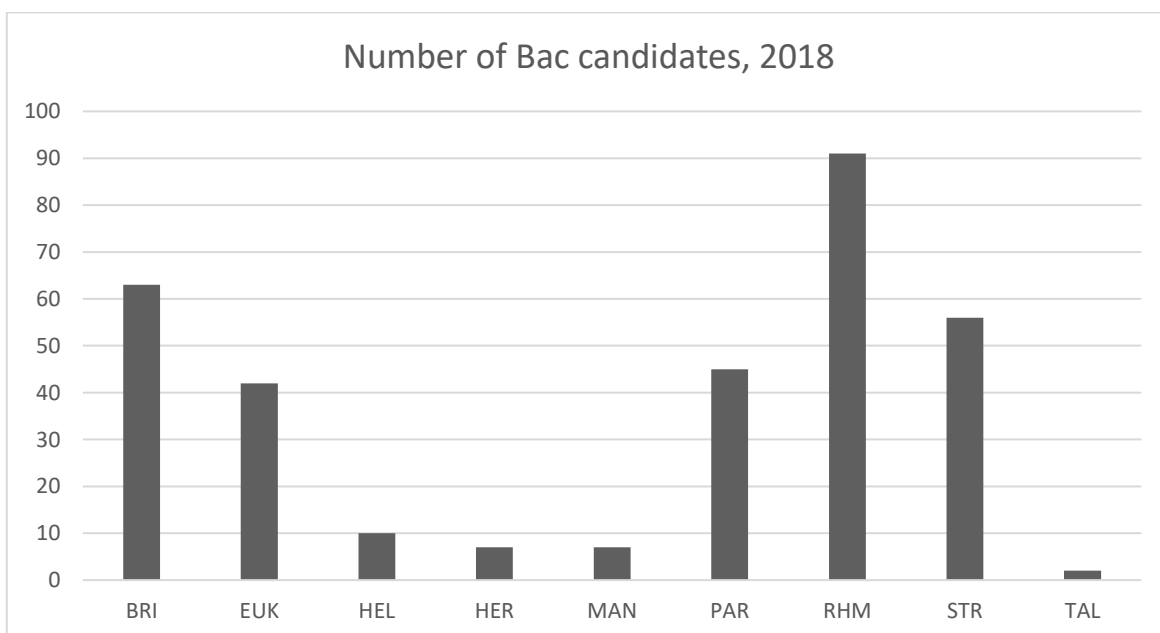


Annually updated fact sheets (Ref. 2018-11-D-21-en-2), giving more specific information on individual Accredited European Schools e.g. languages sections, dates of accreditation etc., are available on the website [www.eursc.eu](http://www.eursc.eu).

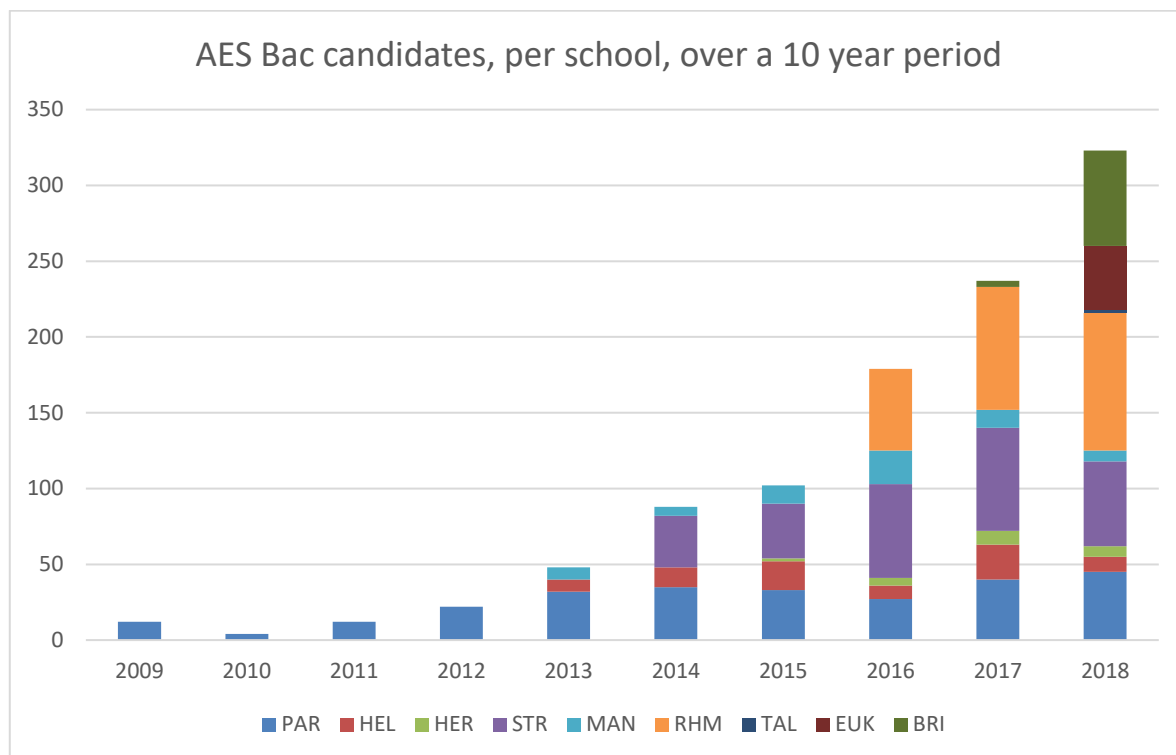
### The European Baccaulaureate in Accredited Schools

Of the 21 schools mentioned above, 10 have signed Additional Agreements, recognising the education provided in secondary years 6 and 7 and leading to the award of a European Baccaulaureate. At this level, the education provided must conform in every respect to the curriculum taught in the traditional European Schools.

In Summer 2018, 9 schools put forward a total of 323 candidates for the Baccaulaureate, as shown in the graph below.



Having signed an Additional Agreement in 2018, Europese School Den Haag Rijnlands Lyceum will be entering students for the Bac exams in 2019 for the first time. With an increase in Additional Agreements signed, there has been a regular annual increase in AES candidates being entered for the Baccalaureate exams. The evolution of total Bac candidates, and Bac candidates per AES, is illustrated in the following graph.



Detailed information on subject choices and pass rates, along with comparisons across all AES and ES can be found in the report on the 2018 Baccalaureate (Ref. 2018-09-D-12-en-6).

#### 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.

The annual, multi-annual, pedagogical, administrative and financial objectives of the OSG are set out in the document 'Multi-annual and annual plan 2019 of the Office of the Secretary-General of the European Schools' (Ref. 2019-03-D-19-en-1).



## IV. CONCLUSION

In the pedagogical area, under the Estonian 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. A new proposal will be presented at the Board of Governors' spring 2019 meeting.

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

Monitoring was organised by the PDU, under the supervision of the Board of Inspectors.

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 continue to carry out our mission increasingly well and meet our ambitious objectives.

The total pupil population increased by almost 300 pupils (1.1%) in 2018. This increase, which was smaller than in previous years (390 in 2016 but 200 in 2017 because of the closure of the European School, Culham), is due essentially to the slowdown recorded in the rise in pupil numbers in Brussels: historically around 400 pupils but around 300 in 2018. The number of Category I pupils increased again, with a rise of 395 pupils compared with 2017.

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. The enrolment policy allowed greater use to be made of the Berkendael transitional site.

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 even longer (2026).

There is still no certainty about the transitional site promised more than a year ago and the outlook for the future is unfortunately not very optimistic (Ref. 2018-11-D-31-en-1 – 'Situation of the European Schools in Brussels').

The European School family is continuing to grow every year.

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, including in particular a major improvement to the application used in the financial circuit.

The year 2018 was marked by the start of phased implementation of the new Financial Regulation. 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.

The past year was again a year of plentiful reflections. 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 Estonian and Greek 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 unflinching 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 2018 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 2019 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 2018 IN €

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

Date	Travel/subsistence expenses	Interpretation	Technical
April 2018	38.669	39.345	----
December 2018	43.388	<u>27.440</u>	<u>1.240</u>
<b>SUBTOTAL:</b>	<b>82.057</b>	<b>66.785</b>	<b>1.240</b>

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

Date	Travel/subsistence expenses	Interpretation	Technical
March 2018	17.682	8.695	620
November 2018	21.617	6.860	620
Other meetings	<u>174</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>39.473</b>	<b>15.555</b>	<b>1.240</b>

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

Date	Travel/subsistence expenses	Interpretation	Technical
BI, TC 2018	<u>128.926</u>	<u>48.170</u>	<u>3.030</u>
<b>SUBTOTAL:</b>	<b>128.926</b>	<b>48.170</b>	<b>3.030</b>

#### d) OTHER MEETINGS

Date	Travel/subsistence expenses	Interpretation	Technical
Working Groups, CEA, Troika Selection Committees (60120304)	32.471	21.710	2.050
Working Groups (60120306)	233.746	-----	-----
Courses (60120306)	82.177	-----	-----
Inspections (60120307)	<u>221.939</u>	<u>-----</u>	<u>-----</u>
<b>SUBTOTAL:</b>	<b>570.333</b>	<b>21.710</b>	<b>2.050</b>
<b>TOTAL:</b>	<b>820.789</b>	<b>152.220</b>	<b>7.560</b>

**GRAND TOTAL : 980.569**