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# Annual Activity Report 2025 of the Office of the Secretary-General

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Approved by the Board of Governors of the European Schools at its Meeting on 15, 16 and 17 April 2026 in Riga (Latvia)

<p><b>Budgetary Committee</b> Meeting on: 10-11 March 2026</p> <p><u>Proposal:</u></p> <p>The Budgetary Committee is invited to give a favourable opinion to the proposed Annual Activity Report 2025 of the Office of the Secretary-General.</p> <p><b><u>Conclusion:</u> The Budgetary Committee expressed a favourable opinion on the Annual Activity Report 2025 of the Office of the Secretary-General.</b></p>	Ref.: 2026-01-D-16-en-1
<p><b>Board of Governors</b> Meeting on: 15-17 April 2026</p> <p><u>Proposal:</u> The Board of Governors is invited to approve the Annual Activity Report 2025 of the Office of the Secretary-General.</p> <p><b><u>Conclusion:</u> The Board of Governors approved the Annual Activity Report 2025 of the Office of the Secretary-General.</b></p>	Ref.: 2026-01-D-16-en-2
<p><b>Final version approved by the Board of Governors at its meeting on 15, 16 and 17 April 2026 in Riga</b></p>	Ref.: 2026-01-D-16-en-3

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# 1. Introduction and executive summary

The Annual Activity Report 2025 of the Office of the Secretary-General (OSGES) provides a comprehensive overview of the management, achievements, and challenges of the European Schools' system during the 2025 calendar year, in accordance with Article 33.2 of the Financial Regulation. The report provides assurance on pedagogical quality, governance, financial management, and internal control. It highlights progress on priorities and identifies areas requiring further and/or continued attention.

In 2025, the OSGES operated within the framework of the Multiannual Plan 2025–2029 and the priorities of the Cypriot and Latvian Presidencies. A major strategic milestone was the **finalisation and approval of the [Mission and Vision of the European Schools System](#)**, establishing a shared long-term direction for the system.

The **Pedagogical Development Unit (PDU)** participated in strengthening quality assurance across the European Schools system throughout the year. Key actions aimed at supporting the implementation of the **Presidencies' priorities**, notably the Teachers' Fora in Parma and Nicosia and their follow-up actions, the development of a Teachers' Career Framework, and the system-wide survey of all European Schools (ES) and Accredited European Schools (AES) on wellbeing and quality of working conditions.

The Unit supported the preparation, adoption, and follow-up of key documents related to curriculum development and implementation, as well as activities linked to the elaboration of a European Schools Assessment Framework.

Significant progress was also made in **Continuous Professional Development**, with the launch of new courses, collaborative spaces, and inspector-led professional development activities, supported by regular newsletters on the CPD platform. This was complemented by the implementation of a new media platform enabling the delivery of in-house online training and the organisation of multiple training activities for different stakeholder groups.

In parallel, the PDU reinforced European cooperation, with a strong focus on participation in Erasmus+ programmes and closer collaboration with DG EAC. Throughout the year, the Unit continued to provide robust operational support to inspectors, working groups, schools, and governance bodies, underpinned by enhanced data analysis, reporting, and internal coordination.

The **66<sup>th</sup> European Baccalaureate session** was successfully organised for 3,245 candidates from 31 schools, achieving a **success rate of 99.66%**. The continued expansion of digital correction through the Viatique platform further improved security, efficiency, and transparency. Appeals and special arrangements were handled in accordance with established procedures.

During the reference year, the OSGES ensured **sound financial management** in compliance with the applicable Financial Regulation. Budget implementation was carried out in accordance with the principles of economy, efficiency and effectiveness, supported by established procedures, effective ex-ante controls, and appropriate segregation of duties.

Internal and external audits confirmed the overall adequacy and effective functioning of the financial management and internal control framework. Where recommendations were issued, action plans were defined and followed up thoroughly.

On this basis, the Authorising Officer by Delegation was able to provide reasonable assurance as to the legality and regularity of the underlying transactions and the proper use of the resources entrusted.

## 2. Mission and Vision

<p><b>Vision</b></p>	<p>The European Schools will empower its pupils throughout the provision of high-quality education that nurtures curiosity, creativity, critical thinking, adaptability, and a lifelong passion for learning.</p> <p>By embracing shared European values, innovation, inclusion, and evidence-informed practices, pupils will be equipped with resilience and confidence to navigate in a rapidly evolving world and bridge cultures across Europe and beyond.</p> <p>The European Schools will be a model of excellence, contributing to dialogue and cooperation with educational actors and policymakers. Through a steadfast commitment to quality and continuous enhancement, the European Schools will not only meet future challenges but will shape a brighter and more interconnected future.</p>	
<p><b>Pillars of development</b></p>	<p><b>Educating for tomorrow</b></p>	<p><b>Our role and ambition in education in Europe</b></p>
	<p>We aim to:</p> <ol style="list-style-type: none"> <li>empower pupils to be adaptive, innovative, responsible and independent learners by equipping them with the key competencies for lifelong learning;</li> <li>enable pupils to develop essential core skills as well as transformative competencies, including soft skills, digital literacy, creativity, critical thinking and sustainability awareness;</li> <li>implement pupil-focused, evidence-informed innovative teaching <u>methods</u>;</li> <li>develop a flexible and evolving curriculum with interdisciplinary <u>pathways</u>;</li> <li>ensure a robust quality assurance model to support continuous improvement.</li> </ol>	<p>We aim to:</p> <ol style="list-style-type: none"> <li>actively contribute to the development of European education across the <u>EU</u>;</li> <li>foster cooperation with local, national and international educational <u>organisations</u>;</li> <li>increase the visibility of the European Schools in EU Member <u>States</u>;</li> <li>provide high-quality professional development training and career opportunities to support our educators in the European Schools.</li> </ol>

<b>Mission</b>	<b>The European Schools' system provides high-quality, multilingual, multicultural, and inclusive education for its pupils from nursery until the end of secondary cycle. Rooted in European and democratic values, the system fosters citizenship, intercultural understanding and cooperation, equipping pupils with the competencies necessary to thrive academically, socially and personally in a diverse and a rapidly changing globalised world.</b>			
<b>Values</b>	<b>European identity</b>	<b>Multilingualism and Multiculturalism</b>	<b>Collaboration</b>	<b>Inclusion</b>
	<ol style="list-style-type: none"> <li>1. We integrate the European dimension in our pedagogy.</li> <li>2. We provide high-quality education and uphold European values that include human dignity, freedom, democracy, and equality, rule of law, respect for human rights, as well as inclusiveness, equity and sustainability.</li> </ol>	<ol style="list-style-type: none"> <li>1. We provide education in all official languages of the EU, from nursery to upper-secondary, culminating in the European Baccalaureate.</li> <li>2. We are committed to upholding and preserving our national languages and cultures.</li> <li>3. We provide a multicultural education through the curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils from different language sections study some subjects in mixed language groups.</li> <li>2. Teachers across EU Member States collaborate in teaching, sharing and exchanging best practice.</li> <li>3. Inspectors from all EU Member States collaborate and provide professional advice on pedagogical developments and collaborate in decision-making processes.</li> <li>4. We promote the active participation of all stakeholders, including pupils, parents, educators and administrative staff in decision-making processes.</li> </ol>	<ol style="list-style-type: none"> <li>1. We provide learning opportunities to enable all pupils to reach their full potential, regardless of their background, identity or ability.</li> <li>2. We support the wellbeing of pupils and staff in our schools.</li> </ol>

### 3. Education and Pedagogy

**The Deputy Secretary-General** has particular responsibility for all education and pedagogical matters, in liaison with the Boards of Inspectors. **The Deputy Secretary-General (DSG) service** consists of the Pedagogical Development Unit, the European Baccalaureate Unit and the Central Coordination for Educational Support and Inclusive Education. The Deputy Secretary-General service contributes to coherent progress and improvements in education and pedagogy in the European Schools' system.

The Deputy Secretary-General service contributes to ensuring that the decision-making bodies, namely the Boards of Inspectors, the Joint Teaching Committee (JTC), the Budgetary Committee (BC) and the Board of Governors (BoG), function correctly by supporting and following up on their decisions in the areas of education and pedagogy.

Another key task of the Deputy Secretary-General service is to coordinate quality assurance for teaching, learning and assessment in the European School system, liaising with the Boards of Inspectors and the various working groups, including the Quality Assurance Working Group.

The Deputy Secretary-General service also works closely with the presidency of the European Schools, assisting its coordination with the above-mentioned bodies on educational and pedagogical matters.

As the term of office of presidency of the European Schools covers two school years and as the planning of priorities and of different actions are aligned with the presidency's school year planning, the priorities of the 2025 calendar year in this report reflect the objectives of both the Cypriot and the Latvian Presidencies.

During the reference year 2025, the IAS finalised the audit on governance in pedagogy, aiming to assess whether the governance arrangements in the pedagogical area are adequately designed and effectively implemented. The OSGES actively contributed to the review of documents, participating in various interviews and offering support for the analysis of the collected data and recommendations. An action plan following the Audit Report was developed (to be implemented over two years).

#### I. Pedagogical Development Unit

The OSGES Multi-Annual Plan 2025-2029 and the priorities of the Italian, Cypriot and Latvian presidencies established the framework for the unit's main activities for the 2025 reference year. The following summary of activities documents the PDU's role in furthering the development of teaching, learning and assessment in the ES system, facilitating and coordinating professional development for the educational staff, and supporting data-driven decision-making.

### 1) Activities implementing the priorities of the Italian Presidency (2023-2024)

As a follow-up to the Teachers' Forum in Parma, several webinars were held at the beginning of 2025 based on the workshops held during the event. Specifically, the following actions were carried out in 2025:

- English as a Foreign Language to Promote Plurilingual and Intercultural Education [EN] (Webinar, 2025) - 17 participants / certificates.
- Webinar: European Citizens in Nursery [EN] (Online, 2025) - 32 participants / certificates
- Webinar: Project Climate Council. Students: Reduce the Climate Footprint of Your School in 8 Months! [EN] (Online, 2025) - 23 participants / certificates
- Webinar: creITivity extended (plurilingual and intercultural education) [EN] (Online, 2025) - 36 participants / certificates

In October 2025, the "Teachers Career - Working Group", chaired by the Italian Presidency presented its deliverable entitled "Teachers Career Framework" to the Joint Teaching Committee following its priority on "*Reinforcing Ethical and Pedagogical Best Practices Pinpointing the European schools.*" This document will guide the work of specific working groups, including the recently approved Continuous Professional Development WG and the working groups established to implement the IAS Report Recommendations in the area of pedagogical governance.

### 2) Activities implementing the priorities of the Cypriot Presidency (2024-2025)

The PDU actively supported the Teachers' Forum and collaborated in the dissemination of the event. The audiovisual content was produced according to the visual identity developed for the platform, including consistent graphic elements, subtitles, descriptions, and chaptering. The final videos were then published on the CPD platform, ensuring controlled access and long-term availability of the content for teachers and stakeholders. The Unit contributed to the thematic panel debating recent developments in the learning for sustainability area.

In March 2025, the PDU supported the Cypriot Presidency and rolled out its survey to all ES and AES ("*Well-Being and Quality of Working Conditions Within the ES System*"). The results of this survey were presented at the October pedagogical meetings and to the Board of Governors in December.

The PDU also supported the priorities of the Cypriot Presidency in the sustainability area.

### 3) Activities implementing the priorities of the Latvian Presidency (2025-2026)

The Latvian Presidency presented its priorities to the pedagogical meetings in October 2025. The Pedagogical Unit will support the Presidency with the activities related to Priority 1 - Visibility and Growth of European Schools (notably the specific activities dedicated to promoting the Mission & Vision of the ES), and Priority 2: Wellbeing of Pupils and Teachers (in particular the Teacher Forum and Pastoral Care for Pupils).

#### 4) Curriculum development and implementation

The PDU supported the preparation and follow-up of the key documents for curriculum development and implementation, approved during the **February and October 2025** pedagogical meetings:

- *Structure of all syllabuses in the European Schools system.* The new structure is focused more clearly on the competences defined as learning outcomes and ensures a harmonised approach across the system
- *New procedures for writing a new syllabus or revising an existing syllabus in the European Schools system and an updated Quality Assurance check before approval of a syllabus.* Both documents contribute to increasing efficiency and transparency in the development or renewal of syllabi in the ES system.
- *Development of the Reference Framework Curriculum.* Start of preparatory work on the adoption of a European School Reference Framework Curriculum (conceptual clarifications, documenting national systems frameworks and good practices, reviewing ES regulations and relevant curricular documents at system level) in cooperation with the inspectors for the secondary cycle, representatives of the OSGES and other stakeholders.
- Renewal/development of new syllabi (for example, Economics s6-s7; Romanian L1 s4-s7; Swedish L1 primary)
- Updating of the list of "Complementary subjects taught in s6 and s7 in the European and Accredited European Schools"
- Establishment of a working group on the creation of different WGs on revising or developing different syllabi (e.g., common L1 syllabus for the primary cycle, Geography secondary, European Hours primary)
- Definition of the process and monitoring of the updating, translation and publication of all secondary L1 language syllabi (2025-09-D-34-en-2)
- Fine-tuning of key curricular documents (e.g., Language Policy; Summative assessment s4-s6)
- Implementation of the New Assessment Tools in the Primary Cycle (2025-01-D-59-en-2)
- Updating of the *Handbook for the Model European Council of the European Schools* (2023-09-D-43-en-3)

The development of a new 4-period ICT programme continued in 2025. An advanced draft of the syllabus was sent by the working group to the OSGES in October 2025. With the support of Joint Research Centre experts, the syllabus will be sent to the relevant bodies for official approval in 2026 and its implementation will begin in the 2026/2027 school year.

Following the Board of Governors' decision of December 2024 to centralise the Intermath project within the Office of the Secretary-General as of 1<sup>st</sup> January 2025, and in line with the updates made to the *Internal Structures* document (2019-04-D-13 – Annex 1), the PDU implemented a coherent set of

actions to ensure a smooth transition and effective system-wide deployment of the Intermath project approach across the European Schools and Accredited European Schools.

Activities undertaken to prepare for the transfer of responsibility from EEB2 to the OSGES included:

- Migration of Intermath pedagogical resources from the former external website to the CPD platform, ensuring GDPR compliance, accessibility, version control and long-term preservation.
- Updating of Matific platform content to reflect the latest revisions to the primary Mathematics syllabus and ensure pedagogical alignment.
- Creation of the P2 Teachers' Handbooks (EN/FR) in collaboration with inspectors, including pedagogical editing and final formatting.

The activities carried out laid the structural, financial and pedagogical foundations required for centralised management, ensuring system-wide consistency and long-term sustainability of the Intermath programme. Through its centralised approach, the program continued to offer guidance to schools on the use of Intermath teaching materials, clarification of implementation procedures and responses to school-level queries. At the same time, the training for Mathematics and Matific Coordinators continued, focusing on classroom implementation, monitoring tools and coherence with updated learning outcomes. Another relevant development was the support provided for the deployment of the Magrid digital educational tool to support neurodiverse learners.

In April 2025, the Board of Governors approved the proposal to create a seconded post of Coordinator for Sustainability and Digital Education within the Pedagogical Development Unit. A selection process was organised and the selected expert, on secondment from Greece, joined the PDU on 1<sup>st</sup> January 2026.

The PDU was also responsible for following up on more than 30 documents approved by the Joint Board of Inspectors, the Joint Teaching Committee, the Budgetary Committee and the Board of Governors from the different working groups (planning, preparation, follow-up, updating of documents, drafting of memos, information to the schools and general assistance). Overall, more than 120 documents were prepared for inclusion in the pedagogical meeting agenda.

## **5) Assessment**

The PDU supported the activities and respective priorities of the Assessment Policy, Assessment Primary and Assessment Secondary working groups. During the reference period for this report, the Assessment Policy Working Group began work on developing a "European Schools Assessment Framework", designed in parallel and following the decision to develop a "European Schools Curriculum Framework" (see above) and "Primary Curriculum" (by the "ES Curriculum Taskforce/Enlarged WG"). Both working groups presented an interim report during the pedagogical meetings in October 2025. Both documents are scheduled to be approved in February 2028 and to enter into force in September 2028.

The "Summative assessment from s4 to s6 in the European Schools" (approved in February 2024) entered into force for s6 in school year 2025/2026. Based on the feedback provided by school management, inspectors, teachers, pupils and parents' representatives, the Pedagogical Development Unit will continue to fine tune and monitor the pedagogical and organisational implementation of the document.

2025 also saw the successful implementation of the changes in the SIS system required to reflect the changes in assessment tools for primary cycle, with improved school reports for both semesters.

## **6) Language Policy of the European Schools 2019-01-D-35**

In the framework of the Language Policy and the priorities of the Presidency related to the promotion of the Mission and Vision document, the PDU developed dissemination materials designed to raise awareness of the importance of mother-tongue education. In particular, brochures explaining the scientific basis for promoting mother-tongue education were created with the support of the Inspectorate and the directors. The PDU therefore contributes to the schools' communication with teachers, parents and other stakeholders, offering clear and accessible communication materials adapted to these audiences. Some of these documents will be presented to JBI and JTC in February 2026.

## **7) Continuous Professional Development**

During 2025, the CPD platform project was consolidated and initiated with several courses, particularly those focusing on cross-curricular topics and collaborative spaces, together with oversight of the use of the platform for the professional development activities carried out by Inspectors and Schools. A series of Newsletters was implemented to disseminate information about the platform and the professional development opportunities available to educational staff.

Another parallel project completed with the support of the ICT Unit was the implementation of a media platform (<https://cpdmedia.eursec.eu>) that serves as support for the multimedia resources used in the online training opportunities developed in-house. This open-source tool ensures complete compliance with the GDPR and specific requirements regarding the use of personal image and recorded material, according to the consent forms that have been revised and approved by OSGES' DPOs.

The platform is also being consolidated to serve as an alternative for hosting new Online Professional Communities (OPCs), and all existing OPCs are expected to be transitioned towards the platform environment in the near future, with the clear goal of easing access for all educational staff, both of European Schools and Accredited European Schools. By the end of 2025, three OPCs were initiated and will consolidate their use during the first semester of 2026 (OPC SWEDISH L1 - Nursery and Primary; OPC ES NP SPANISH; OPC ES SEC SPANISH L1-L4)

The following online courses were already completed in 2025:

- Training sessions for Tenant Admins (CPD platform) - hybrid, 12/2025 (12 participants / certificates)

- Webinar series: Career guidance requests made easy. Effortless and Secure Workflow Automation (14 participants / certificates)
- Webinar: Exploring "My House of European History" (Online, 2025) (16 participants / certificates)
- Webinar: HistoriCall. A New Way to Teach European History. (Online, 2025) (14 participants / certificates)
- Intro to the Moodle platform (pilot phase) (27 participants)
- Pilot course: Universal Design for Learning (UDL): an Introduction (course, online, 2025) (30 participants)
- Introduction to Generative AI educational use in the European Schools (online, October 2025) (30 participants)
- Teaching with Europeana (ES Munich - 03.11.2025) (20 participants)

The following online inspector-led courses have been completed in collaboration with the PDU:

- In-service training for Educational Advisers in the European Schools (hybrid, 2024-2025) (33 participants / certificates)

The PDU continued to support the OSGES's work on inclusion and accessibility. In March 2025, a training programme was organised for Educational Support Coordinators, with the PDU supporting the initiative via a pilot space in the CPD platform (66 participants).

The PDU collaborated in the organisation of management training in Alicante (21 – 22 March). The footage of the sessions as well as some of the workshops, and the interviews with the main keynote speakers were shared on the online CPD platform for further dissemination. 112 certificates were provided to all the participants who successfully completed the training.

The PDU also supported activities relating to the induction of new teachers, after the "Induction of new teachers" WG finalised its mandate in June 2024. The main contributions included developing and updating the Welcome Guide (a redesigned edition in English was published in September 2025 and translated into French and German immediately afterwards with the collaboration of colleagues from the BAC Unit), in addition to producing various induction documents and multimedia materials. An online version of the Welcome guide was created and made available to the ES pilot schools for the training of their teachers, if required.

The PDU collaborated actively with the inspectors in the in-service training activities that were developed during 2025. The PDU was also directly responsible for assisting the relevant inspectors with the implementation of activities dedicated to the induction of new inspectors, including participation in the training sessions and regular assistance with SharePoint, the online CPD platform and MS Teams.

Visual identity and content production: in parallel with all these activities, significant work was carried out on the design of a coherent visual identity for the CPD platform and the related production of the first audiovisual course contents, including video editing, subtitling and adaptation of existing materials.

In the last quarter of 2025, internal training sessions were provided for all interested colleagues at the Office on the use of the CPD Moodle platform (to enable the creation of potential collaborative spaces in the future) and the use of the media studio (RapidMOOC) for multimedia content creation.

PDU has started negotiations with other external public institutions on exchanges of training materials produced in-house. Specifically, the EC DG EAC (via the colleagues in charge of the European Schools Education Platform) has already offered some training materials that are currently being analysed in order to understand how to adapt them to the ES system. Several discussions are in progress with training institutions in Ireland (Mayo Centre) and bi-lateral collaborations have been initiated on the use of Moodle and training spaces. Finally, with the mediation of the Austrian inspector, other discussions are being held with the Austrian Federal Ministry of Education on similar collaborations. All these projects are still under development.

### **8) ERASMUS/European Projects, cooperation with DG EAC**

Increasing our participation in the Erasmus+ programme remains a key priority. In 2025, we completed the final training and job shadowing activities funded under a Short-Term Mobility project awarded in 2023. Over the year, the Erasmus+ Coordinator supported the organisation of 23 mobility projects (10 job shadowing activities and 13 training courses) across 10 different EU countries. These mobility projects benefited several units beyond the education and pedagogical area, including the Central Administration, HR, and the Data Protection Officer (DPO).

Job-shadowing activities were hosted by prominent institutions in several Member States, such as INTEF (Spain), the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse (Luxembourg), the Università degli Studi di Bologna and Università degli Studi Roma Tre (Italy), the Ufficio Scolastico Regionale per la Toscana (Italy), and the Defensor del Pueblo (Spain).

These events enabled participants to explore different educational systems, observe innovative methodologies and governance approaches, and bring back concrete ideas to improve our own organisational practices. In parallel, participation in structured training courses allowed staff to engage in peer exchanges with professionals from other education systems, strengthen their skills and explore innovative approaches to education, management, digitalisation and staff well-being.

Alongside the implementation of this mobility project, the PDU significantly reinforced its involvement in European project development. In 2025, the unit contributed to the preparation and submission of a total of 11 European project proposals, both as coordinator and as a consortium partner, including:

- 1 Teachers Academy
- 1 Jean Monnet Teacher Training Course
- 3 Forward-Looking Projects
- 4 Horizon Europe projects
- 1 Erasmus+ KA1 Accreditation (awarded)
- 1 Géant Innovation Programme

Furthermore, to optimise European project management capacities at both OSGES and school levels, the PDU discussed and laid the foundations for a targeted continuous professional development programme focused on European project preparation. In collaboration with an external provider, an

AI-enabled methodology was developed to support the structuring, drafting and alignment of EU project proposals, including Erasmus+.

The preparatory work conducted in Q4 2025 will lead to the delivery of a dedicated onsite training programme in Q1 2026, organised as three full-day sessions. The training will mainly target the staff and teachers at Belgian ES who are involved, or potentially involved, in European projects and will combine practical demonstrations, guided practice and peer exchanges. As a concrete outcome, participating schools will benefit from a tailor-made tool aligned with both European Schools quality standards and EU programme requirements.

Finally, to improve dissemination and the sharing of best practices, the PDU actively contributed to external initiatives by positioning its staff as experts in European and national events. In May 2025, the Deputy Secretary-General and the Digital Education Coordinator participated as experts in the professional development event entitled “The School in Europe, the School for Europe: Towards a European Education Area”, organised by the Ufficio Scolastico Regionale per la Toscana in Florence. In November 2025, the Digital Education Coordinator also took part as an expert in the Rencontres internationales de la formation at Université Lumière Lyon 2, organised by the École Académique de la Formation Continue in Lyon.

The Digital Education Coordinator participated in meetings and activities of DG EAC working groups: 1) WG on Learning for Sustainability, where he was also invited as a panellist during the Education for Climate Day; 2) WG on Digital Education (contribution to the updating of the Ethical Guidelines for Educators on Using Artificial Intelligence). At the same time, representatives of DG EAC attended several WGs within the OSGES.

The Unit also contributed to the new **PISA-Based Test for the European Schools**. In September 2025, the data analyst represented the Unit in the two-day meeting at OECD headquarters in Paris. Together with other partners of “PISA for Schools” the meeting clarified the new requirements for pupils that will be part of the dataset for the PISA tests in February/March 2026. At the same time, the meeting clarified the conditions for using the released items from PISA and creating a database (e.g., in Mathematics ) to disseminate the approach chosen in PISA exercises. Work has begun on extracting the mathematical items released into a database.

## **9) Procurement of online tools and projects; simplification of workflows**

The most complex project carried out throughout 2025 was the replacement of our current School Information System. PDU members were included in the core team lead by DSG that designed the call for tender and evaluated the tenderers.

The procurement launched for the CPD training contents did not receive any compliant bids due mainly to GDPR compliance restrictions. Other alternatives were found to provide contents for the platform, which is expected to be consolidated by using the Framework Contracts authorised by the European Commission, developing content produced in-house, purchasing new authoring tools, concluding direct contracts for content provision with experts, and preparing for the purchase of several licences for commercial third-party content, to be consolidated by the first term of 2026.

The PDU also contributed to internal capacity-building by organising a series of structured workshops designed to clarify roles, responsibilities and workflows within the team. These working sessions led to the creation of two complementary outputs: a functional organisational chart to clarify internal roles and reporting lines, and a more comprehensive presentation of the education and pedagogical area at the OSGES, outlining missions, areas of responsibility, and modes of operation. These activities ensure greater transparency, shared understanding, and more effective internal coordination. An internal online knowledge base was launched and is being regularly updated.

### 10) IT PEDA working group

The PDU was directly involved in the activities of the IT PEDA working group, including the following specific inputs:

- **School Information System (SIS) Replacement.** The group monitored and supported the procurement and preparatory work for the new SIS – the most significant IT project in the ES system – focusing on the pedagogical specifications of the new SIS in particular.
- **Generative AI Framework and Guidelines.** The group developed a Framework and Legal/Pedagogical Guidelines for the Educational Use of Generative AI in European Schools. These documents were approved by the Board of Governors in April 2025, with implementation beginning on 1<sup>st</sup> May 2025. Training for educational staff was developed and aligned with the DigCompEDU competency framework, targeting proficiency levels A2-B1.
- **Microsoft Teams Chat Policy Changes.** Following cyberbullying incidents, the group supported and informed the decision to deactivate the private chat functionality for pupils on Microsoft Teams in November 2025.
- **Professional Development Platform.** The group monitored the development of the CPD online platform (<https://cpd.eurisc.eu>), offering training resources including the generative AI course. The platform supports collaborative spaces, Online Professional Communities (OPCs), and provides access to both internal and external training content.
- **Digital Portfolio for Music.** The group addressed requirements for the s6-s7 Music digital portfolio and initiated the testing of potential solutions that meet GDPR compliance, equal access, and long-term file ownership requirements.
- **ICT Charter Revisions.** Both staff and pupil ICT charters were revised to incorporate AI governance, updated IT security measures, and address cyberbullying concerns.

### 11) Main activities supporting the Boards of Inspectors and working groups

#### Pedagogical meetings

During the reference period for this report, the PDU provided support to the Presidency (Cypriot and Latvian) for the organisation of pedagogical meetings and follow-up activities. A pilot project was launched under Cypriot Presidency in order to improve efficiency, avoid the repetition of certain presentations and dedicate more time to pedagogical discussions and debates. As a first step, it was proposed to extend the duration of the Joint Board of Inspectors for the nursery/primary and secondary

sectors and eliminate the separate sessions. Following this pilot project organised in February, a survey of all Inspectors was conducted to gather their opinions on these new arrangements. The PDU drew up a report on this feedback, which was shared with OSGES management, the Inspectorate and the Internal Audit Services, within the governance of the Pedagogy audit.

In the light of the answers received, the Latvian Presidency decided to adopt the same arrangements for the organisation of the October meetings and to review the current structure of the agenda, in order to minimise overlaps and ensure sufficient time for essential pedagogical discussions. Three new sections were created:

- Section IV: “Written communications” (A Points) – Direct decision; items requiring a decision without a presentation or a discussion (similar to “A items” for the Board of Governors).
- Section V: “Ancillary to the agenda”; all documents or items that are intended purely for information, require no presentation, and do not require any opinion or decision.
- Section VII: “For information only”; all documents previously listed under “Written Communications” for information only – without presentation or discussion, published directly on DOCEE in a folder labelled “FOR INFORMATION”, separate from the main meeting folder (same as for the Board of Governors). Includes the results of written procedures, or documents approved by previous Boards. These documents appear in the final part of the agenda.

Following the gathering of several opinions, the names of the new sections will be revised as follows:

IV.	A ITEMS - FOR DIRECT APPROVAL WITHOUT PRESENTATION/DISCUSSION
V.	ANCILLARY TO THE AGENDA - FOR INFORMATION ONLY – WITHOUT PRESENTATION/DISCUSSION
VII.	FOR INFORMATION ONLY – PUBLISHED DIRECTLY ON DOCEE

### Working groups

As mentioned below, the PDU held a significant number of working group meetings: 35 in situ, 5 hybrid and 56 online. The support included the organisation of and participation in these meetings according to expertise. In the reference year of the report more than 50 WGs were active, having organised at least one meeting. Work on developing a database of the WGs started in 2025, as a first necessary step towards an automatised process of collecting information on the activities and main outcomes of WGs. This work will continue in 2026.

### Curriculum trainings coordinated by the Inspectorate

The PDU supported the organisation of a large number of in-service training courses (including the annual in-service training for Management in cooperation with the DSG Assistants) – *Decentralised, Centralised, Train the Trainers and On-line format* – according to the CPD framework and the 10-year cycle according to the revision of (N/P/S) syllabi.

During 2024-2025 school year, 30 training courses were organised: 17 online, 11 in situ and 2 hybrid. The estimated number of INSETs planned for 2025-2026 school year is 33.

### **Inspectors' Team activities**

The PDU provided active support to the Central Planning Committee (CPC) in drawing up the initial schedule of the inspectors' team's activities, drafting the CPC's report on the previous school year and finalising the schedule of the inspectors' team's activities for the 2025/2026 school year.

These activities included Whole School Inspections, audits of Accredited European Schools and evaluations of Locally Recruited Teachers. In cooperation with the OSGES Central Administration – Accredited European School Team and the HR Unit, the PDU requested information concerning inspectors' availabilities for the school year in question, composed the inspection teams and drew up a schedule of their activities.

Finally, the PDU coordinated the schedule with an inspector of the Quality Assurance Steering Committee (member of the CPC) prior to its approval by the CPC. The final schedule was sent to the Inspectors, ES and AES Schools, among others.

### **Whole School Inspections (WSI)**

The PDU supports the WSI Steering Group in organising Whole School Inspections and Follow-Up Inspections in European Schools throughout the year and its activities include managing communication and document exchanges between the Steering Group, the inspection teams, and the schools. The third round of the WSI (2021-2025) is now complete, and a report summarising this cycle has been presented.

The PDU supported the following inspections in 2025:

- Report of the Whole School Inspection at the European School of Varese from 10 to 14 March 2025.
- Report of the Whole School Inspection at the European School of Luxembourg II from 12 to 16 May 2025.
- Follow-up WSI European School Luxembourg I
- Follow-up WSI European School Bergen
- Summary of the third round of Whole School Inspections

The fourth round of the WSI began in October with the implementation of the new framework for the organisation of the WSI 2025-2029. The PDU supported the following inspections:

- Report of the Whole School Inspection at the European School of Frankfurt from 13 to 17 October 2025
- Report of the Whole School Inspection at the European School of Karlsruhe from 17 to 21 November 2025
- Follow-up WSI at the European School of Alicante

## 12) Reports, Statistical Analyses, communication with the schools

### Report on subject failures and repeat rates in the European Schools.

As of this year, the report has been renamed from “*school failures*” to “*subject failures*” to better reflect its purpose. For the first time, the report was developed using the new statistical tool, **Tableau**, which enabled further improvements in data quality.

Following the remarks received during the presentation of the report to the Joint Teaching Committee in October 2024, the PDU launched an investigation of the Mathematics baccalaureate results in the European schools. The current status of the analysis is the following:

- Visualization of Mathematics grades across time for subsets of pupils with some properties (e.g., monitor over time the results of pupils who have chosen maths 3 in s6).
- Development of an item database for Mathematics baccalaureate exams, to enable further topic-by-topic analysis of the grades in Mathematics during baccalaureate studies:
- Analysis of the grade distributions, notably according to the pupils’ linguistic section

### Report on the Provision of Educational Support and Inclusive Education in the European Schools.

This year, four main improvements were made to this report:

- simplification of the survey layout: questions and answers were displayed in the three vehicular languages and the display language for each tab of the survey can now be chosen;
- modification tested in data collection for pupils needing intensive support, in order to ease data aggregation, enable cross-analysis and avoid errors;
- an automatic script designed to extract data automatically from school spreadsheets into a “master spreadsheet”.
- additional check and control of data sent by schools (the Educational Support module from the new School Information System could further support this process).

The PDU contributed actively to the development of other reports in cooperation with various units:

- the syllabus webpages on our website were improved this year, see <https://www.eursec.eu/en/european-schools/studies/syllabuses/> ;
- the Tableau tool for statistical reports was extensively tested, thanks to a fruitful collaboration with the OSGES ICT Development Cell;
- a tool to help planning B-Tests was further developed and used in EEB1 and in the AES Strasbourg;
- a full analysis of the diffusion lists for teachers and pupils was conducted, in order to help reduce the burden of Microsoft Active Directory management; the new “Classlink” robot for updating the distribution lists was tested, but the system is still experiencing bugs.
- support for the development of the BAC report: consolidation of data, new types of analyses proposed to be developed in the future;

- thanks to a close partnership between the OSGES and the JRC (Joint Research Centre), we were able to collaborate with experts from JRC on different matters, including Artificial Intelligence and the new syllabus 4 periods Computer Science s6-s7 course.

Audiovisual production played a key transversal role in supporting PDU activities in 2024-2025. The team produced and published recordings of Teachers' Forums and INSET trainings, while webinars and selected courses were created using Rapidmooc. A Rapidmooc training session at office level demonstrated its potential for wider use. Collaboration with other units (BAC, AES, DPO) and organisations as JRC ensured high-quality content. All materials were designed for accessibility, long-term use, and integration into the CPD platform, enabling effective dissemination of complex pedagogical content.

The Unit actively supported the management of online professional communities, assisting the activity of inspectors in the creation of the communities and providing regular support to AES staff for accessing the communities (i.e., Microsoft failure event).

### **13) Advising the Inspectorate, European Schools and Accredited European Schools on regulatory and pedagogical matters**

As in previous years, the PDU received and replied to frequent queries from school management, teaching staff, parents, pupils, Inspectors, and external partners on various matters, e.g.,

- Interpretation and application of regulations (General Rules, Structure and Organisation of Studies, Language Policy, etc.).
- Advice on pedagogical considerations raised in the conformity files or expression of interest files if requested by Accredited European Schools colleagues in the Office of the Secretary-General.
- Requests from school management.
- Curriculum and assessment related questions, including recognition of learning outcomes in other educational systems.
- Provision of guidance to Inspectors regarding the rules and procedures on how to organise WGs, in-service training courses, evaluations, syllabus development, etc., within the framework of the budget.

The increase in work dedicated to this topic is also linked to the growing number of requests received directly from Accredited European Schools, and several new Inspectors arrived in 2025.

A dedicated newsletter for teachers at the beginning of the 2025-2026 school year was developed with the main goal of providing an overview of the main pedagogical regulations and developments adopted/discussed during the pedagogical meetings in the previous school year.

#### **Other activities**

The PDU has also continued to offer its support in different areas, including:

- The adoption of several syllabi in close cooperation with the Quality Assurance Steering Committee; revision of procedures related to the development of new syllabi and reviews of existing syllabi.
- Support for the Education WG on Sustainable Development, notably for drafting a “Learning for Sustainability” vision document in support of the “Mission and Vision for the European Schools” Task Force.
- Logistical support for the organisation of the Latinum Europaeum examination at the end of year 5.
- Logistical support for the Human Sciences (S3) book “The Mediterranean World”.
- Legal and administrative follow-up on certain pedagogical documents approved by the different Boards/Committees – including copyright and intellectual property (cooperation with Mr. Kari Kivinen (Education Outreach Expert of the EUIPO OBSERVATORY – European Union Intellectual Property Office - EUIOP).
- Dissemination of information (i.e. “EU level events and publications”, composition of ES Inspectorate) on the Pedagogical SharePoint and directly to the European Schools network.
- Revision of the guidelines on organising pupils’ mobility projects in the European Schools network
- Updating and management of the intranet Inspectors’ SharePoint.
- Updating of the Inspectors’ assignments and Domain of Expertise and Interests in accordance with the new nomination of Inspectors during the school year.
- Personalised induction of new inspectors.

### **Budget planning and monitoring**

The PDU was engaged in the preparation of budget forecasts for the 2026 budget exercise, covering the Inspectors’ main activities (JBI/JTC, working group meetings, audits, WSI, INSETs, and evaluations of seconded teachers in their second to fifth year, as well as locally recruited teachers), together with activities directly related to the PDU, such as the CPD platform.

This also involved planning and budget monitoring for: evaluations of locally recruited teachers; evaluations of seconded staff (including management); working groups and coordinators’ meetings coordinated by the PDU; centralised and “training-the-trainers” in-service training courses; the involvement of specialised external experts in specific working groups.

Additional budget-related tasks included:

- i) monitoring, verification and control of invoices submitted by experts, inspectors (for participation in working groups, INSETs, inspections, etc.), and schools (for teachers’ participation in INSETs); and
- ii) provision of support in the call for tenders for pedagogical materials for schools.

## II. European Baccalaureate Unit

In 2025, the European Baccalaureate Unit organised and ran the 66<sup>th</sup> session of the EB.

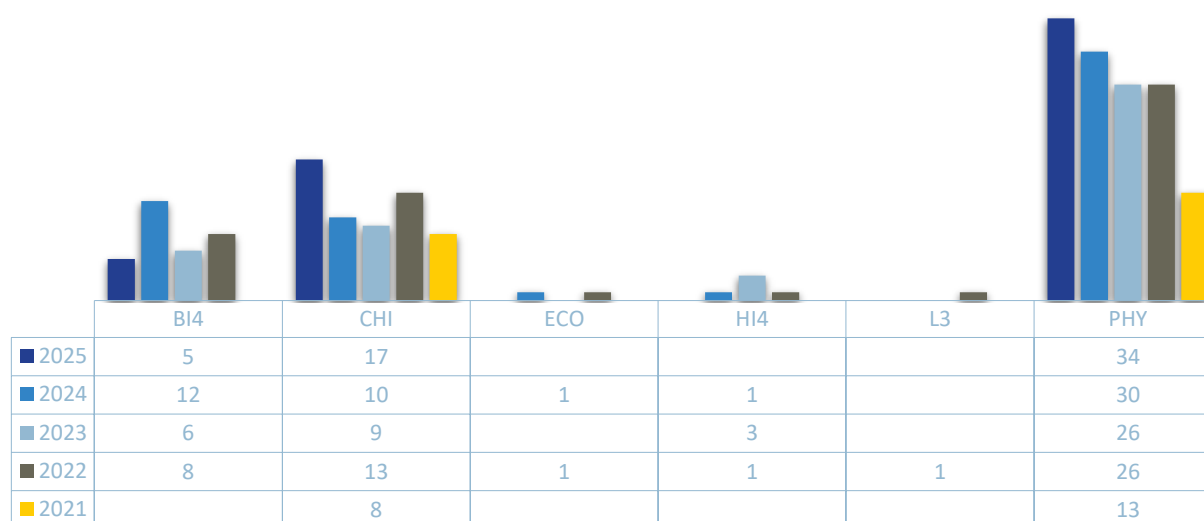
The 2025 European Baccalaureate session was successfully organised for 3,245 candidates from 13 European Schools and 18 Accredited Schools.

The second half of the 2025 school year was dedicated to preparation of the 2026 European Baccalaureate session. A total of 3,426 candidates are currently registered for a total of 17,130 written examinations and 10,278 oral examinations. More detailed information will be provided next year once the session is over.

### Article 13 of the Arrangements for Implementing the Regulations for the European Baccalaureate (AIREB): Additional written examination

For the 2025 EB session, the European Baccalaureate Unit analysed 76 requests based on Article 13 of the Arrangements for Implementing the Regulations for the European Baccalaureate, which states that candidates may be allowed to sit an additional written examination in an optional subject and sets out the conditions under which this may be granted. In total, 69 requests were accepted and 12 candidates withdrew their request before the examinations. Therefore, 57 additional written examinations were taken in the 2025 European Baccalaureate session under Article 13.

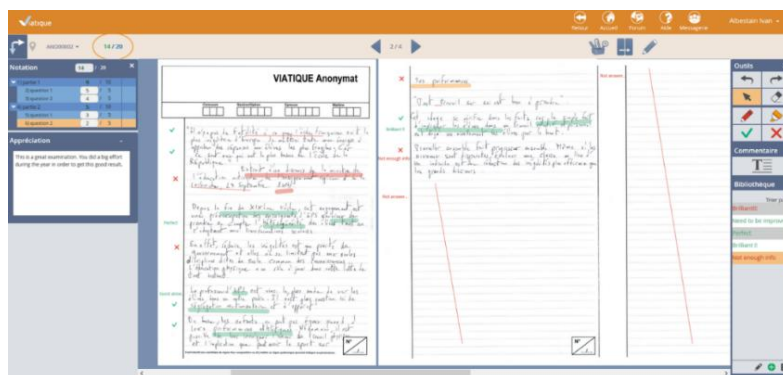
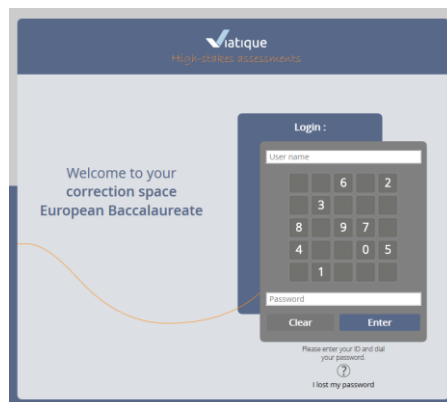
#### Additional Written Examinations - Art. 13



## Online correction of the European Baccalaureate scripts

The European Baccalaureate Unit prepared the Viatique platform, which was used for the ninth time (including its partial use for the September 2020 European Baccalaureate session) to correct the scripts of the European Baccalaureate 2025 session online. The platform (under the constant supervision of the European Baccalaureate Unit) is used to:

- enhance the security of the script-correction process;
- streamline and modernise logistics at the schools and correction centres;
- correct scripts anonymously, with the exception of Music and Art;
- manage third corrections;
- increase correctors' responsiveness by giving them direct access to the scripts to be corrected;
- provide a script storage system that facilitates their consultation by requesters;
- automate the transfer of marks to the schools' databases;
- offer correctors a convenient and easily accessible correction tool;
- provide a live statistical view of the status of corrections.



In 2025, Viatique was used for the first time by all 13 European Schools and 18 Accredited Schools in order to correct the long, written Pre-Baccalaureate examinations of the 2024–2025 school year. After several years of voluntary participation, the schools decided to digitise all their examinations to be corrected online (scientific and literary subjects). This additional examination session was also supported by the European Baccalaureate Unit.

## The European Baccalaureate examinations

The European Baccalaureate examinations are prepared by secondary cycle inspectors, assisted by teams of external experts. For the 2025 European Baccalaureate session, around 170 experts participated in the drafting of 342 examination papers (177 main papers and 165 reserve papers). Each examination paper was accompanied by suggested answers, assessment criteria, marking instructions and a marking grid. The European Baccalaureate Unit provides constant support to all the secondary inspectors and experts (including issuing invitations, booking meeting rooms/organising online meetings, dealing with payments, calculating costs) and helps with the layout of the examination papers.

The European BaccaLaureate Unit is responsible for printing and distributing the examination papers to the schools. Printing and shipping are done by external companies, but the examination papers are packed by the staff of the European BaccaLaureate Unit at the premises of the Office of the Secretary-General.



The European BaccaLaureate Unit organised 16,282 written and 9,735 oral examinations in 2025 (which required the participation of 395 correctors and approximately 312 oral examiners, plus the participation of all s7 teachers with pupils enrolled for the European BaccaLaureate session).

Of the 16,282 scripts, 407 were submitted for a third correction, another process coordinated by the European BaccaLaureate Unit. The first and main reserve session took place in June, and there was no need for a second reserve session (extraordinary session) in September.

### University observation of written examination papers

Every year the European BaccaLaureate Unit is also responsible for organising an external audit (university observation) of some of the examination papers. For the 2025 European BaccaLaureate session, the following examination papers were audited externally and found to be fit for purpose:

- Biology
- Chemistry
- Mathematics 3p
- Mathematics 5p
- Physics
- Language 1 Greek

### Scrutineering

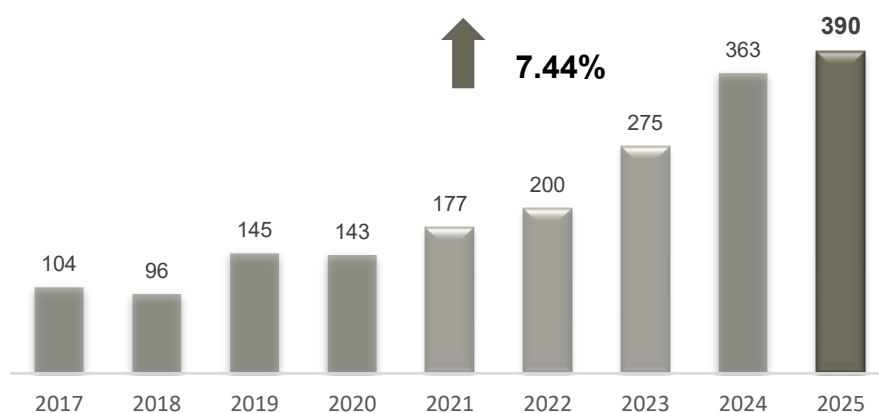
Scrutineering represent an additional layer of quality assurance of the European BaccaLaureate written examinations. It involves a thorough revision by some teachers attempting to answer the examination paper that will be proposed to pupils. It involves checking for errors and typos in questions, ambiguities and clarity of rubrics, level of difficulty, adequate length and time allocated to answer, ensuring the marking scheme is accurate, functional, and aligned with the required standards, etc.

The Mathematics 3p and 5p and English I, LIA, LII, LIIA examination papers were subject to scrutineering in the 2025 and 2026 session.

## Special arrangements for pupils with special education needs

Article 15 and Annex IX of the Arrangements for Implementing the Regulations for the European Baccalaureate permit candidates with special educational needs to apply for special arrangements when sitting their examinations. This procedure is organised by the European Baccalaureate Unit, which serves as a link between the schools and the inspector responsible for the special arrangements. For the 2025 European Baccalaureate session, appropriate arrangements were made for 390 candidates.

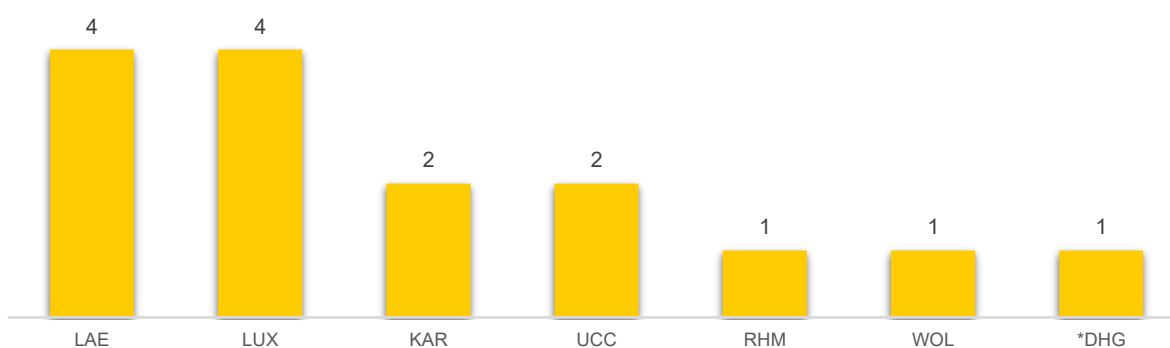
**Number of candidates with granted special arrangements**



## Appeals

The European Baccalaureate Unit has also handled 48 administrative appeals (33 resulting from the Pre-Baccalaureate examinations and 15 from the main session of the Baccalaureate examinations), offering support and assistance to the Chair of the 2025 European Baccalaureate session. Two of the appeals were also submitted as contentious appeals, which required the additional support of the European Baccalaureate Unit to provide the legal services used in preparing the case file.

**Appeals after the 2025 BACC session by school (15)**



## New developments

In 2025 the European Bacculaureate Unit continued to work on the terminology database (ESTER), which is a comprehensive compendium of terms used in the European School system in three languages: English, French and German.

In 2025 the European Bacculaureate Unit actively studied possible solutions for further digitalisation of examinations (written and oral).

## Report on European Bacculaureate 2025

More can be found in document 2025-06-D-31-en-5 – Report on European Bacculaureate 2025, approved by the Board of Governors in December 2025.

### Online Report on European Bacculaureate 2025



- Online interactive graphs with information from 2017
- Annex of the BAC Report with information from 2001



- Online Report on European Bacculaureate 2025:
- Online interactive graphs + Annex:

<https://bit.ly/bacreport25>

<https://bit.ly/bacdata25>



## 66<sup>th</sup> session of the European Baccalaureate

Presidency: CYPRUS  
Chaired by Prof. Eleftherios Klerides

### PARTICIPATING SCHOOLS



31

(+4)  
13 ES  
18 AES

3,263

17 withdrawals  
1 exclusion

### REGISTERED CANDIDATES



### INSPECTORS



32

11 new

3,245

+311 cand  
+10.60%

### PARTICIPATING CANDIDATES



### EXPERTS



170

+10

72

exams done  
during the reserve  
session

### ABSENCES



### EXAMINERS



1,702 (WR)

1,307 teachers  
395 externals

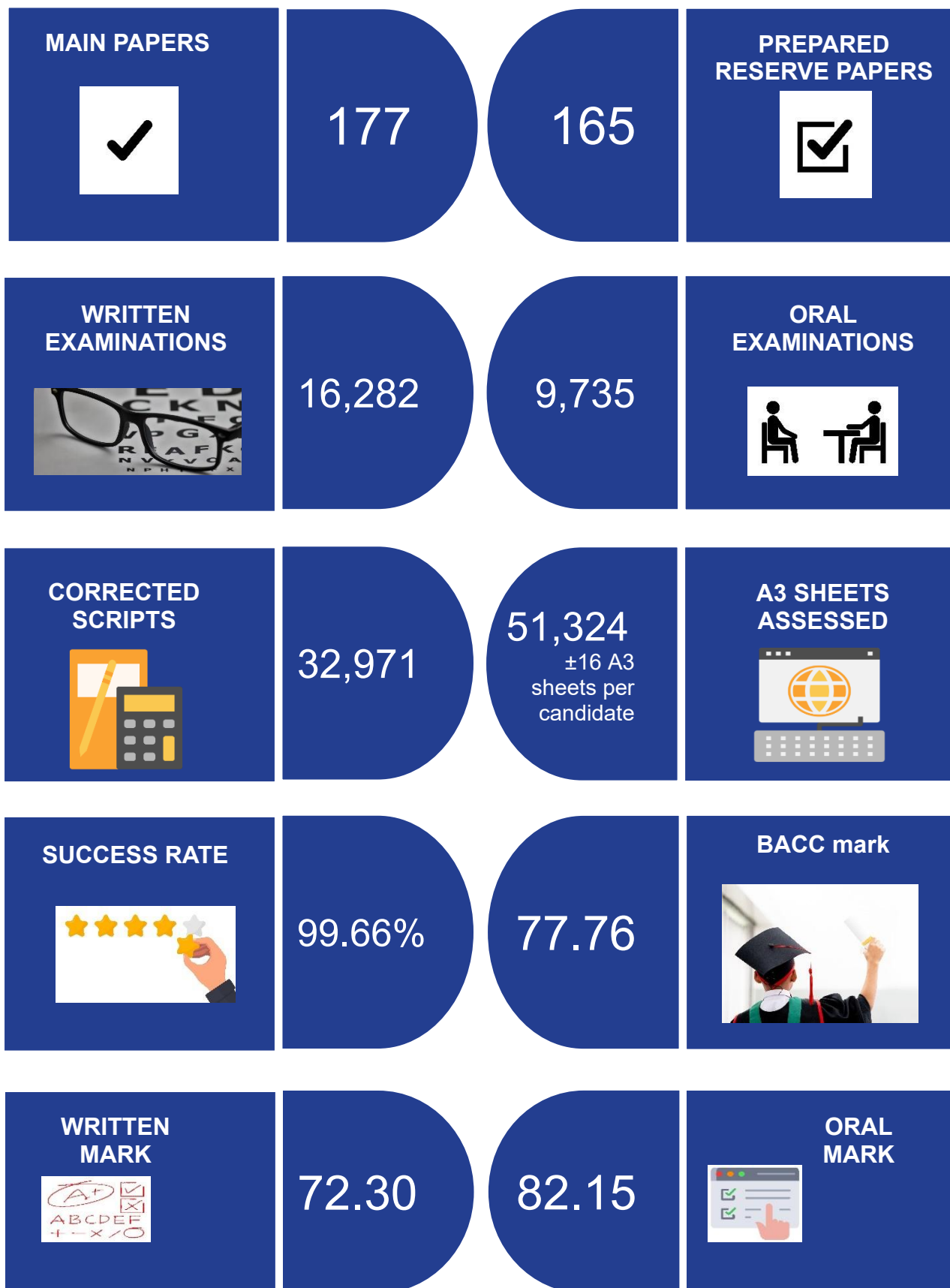
1,328 (OR)

1,016 teachers  
312 externals

80

### SCANNING OPERATORS & IT TECHNICIANS





### III. Educational support and inclusive education

#### 1. Educational Support and Inclusive Education – Action Plan Implementation & Regulations

- **Introducing flexibility to the European Schools Curriculum (Ref. Doc. 2024-05-D-19)**

In October 2025, a proposal introducing greater flexibility into the European Schools curriculum was submitted to the JBI/JTC and received a positive opinion with remarks. The document was subsequently revised in light of this feedback and is scheduled for submission to the decision-making Boards between February and April 2026.

- **Educational Support Assistants in the European Schools – Profile, job description and working conditions (Ref. Doc. 2024-06-D-14)**

This document was approved by the Board of Governors in April 2025. Following approval, additional implementation guidance was shared with the schools to support consistent application. The proposal to create a specialised support assistant role did not obtain the necessary endorsement and will be further analysed in cooperation with the Human Resources Unit during 2026.

- **Update of the list of assistive technology to be used in assessment situations**

In response to both the rapid development of assistive technology and the growing awareness among schools, pupils and families of its benefits for access to assessment, an updated list of authorised assistive technology tools was validated by the JBI in October 2025. This update ensures that schools can use current and appropriate technologies to support pupils' access to assessment.

- **Revision of the Procedural Document on Educational Support and Inclusive Education (Ref. Doc. 2012-5-D-15)**

Reflecting the need to adapt regulatory frameworks to evolving practices and to strengthen the quality and consistency of support provided to pupils, the Procedural Document on Educational Support and Inclusive Education was revised in 2025.

#### 2. External Evaluation of the Action Plan on Educational Support and Inclusive Education – European Agency for Special Needs and Inclusive Education (EASNIE)

Following the decision to establish a Service Level Agreement between the European Schools and the EASNIE, both teams worked together to prepare an introductory document as the basis for the SLA terms and the organisation of the evaluation to be conducted in 2026 and 2027.

### 3. Training

In 2025, two main training activities focusing on Educational Support Coordinators and teachers were carried out in an inclusive mindset. The **INSET Educational Support Coordinators** training took place in March and a new **UDL Introduction self-paced online training**, targeting all teachers, was finalised. This will be made permanently available to all teachers via the CPD Platform.

### 4. Pupil Wellbeing Framework and WG

In October 2025, the **Pupil Wellbeing Working Group** was established as a new system-wide initiative, aligned with the priorities of the Cypriot and Latvian Presidencies and with the European Schools' shared commitment to enhance pupil wellbeing.

The mandate and composition of the Working Group were approved by the Joint Teaching Committee in October 2025. Once established, the Working Group initiated activities in two key areas: mapping existing wellbeing initiatives at both school and system level and exploring the possibility of developing a system-wide Pupil Wellbeing Survey to support school self-assessment and inform future strategic actions.

### 5. Recurring yearly activities

- **The Educational Support Policy (ESP) Working Group continued its regular activities** as a forum for discussion and stakeholder consultation on matters related to Educational Support and Inclusive Education. In 2025, three formal meetings were held (January, June, and September), as well as additional informal exchanges.
- The **annual statistical report on Educational Support and Inclusive Education** was prepared in collaboration with relevant stakeholders and submitted to the decision-making Boards during the first semester of 2025.
- Throughout 2025, the Educational Support and Inclusive Education Coordination provided **guidance and support** to stakeholders.
- The 2025 annual **meeting with School Psychologists** focused on mapping their qualifications, employment status and core professional activities across the European Schools system.

### 6. Collaboration with European Institutions and European Advocacy/European Expert Organisations

- In 2025, the Central Coordinator for Educational Support and Inclusive Education actively represented the Office of the Secretary-General of the European Schools in several **working groups** of the European Commission Directorate-General for Education, Youth, Sport and Culture (**DG EAC**) **within the framework of the European Education Area**. These included the *Pathways to School Success*, *Early Childhood Education and Care* and *Equality and Values* working groups.

This participation supported the exchange of expertise and practices between the European Schools and European Commission networks.

In parallel, experts from the DG EAC were invited to participate in European Schools working group meetings, further strengthening institutional cooperation and mutual learning.

- The Educational Support and Inclusive Education Coordination also collaborated with departments of the **European Institutions responsible for inclusion, diversity and disability** to provide information and guidance on the organisation of educational support and inclusive education within the European Schools system.
- In addition, informal collaboration activities were carried out in 2025 with European advocacy and expert organisations, including the **European Dyslexia Association** and **Autism Europe**, to promote knowledge exchange and awareness in the field of inclusive education.

## Achievement of the pedagogical objectives

Priority 1	Implement curricular innovations	Status: Ongoing
Main steps	<ul style="list-style-type: none"> <li>- Meetings (in-situ and online) of the working groups focused on the Curriculum and on Assessment Reference Framework and regular updates to the relevant bodies</li> <li>- Revision of syllabi following their 10-year cycle</li> <li>- Review of the new syllabus for the 4-period ICT programme (S6 and S7) draft, with the support of European Research Council experts</li> <li>- Development of harmonised L1 and L1 advanced syllabi for secondary cycle</li> </ul>	
Achievements	Approval of renewed syllabi for Economics (S6-S7); Romanian L1 (S4-S7); Swedish L1 Primary	
Further necessary steps	<ul style="list-style-type: none"> <li>- Finalisation of the new syllabus for 4-period ICT (S6 and S7), with the support of European Research Council experts</li> </ul>	

<b>Priority 2</b>	<b>Improve existing data collection processes</b>	<b>Status:</b> <b>Ongoing</b>
Main steps	<ul style="list-style-type: none"> <li>- Check existing data with the support of the new Business Intelligence tool (Tableau)</li> <li>- Database cleaning (subject code courses, automatic checking of pupils' curriculum in BAC cycle)</li> <li>- Development of automatic controls (scripts) for checking survey data for the Educational Support Report</li> <li>- Investigation of specific learning outcomes (i.e., Math 3 and 5 period Bac results) and factors of influence</li> </ul>	
Achievements	<p>Development of the webpage enabling users to access the syllabi database. Support ES and the Accredited European Schools in providing accurate and updated statistical data More accurate databases (pupils, teachers, support staff) Improvement of the accuracy of the new class-link robot managing distribution lists</p>	
Further necessary steps	<ul style="list-style-type: none"> <li>- Improvement of the report on Repeat rates and Subject failures, in coordination with the directors of the ES and AES</li> <li>- Development with ES and the Accredited European Schools' specific recommendations on how to use the data for monitoring and school-level decisions</li> </ul>	

<b>Priority 3</b>	<b>Promote flexible approaches to address diverse pupil needs</b>	<b>Status:</b> <b>Ongoing</b>
	<ul style="list-style-type: none"> <li>a. <b>Flexibility in curriculum for pupils with special needs</b></li> <li>b. <b>Strengthen the recognition of alternative certificates</b></li> </ul>	
Main steps	<ul style="list-style-type: none"> <li>a. Flexibility in curriculum for pupils with special needs <ul style="list-style-type: none"> <li>- Prepare a proposal for the BoG (December 2025)</li> </ul> </li> <li>b. Establish the structure of alternative certificates <ul style="list-style-type: none"> <li>- Work with selected Member States to define the content of alternative certificates</li> <li>- Prepare a template and discuss with selected Member States</li> </ul> </li> </ul>	
Achievements	<p>The proposal for flexibility in the curriculum was submitted to the JTC and JBI in October 2025. Both boards gave a positive opinion with several comments. The proposal was revised in light of the comments and will be resubmitted to the JBI and JTC in February 2026 and to the BoG in April 2026. The Educational Support Policy WG has begun discussing the certificate structure and content in two meetings. This work expected to be finalised in 2026.</p>	

Further necessary steps	<ul style="list-style-type: none"> <li>- Flexibility measures: to be approved by the BoG in April 2026, revision of all related regulations, and analysis of first cases to be done in 2026/2027. Implementation in 2027/2028;</li> <li>- Certificate structure to be finalised and presented to the selected Member States in 2026.</li> </ul>
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<b>Priority 4</b>	<b>European Baccalaureate: Implement and develop role of Chief Examiner</b>	<b>Status:</b> <b>Implemented</b>
Main steps	<ul style="list-style-type: none"> <li>- Introduce the role of Chief Examiner during the 2025 BAC session</li> <li>- Review and analyse after the first implementation</li> <li>- If necessary, propose changes and further develop the role for the next sessions</li> </ul>	
Achievements	<b>The Chief Examiner role was implemented for the 2025 Bac session for subjects with over 100 scripts. It was well received and met expectations.</b>	
Further necessary steps	For the time being, no further steps are foreseen. The role will continue to exist under the same conditions as in 2025.	

## 4. Quality assurance in administration and finance

### A. Achievement in the ongoing business

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

The provisional budget implementation for the Office of the Secretary-General for 2025 was EUR 22.5 million representing a 14.6% increase with respect to 2024.

Expenditure relating to seconded staff in 2025 was 25.5% higher than in 2024. This increase can be explained mainly by the substantial salary adjustments applied in 2025. In addition, a new seconded post was incorporated in the organigram and the extraordinary departure allowance was paid at the end of 2025 to a departing Head of Unit.

Expenditure relating to administrative and ancillary staff rose by 7.2% in relation to 2024, mainly explained by the salary increases applicable to Belgian personnel, as well as by the creation of three AAS posts and three upgrades in the OSGES.

As regards other administrative expenditure, attention should be paid to the significant increase of 32.7% in ICT expenditure, which is explained mainly by the need to finance new projects for the benefit of the European School system, such as the new Human Resources platform and the Invoicing module in SAP. In addition, the cost of materials and licences continued to rise.

Buildings expenditure decreased by 2.2% when compared to 2024, reflecting the rise in rental costs and the stabilisation of energy-related expenditure for the OSGES premises.

The budget item 'OSG' includes a number of components relating to activities conducted for the benefit of the European School system as a whole. Its main components are the translation of documents for the different committees and interpretation services; reimbursement of costs relating to meetings of the Board of Governors, Budgetary Committee and Boards of Inspectors; expenditure relating to the conduct of European Baccalaureate examinations and litigation costs, as well as costs relating to the payment of experts. Budget implementation in 2025 rose by 21.2% in relation to 2024. The main driver behind this increase was the rising cost of the Baccalaureat process due to the increasing number of Accredited schools and pupils sitting these exams.

Miscellaneous administrative expenditure includes staff mission expenditure, office equipment and supplies, training of administrative and ancillary staff, telephone costs and expenses relating to internal meetings. This budget line includes smaller amounts and decreased by 38.7% with respect to 2024, thanks to significant efforts to cut costs, such as an increase in on-line meetings.

Finally, pedagogical expenses include reimbursements relating to pedagogical training courses organised by the inspectors. In 2025, The CPD platform began its operations, thus resulting in a budget implementation increase of 84.4%. This additional amount has been deducted from the training budgets of the schools.

	2024 actuals	2025 actuals	Variations %
Expenditure related to seconded staff	1.551.181	1.946.115	25,5%
Expenditure related to Administrative and ancillar	9.362.288	10.032.618	7,2%
Buildings	1.575.102	1.609.731	2,2%
ICT	3.602.395	4.780.173	32,7%
BSGEE	2.939.065	3.562.811	21,2%
Miscellaneous administrative expenditure	420.571	257.922	-38,7%
Pedagogical expenditure	147.124	271.277	84,4%
<b>TOTAL</b>	<b>19.597.726</b>	<b>22.460.648</b>	<b>14,6%</b>

## II. Human Resources

The HR Unit oversees the management of HR issues within the OSGES. It also deals with Legal/HR-related questions concerning the staff of the 13 European Schools.

Other areas of responsibility such as staff administrative management, salary processing, recruitment, training, building management, workplace well-being and staff financial and budgetary management are also handled by the HR Unit.

Last year, the HR team had to be temporarily reinforced by the recruitment of three interns to support the implementation of the HR platform, the processing of the professional experience files and the HR Legal team.

### 1. Recruitment procedures

Concerning seconded staff at the OSGES, the Secretary-General appointed a **Coordinator for Sustainability and Digital Education**. The **Head of the ICT and Statistics Unit** resigned in 2025 and finished his mandate in December. This post was advertised twice but remains vacant at the moment of preparing this report. An **E-Assessment Specialist**, appointed by the Secretary-General in 2024, joined the European Baccalaureate Unit in February 2025.

The HR Unit conducted **five** procedures to recruit **five** Deputy Directors to the Primary Cycle at the European Schools.

The number of administrative and ancillary staff (AAS) at the OSGES increased from **83** members at the end of 2024 to **85** members (including temporary staff) at the end of 2025. The number of locally recruited managerial staff remained identical (1 LRMS member).

A total of **seven** AAS members were recruited in 2025, including **four** permanent and **three** temporary positions. The permanent posts were in the Central Administration (Accredited European Schools team, Legal/HR team) and Central Accounting units. In addition to the temporary post of Publications Project Manager (Intermath), granted by the BoG, the temporary recruitments aimed to strengthen certain services such as the ICT System cell and the European Baccalaureate Unit.

The HR Unit examined and closed the professional experience files that determined the entry salary step of **163 seconded teachers** within the European Schools system.

### 2. Training

In order to comply with the requirements of the Policy on training for the administrative staff of the OSGES and of the European Schools (2021-12-M-2-en-1), the HR Unit followed the steps below.

First, it conducted a survey in order to collect the training needs of administrative and managerial staff of the OSGES and the ES. In total, 658 training needs were collected by the Unit. Next, it made the

EU Learn platform available to OSGES and ES staff members (including teachers of the Luxembourg ES) for training courses and oversaw administrative tasks relating to the use of the platform. The HR Unit was also responsible for handling users' technical problems. In total, 191 staff members were using the platform in 2025. As regards the OSGES, the HR Unit created a training plan for the ongoing year (2025) and ensured close administrative follow-up of staff members' requests while managing the budget in accordance with the internal financial procedure. In total, the HR Unit dealt with 66 training requests.

### **3. Participation in working groups**

The HR Unit also led and/or participated in the working groups (WG) below.

#### **a) Administrative and Ancillary Staff Working Group**

The AAS WG met five times in 2025.

A primary focus of these meetings was the role of AAS staff representatives, which until then had only been briefly described in the AAS Service Regulations. To provide greater clarity, Implementing Rules Establishing the Rights and Procedures of the Representation of the Administrative and Ancillary Staff of the European Schools were created. These rules were approved by the Board of Governors at its meetings on 9–11 December 2025 and entered into force on 1 January 2026.

In addition, a general Mobility Plan for the entire system, including Administrative and Ancillary Staff, was presented to the Board of Governors in April 2025. This plan was developed based on surveys conducted across the system to analyse the means of transport used by staff for travel between home and work. The analysis accounted for the total kilometres travelled by each staff member and the associated CO<sub>2</sub> emissions. It also explored various scenarios assessing how mobility habits might change if travel expenses were reimbursed, along with the resulting financial implications.

As a result, the Board of Governors decided to implement a 50% reimbursement of public transportation costs for both LRT and AAS staff members. In accordance with this decision, a Memorandum was drafted to formalise the full implementation of the Mobility Plan, effective 1 January 2026.

In 2025, the AAS also presented the following proposals, which were subsequently approved by the Board of Governors:

- Merging of the post of Head Accountant with that of Local Accounting Correspondent in response to the IAS recommendations.
- Revision of the profile and working conditions of Educational Support Assistants.

### **b) Seconded Staff Working Group**

The members of the WG presented a proposal for extending the length of secondment of the Deputy Director of Finance and Administration from five to nine years, which was approved by the Board of Governors in April 2025.

### **c) Locally Recruited Teachers Working Group**

Following the “Action Plan: Reflection on the Future of the European Schools’ System” as a follow-up on the European Parliament’s Resolution on the system of European Schools, the Board of Governors mandated the LRT WG to develop concrete proposals to ensure that locally recruited teachers’ contractual and working conditions are fully in line with EU and Member State employment laws and principles.

As a result, the LRT WG has been discussing and working on three proposals approved by the Board of Governors in April 2025 about:

- 1) increasing the reduction in school fees for locally recruited teachers.
- 2) improving locally recruited teachers’ job security by the creation of a “protected teacher” status.
- 3) recognising the professional experience of locally recruited teachers.

These three measures aim to improve the attractiveness and stability of locally recruited teachers. The LRT WG had also discussion about a benchmark on locally recruited teachers’ gross salaries which will be addressed in 2026.

### **d) Joint Working Group (seconded staff and locally recruited teachers)**

The Members of the WG discussed a mobility plan for all categories of staff and submitted a proposal to the Board of Governors in the context of the EP report and the “Action Plan: Reflection on the Future of the European Schools’ System”, as detailed above (“Administrative and Ancillary Staff WG” section).

Furthermore, the Joint WG reflected on the need to enhance social dialogue mechanisms for teaching staff within the European Schools system and submitted a proposal for the Board of Governors’ approval in December 2025. This proposal strengthened the role of staff representatives, in particular by increasing the number of hours they are released from their duties to perform their functions as representatives and by providing for a strike procedure. Finally, the Joint WG started discussions on the competitiveness of teaching staff remuneration in the ES system (seconded and locally recruited) and the discrepancies in salaries between Nursery/Primary and Secondary Cycle. These topics will be further addressed in 2026.

#### **e) Revision Director's Profile Working Group**

The members exchanged ideas on the revision of the selection and evaluation procedures for leadership positions at the ES and at the OSGES.

The HR Unit then prepared a first draft proposal of amendments to the Implementing Regulations for the Appointment and Evaluation of Directors and Deputy Directors of the European Schools. These Implementing Regulations have been split into two different documents with a different structure: "Implementing Regulations for the Appointment of Directors and Deputy Directors of the European Schools" (ref.: 2024-12-D-23-en-1) and "Implementing Regulations for the Evaluation of Directors and Deputy Directors of the European Schools" (ref.: 2024-12-D-24-en-1).

These two new Implementing Regulations have been discussed, finalised and then reviewed and finally approved by the Board of Governors by written procedure (2025/12) on 15 May 2025 (ref.: 2024-12-D-24-en-6 and 2024-12-D-23-en-1).

#### **4. Legal matters**

The HR Unit continued to provide legal guidance to the Management and HR Assistants of the 13 European Schools. This involved addressing complex human resources issues and interpreting the different staff regulations, tasks that frequently required in-depth legal analysis.

The unit also processed 60 personal requests from seconded staff (change of place of origin, resignation, etc.) and issued 60 formal decisions on behalf of the Secretary-General.

Additionally, the team managed and responded to complaints submitted to the Head of HR or the Secretary-General from the staff members on different topics related to human resources.

Beyond individual cases, the legal assistants played a key role in several working groups (including those for locally recruited teachers, administrative and ancillary staff, and seconded staff). They drafted the formal proposals presented to the Board of Governors.

Finally, the HR legal team worked closely with the OSGES's external lawyers on litigation cases pending in various host countries. Throughout these proceedings, the team maintained a proactive approach, striving for amicable resolution wherever feasible.

#### **5. Health insurance**

The Sickness Insurance Fund Management Committee met twice in 2025 to examine specific questions relating to the Sickness Fund regime.

Based on the outcome of the survey launched in June 2024, the HR Unit drafted and implemented an action plan for improving the communication with the PMO in 2025. It covered four main action points: assess current communication channels, increase stakeholder engagement via training sessions, increase stakeholder engagement via support from different parties, and improve the customer support services of the PMO Settlement Offices.

An annual training session that took place in October was improved by conducting two parallel sessions, in English and in French. This action removed language barriers and consequently improved communication.

Another improvement is the new SLA with the European Commission DIGIT, currently in the validation phase. It aims to provide the staff with fast and secure access via EU Login to a range of the PMO's digital applications, including the JSIS for the reimbursement of medical costs and FiLIP for financial information.

In 2025, HR members continued working on the SLA to be signed with the PMO for services regarding the medical insurance scheme. The draft SLA document has been tailored to the specific needs of the European Schools. It will be finalised as soon as the HR Unit receives certain essential information that is still pending from the PMO. Despite numerous reminders sent since March, and the letter of the Secretary-General addressed to the PMO Director, negotiations remain blocked. The agreement is expected to be approved and implemented as soon as possible.

## **6. Other HR activities**

In 2025, the HR Unit collaborated with the Partena Social Secretariat and their lawyers to update the 2016 study regarding AAS labour and social rights. This resulted in a detailed report on the social and employment rights applicable to AAS in Belgium, with a particular focus on the various types of special leave for staff members. This report was addressed to the European Schools management and HR departments to enable them to respond accurately and consistently to questions from AAS staff members about their rights.

In line with the Partena study, and in order to harmonise special leave arrangements for AAS employees in Belgium, the HR Unit has drafted a new memorandum. The harmonisation of special leave for all Belgian European Schools and the OSGES is intended to eliminate differences between the Belgian entities and enable the leave management tool to be set up appropriately on the new HR platform.

## **7. HR Digitalisation project**

A tender procedure to acquire a new digital HR solution was launched in 2024 and successfully completed in July 2025, with one of the two tendering companies awarded a contract.

Since September 2025, the HR Unit and the three pilot schools (Ixelles, Bergen and Munich) have been working intensively on the development and the implementation of the first modules of the new HR platform. The new applications will replace the current paper-based working method, improve efficiency in performing procedures, and centralise HR data in a secure location. Working closely with the Project Manager appointed by the Internal Control Capability Unit, the HR Unit regularly assists with preparation for and monitors Project Committee meetings, provides specific knowledge during numerous additional workshops and actively contributes to building and testing the new components of the solution.

The HR Unit also participates in the long series of workshops dedicated to creating interfaces between the new HR tool and other critical system applications, such as MDM and SAP.

## **8. Well-being at work**

In 2025, the Internal Prevention Adviser (IPA) organised several training courses in cooperation with the External Service of Prevention and Protection at Work, namely on conflict resolution and emotional management for the Deputy Directors of Finance and Administration, and on fire extinction and first aid for the OSGES staff members.

The annual evacuation drill at the OSGES was successful, thanks to the collaboration of the Internal Service for Fire Extinction and Evacuation.

The IPA completed the annual report of the Internal Service for Prevention and Protection at Work for 2024, remained responsible for the flu vaccination campaign at the OSGES and intervened in the resolution of work-related issues and the reintegration of OSGES colleagues after long-term sick leave.

In accordance with the Belgian legislation on well-being at work, a Confidential Counsellor was appointed at the OSGES and trained in 2025, discharging the IPA from this role.

## **9. Building management**

The assistant in charge carried out several operational tasks to ensure that OSGES installations were functioning correctly and focused on the following duties.

- Coordination of the Mobility Plan, in direct collaboration with the HR HoU and the DDFAs in schools.
- Organisation of activities at the OSGES to promote sustainable mobility during Mobility Week.
- Completion of a professional training course in mobility management (valuable for the Mobility Plan and the promotion of sustainable mobility).
- Budget preparation and monitoring for building-related expenses.
- Negotiation with the building owner and service providers for the installation of a new cooling system in the Patch Panel offices (ICT services)
- Management of the significant flooding that impacted the server room and ICT services for the ES system. An urgent response was implemented to successfully minimise the consequences of the flooding, followed by prompt actions to restore all ICT services. This effort showcased remarkable collaboration among colleagues from the ICT Unit, the Security Officer, and many individual team members willing to help.
- Organisation of various events, including social lunches and activities.

### III. Central Enrolment Authority

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

At the Brussels European Schools, enrolment and transfer requests are processed by the CEA in accordance with the Enrolment Policy developed according to guidelines adopted each year by the Board of Governors.

##### 1. Objectives and priorities for enrolments for the 2025-2026 school year

The Brussels European Schools have been facing a significant overpopulation problem for a number of years, mainly in the secondary cycle.

The 2025-2026 Policy is a continuation of the 2023-2024 and 2024-2025 Policies, applying the decisions of the Board of Governors of October and December 2022<sup>1</sup>.

As a reminder, these decisions defined the implementation of a gradual approach aiming to optimise the use of the Berkendael and Evere sites (that only host the nursery and primary cycles) starting from the 2023-2024 school year, aiming to remove parallel structures within a same school with two sites over time. This approach should make it possible to free up the Uccle and Woluwe sites to accommodate more pupils in the secondary cycle.

With this in mind, at the Brussels I European School, the progressive migration was put in place of the nursery and primary cycles of the EN and IT language sections from the Uccle site to the Berkendael site and the DE section from the Berkendael site to the Uccle site. As for the Brussels II European School, migration of the nursery and primary cycles from the Woluwe site to the Evere site at this stage concerned the DE, EN, FR and IT language sections. Consequently, no more applications for the sections affected by the migration may be submitted for pupils without a special priority criterion.

Moreover, in December 2022<sup>1</sup> the Board of Governors decided on the future structure of the Brussels V European School, which was initially due to open for the start of the 2028 school year. Some pupils enrolled in EL satellite classes at the Brussels I School – Berkendael site, as well as some pupils from the IT and NL language sections of the Brussels IV European School, are to be transferred "en bloc" to the Brussels V European School as soon as it opens, currently scheduled for the start of the 2030 school year.

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<sup>1</sup> At its meeting of 3-5 December 2024, the Board of Governors validated the decisions of the Boards of Governors of October and December 2022 (2024-12-D-8-en-2).

Since 2022–2023, enrolment and transfer applications have been submitted online on the Brussels European Schools enrolment portal. Three enrolment phases were organised; applicants for enrolment who were in post in the European Institutions (or engaging in a professional activity conferring entitlement for their children to be considered as category I and Eurocontrol pupils – from primary 1 upwards) on 31 December 2024 had to submit their application during the first phase.

The second and third phases were restricted solely to applicants for enrolment taking up their posts in the European Institutions in Brussels after 31 December 2024 (whatever the reason: new recruitment, transfer from another site, return to work, etc.), applicants for enrolment whose children were being educated outside Belgium during the 2024-2025 school year and applicants able to demonstrate a case of force majeure.

Ukrainian pupils could be accommodated according to the provisions set out in the Framework for the enrolment of Ukrainian pupils, in accordance with the decisions of the Board of Governors of 3, 4 and 5 December 2024.

## 2. Results of the 2025–2026 Policy on Enrolment

The main data on the 2025–2026 enrolment session is as follows:

- 2899 enrolment and transfer applications were received and processed, 2865 of which were category I and II;
- of the 5 enrolment applications submitted for displaced Ukrainian children, 3 pupils were accommodated at the Schools;
- of the 24 enrolment applications submitted for children of NATO civilian staff, 14 pupils accepted a place at the Schools;
- of the 5 enrolment applications submitted for children of United Nations staff (international civil servants), 4 pupils accepted a place at the Schools;
- of the 5 enrolment applications received for category III pupils, the condition of already having a brother or sister at a school being met for 2 applications, 1 place could be offered, which was accepted by the parents;
- **in total, at the start of the school year in September 2025, 1740 new pupils were accepted at the Brussels European Schools, distributed as follows:**

Brussels I Uccle site	Brussels I Berkendael site	Brussels II Woluwe site	Brussels II Evere site	Brussels III	Brussels IV	TOTAL
312	221	226	136	379	466	<b>1740</b>

Of these 1740 new pupils, it should be noted that 234 pupils transferred from a nursery/primary only site to another site offering secondary education within the same school. As such, in the case of Brussels I, 163 pupils were transferred from Berkendael to Uccle, and in the case of Brussels II, 71 pupils were transferred from Evere to Woluwe. A further 28 EL pupils were transferred from Berkendael to Brussels III, the only school offering an EL language section at secondary level.

Of the 2742 places offered, 2007 were initially accepted, meaning that 27% of the enrolment applications (735) were directly refused upon receiving the decision of the CEA. The majority of the places refused had been allocated at the Brussels IV European School. Of these 2007 places initially accepted, 267 offers were subsequently cancelled by the parents; 144 of these corresponded to an offer at the School of first preference.

In total, 1,002 enrolment applications were processed without resulting in new enrolments, i.e. over a third of the total number of places offered (36%), a similar proportion to 2024 (35%) but larger than previous years (close to 30% in 2023–2024 and 2022-2023).

Of all the applications for category I and Eurocontrol pupils received for 2025–2026, 78% were submitted in the first phase. For information, of the applications received during the second and third phases, 51 were submitted on the basis of a case of force majeure; 19 of these applications were deemed inadmissible.

The Slovenian (SL) language section opened for the nursery cycle in 2024-2025 and P1 in 2025-2026 at Brussels I at the Uccle site (and will be transferred to Berkendael once the fifth school is open). Also at the Uccle site, the LV and SK sections opened their secondary cycle (S1 and S2 in 2024-2025) and level S3 opened in 2025-2026. These sections are in the process of creation and the next level up will open with each new school year.

The nursery classes (M1+M2) and P1 of the IT section at the Uccle site were closed in 2025-2026. A noticeable reduction in numbers in nursery and primary cycles for the DE section at the Berkendael announces the same process. Similarly, the nursery class (M1+M2) of the DE section at the Berkendael site was closed in 2025-2026.

Although numbers are dropping slightly in the nursery and primary cycles, overpopulation continues to grow in the secondary cycle year on year. At the start of the school year in September 2025, the situation of each School/site is as follows:

- at the **Brussels I School – Uccle site**, the overall numbers have increased, mainly in the secondary cycle;
- at the **Brussels I School – Berkendael site**, the numbers reached full capacity three years ago and have remained stable ever since;
- at the **Brussels II School – Woluwe site**, the numbers have fallen, but only in the nursery and primary cycles, with the secondary cycle continuing to grow;
- at the **Brussels II School – Evere site**, opened in 2021, the numbers have increased to reach 50% capacity, distributed between the English language section (up to P5), the German language section (up to P5), the French language section (up to P5) and the Italian language section (up to P4);
- at the **Brussels III School**, the numbers are stable across all cycles;
- at the **Brussels IV School**, the numbers have increased slightly, mainly in the secondary cycle.

### 3. Policy on Enrolment for 2026–2027

For the past three years, the overall numbers of the pupil population of the Brussels European Schools have stabilised, though overpopulation remains.

The overpopulation situation, mainly in the secondary cycle, continues to be a subject of major concern.

Furthermore, the fifth school is now not expected to open until September 2030. The Brussels European Schools steering committee has analysed the situation at the Brussels European Schools. Following its report, the Board of Governors of December 2024 declared itself in favour of an accelerated migration "en bloc" of the nursery and primary cycles from Woluwe to Evere in September 2026<sup>2</sup>.

In this context, the main objective of the Policy on Enrolment for the 2026-2027 school year is to continue to implement the decisions taken by the Board of Governors in October and December 2022, as well as those of December 2024, and to prepare for the migration "en bloc" to the Evere site.

The Complaints Board has confirmed the legality of this concept, which is applicable to joint enrolment applications as well as transfers based on sibling regrouping in the EL language section. It decided that, in line with the Policy on Enrolment, siblings enrolled in primary and secondary cycles may be separated across two different schools/sites and that the transfer of pupils requesting sibling regrouping may be refused if there are no places available in the level requested (Articles 5.3, 6.17 g and 9.3 of the Policy).

In parallel, preparation should be made for the opening of the Brussels V European School.

The accommodation of Ukrainian pupils is also set to continue for the 2026-2027 school year.

Consequently, the guidelines for the 2026–2027 Policy on Enrolment, taking into account all of the above decisions, were approved by the Board of Governors at its meeting in December 2025.

The schedule for the submission of online enrolment and transfer applications on the enrolment portal is organised in a similar way to previous years: applications for category I and Eurocontrol pupils (from primary 1 upwards), one of whose parents was in post on 31 December 2025, must be submitted during

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<sup>2</sup> In accordance with the decision of Board of Governors of 3-5 December 2024 (2024-12-D-8-en-2), confirmed on 28 February 2025 (2025-02-D-17-en-1).

the first phase. Second and third enrolment phases will be held for the 2026-2027 campaign, reserved for applicants taking up their posts in Brussels after 31 December 2025, except where they can establish a case of force majeure based on evidential documents or where the pupils concerned were educated outside Belgium during the 2025–2026 school year.

The 2026–2027 Policy on Enrolment is available on the website of the Office of the Secretary-General of the European Schools [www.eurisc.eu](http://www.eurisc.eu) under *Enrolments/Policy on Enrolment in the Brussels European Schools*.

## IV. Legal aspects

### Appeals

**In 2025, 133 administrative appeals** were processed by the Office of the Secretary-General, which also provided monitoring for **64 contentious appeals**. A slight increase in the number of administrative appeals was recorded, compared to the previous year (133 versus 120), and the number of contentious appeals remained relatively stable (64 versus 65).

These developments are consistent with the trend observed over several years: excluding exceptional circumstances, the Office annually manages on average around a hundred administrative appeals for around sixty contentious appeals. Variations are nevertheless observed depending on the type of appeal, with significant increases in certain types of litigation, and decreases in others.

Among the types of litigation showing a sharp increase are disciplinary appeals challenging decisions to exclude pupils, most often on a temporary basis (15 appeals in 2025 versus just one in 2024). This type of litigation is closely linked to pupil behaviour and is inherently variable, making its annual fluctuations difficult to interpret.

It should be noted, however, that the handling of these cases in 2025 prompted the Complaints Board to issue an unprecedented decision, with implications for the enforcement of exclusion measures. In a ruling dated 10 November 2025, the Board ordered the automatic suspension of a temporary exclusion before the Secretary-General had the opportunity to rule on the administrative appeal or submit observations, citing the right to an effective remedy.

The Schools will need to learn from this judgement, ensuring that no exclusion measures are enforced before applicants have had the opportunity to submit an urgent appeal to the Complaints Board by filing a summary proceeding.

All of the administrative and contentious appeals are presented in detail as follows, by domain or decision-making body:

Administrative appeals	Contentious appeals
	<p><b>35</b> appeals against decisions of the Central Enrolment Authority (of which 1 in referral)</p> <p>2 accepted - 28 rejected – 3 withdrawn – 2 pending decision</p>
<p><b>34</b> appeals against the decision of a Class Council</p> <p>15 accepted – 19 rejected</p>	<p><b>9</b> appeals against the decision of a Class Council (of which 3 in referral)</p> <p>6 rejected – 1 withdrawn – 2 pending decision</p>
<p><b>11</b> appeals concerning enrolment applications for Schools other than the Brussels Schools and linguistic choices</p> <p>1 accepted – 10 rejected</p>	<p><b>1</b> appeal concerning linguistic choices</p> <p>1 rejected</p>
<p><b>18</b> appeals concerning teaching staff, of which 14 submitted by seconded teachers and 4 by locally recruited teachers</p> <p>2 accepted (1 partially) – 16 rejected</p>	<p><b>3</b> appeals concerning teaching staff, of which 1 submitted by a seconded teacher and 2 by locally recruited teachers</p> <p>1 accepted – 2 pending decision</p>
<p><b>46</b> administrative appeals against European Baccalaureate results (31 in the Pre-Bac + 15 in the Bac)</p> <p>27 accepted (of which 26 in the Pre-Bac and 1 in the Bac) – 18 rejected – 1 withdrawn</p>	<p><b>5</b> appeals against European Baccalaureate results (of which 1 in referral)</p> <p>3 rejected – 2 withdrawn</p>
<p><b>2</b> appeals concerning pupils with specific needs</p> <p>2 rejected</p>	<p><b>0</b> appeals concerning pupils with specific needs</p>
<p><b>15</b> appeals against a pupil's disciplinary sanction (temporary and definitive exclusion)</p> <p>3 accepted – 12 rejected</p>	<p><b>3</b> appeals against a pupil's disciplinary sanction (of which 1 in referral)</p> <p>1 accepted – 2 pending decision</p>
<p><b>2</b> appeals concerning payment of the school fees</p> <p>2 rejected</p>	<p><b>1</b> appeal concerning payment of the school fees</p> <p>1 pending decision</p>
<p><b>0</b> appeals against a decision of the Board of Governors</p>	

	<p>4 appeals against the decision of the Board of Governors (of which 2 in referral)</p> <p>4 rejected</p>
<p>5 appeals not falling into any of the above categories</p> <p>5 rejected</p>	<p>3 appeals (of which 1 in referral) not falling into any of the above categories</p> <p>1 rejected – 1 withdrawn – 1 pending decision</p>
<b>TOTAL: 133</b>	<b>TOTAL<sup>3</sup>: 64 (of which 8 in referral)</b>

### State of play and perspectives

In 2025, the work of the “Legal Protection” working group, initially created by the Board of Governors during its April 2013 meeting and then re-activated by the Board in April 2024, continued. The working group put forward concrete proposals to amend the Schools’ regulations, aimed at simplifying, clarifying, and standardising procedures. These proposals were approved by the Board of Governors during its 9-11 April 2025 meeting and came into effect on 1 September 2025.

Among the changes, Article 66 of the General Regulations was revised to reflect the evolving case law of the Complaints Board, which has recognised as admissible *ratione materiae* new categories of appeals that were not covered by the original provision.

In the interest of transparency and completeness, and to strengthen the legal protection of potential applicants, Article 66 now provides a non-exhaustive but sufficiently indicative list of the various administrative appeals that may be lodged by pupils’ legal representatives.

Furthermore, the ruling issued by the Complaints Board on 22 July 2010 (Appeal 10/02) was taken into account with the adoption of a new Article 66.2, which extends the possibility of appeal to any adverse decision made by a Director, excluding purely pedagogical or internal organisational decisions.

In terms of harmonisation and simplification, a uniform two-week period has been established for all administrative appeals submitted by pupils’ legal representatives, and the previous requirement to submit them by registered letter, which was applicable to certain types of appeals, has been removed.

Disciplinary procedures applicable to seconded teachers and locally recruited teachers have also been revised to clarify the process, in line with the principles of legal security and respect for the defence rights of the staff member concerned.

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<sup>3</sup> This number may not correspond perfectly to that presented by the Complaints Board in its annual report due to a data lag between one year and the next.

The mandate of the working group was extended so that it could continue its work on establishing a mediation mechanism or an ombudsperson as an external option for dispute resolution, following the European Parliament Resolution of 12 September 2023 (2022/2149(INI)), which calls on the Board of Governors to: *“12. (e) put in place an independent ombudsperson to address complaints about maladministration and mediate in conflicts”*.

At this stage, without pre-empting the outcome of ongoing discussions, the members of the working group have focused on outlining the main features of external mechanisms that could complement the existing legal protection framework. In particular, they compared the roles of an ombudsperson and a mediation service, and examined the question of the appropriate level of intervention (systemic or local) as well as any potential overlap with the powers of the Secretary-General and the Complaints Board in handling administrative and contentious appeals.

By its resolution of 12 September 2023, the European Parliament also called for the urgent establishment of an annual review of enrolment policies and school fees, in order to guarantee a place for all Category I pupils, and to promote greater socioeconomic diversity by making the European Schools system accessible to other categories of pupils.

In this context, the Board of Governors mandated the “School Fees” working group to conduct an analysis and put forward concrete proposals aimed at making the European Schools more attractive to Category II and III pupils, by relaxing certain admission rules and revising the methods used to calculate school fees.

The measures thus proposed were approved by the Board of Governors during its meeting of 9-11 April 2025. They introduce a harmonised reform of fees applicable to Category II and III pupils, in addition to updating the professional categories that qualify for Category I admission, extending access to Category II contracts - which are now open to families - and providing a regulated adjustment of eligibility thresholds for Category III pupils by class.

The full set of measures required amendments to several legal texts, both contractual - related to the standard Category II contract - and regulatory, including the list of professional categories granting eligibility for Category I admission, the 2007 decision on Category III admission thresholds, Articles 29 and 52.6 of the General Regulations, and the rules for calculating school fees for Category III pupils.

The scale of the reform resulting from the proposals of the “School Fees” working group prompted the Office of the Secretary-General’s legal department to produce a report consolidating all rules in force as of 1 September 2025 concerning pupil admission and school fees.

To conclude on a very positive note, it should be noted that the recommendation of the European Commission’s Internal Audit Service - open since 2016 and a recurring topic in previous years - regarding the integration of specific safety and security provisions into the agreements between the Schools and their respective Parents’ Associations, was definitively closed on 17 December 2025.

## B. Achievement of 2025 objectives

### I. Objectives of different units

Specific objective 1	HR: Increase the attractiveness of the European School system for staff	Status: Implemented Ongoing
Main steps	<ul style="list-style-type: none"> <li>- Develop a Mobility Plan (reimbursement of public transport and bicycle expenses).</li> <li>- LRT: Recognise previous professional experience dating back to 2016.</li> <li>- LRT: Decrease school fees for part-time LRT.</li> <li>- AAS: Review the single spine salary structure as established in the Staff Regulations.</li> <li>- Seconded Staff/LRT: Reduce the salary gap between the Nursery/Primary and Secondary Cycles by freezing the difference.</li> <li>- <b>Seconded Staff: Increase secondments to 10 years in the event of a transfer after 5 years (not approved).</b></li> <li>- Directors/Deputy Directors: Review the Implementing Regulations for the Appointment and Evaluation of Directors and Deputy Directors (prolongation of secondment up to 12 years).</li> </ul>	
Achievements	<p>The BoG approved the following measure to increase the attractiveness of the ES system</p> <ul style="list-style-type: none"> <li>- Mobility plan, which includes a 50% reimbursement for public transport expenses but no reimbursement for car and bicycle commuting for all staff in the European Schools system.</li> <li>- LRT: The BoG approved the creation of protected teachers for LRTs who work in the system for 8 years and more.</li> <li>- LRT: The BoG approved the recognition of previous professional experience dating back to 2016.</li> <li>- LRT: Decrease in school fees for part-time LRT.</li> <li>- Directors/Deputy Directors: Review of the Implementing Regulations for the Appointment and Evaluation of Directors and Deputy Directors (prolongation of secondment up to 12 years).</li> </ul>	
Further necessary steps	<ul style="list-style-type: none"> <li>- AAS: Review of the single spine salary structure as established in the Staff Regulations.</li> <li>- Seconded Staff/LRT: Reduce the gap between the Nursery/Primary and Secondary Cycles.</li> </ul>	

<b>Specific objective 2</b>	<b>HR: Simplification: Implementation of an HR platform (&gt;1 year)</b>	<b>Status:</b> <b>Implemented</b> <b>Ongoing</b>
Main steps	<ul style="list-style-type: none"> <li>- Assign tender.</li> <li>- Continue to prepare implementation (scan personal files, gather and harmonise templates, etc.).</li> <li>- Start implementation in pilot entities (OSGES, ES Bergen, ES Ixelles, ES Munich) module by module.</li> <li>- Evaluate the tool's efficiency and plan roll-out to the remaining Schools.</li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- Tender assigned in July 2025.</li> <li>- Preparatory work including harmonisation of HR templates, categorisation of HR documents and scanning of personal files.</li> <li>- Development and implementation of the first modules: Employee Record and HR Submissions.</li> <li>- Detailed planning of remaining developments and testing.</li> </ul>	
Further necessary steps	<ul style="list-style-type: none"> <li>- Building interfaces between the HR platform and other ES applications (MDM, SAP).</li> <li>- Development and implementation of the remaining modules: Recruitment, Evaluations, Leave, On/Offboarding, Training, and Payroll Preparation.</li> <li>- Roll-out to all schools</li> </ul>	

<b>Specific objective 3</b>	<b>ICT: Replacement of SMS</b>	<b>Status:</b> <b>Ongoing</b>
Main steps	<ul style="list-style-type: none"> <li>- Master Data Management (MDM) project – development and system-wide introduction</li> <li>- Business Intelligence (BI) modernization project – implementation of a new, modern BI solution (Tableau)</li> <li>- Implementation of a new School Information System (SIS) as the core SMS replacement</li> <li>- Development of the BAC module within the SIS Application</li> <li>- Modernisation of the data integration solution (Data Integration Platform)</li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- MDM (Master Data Management) project: the development was finalised and the solution was introduced system-wide during 2024. This project is considered concluded with final closure pending, due to certain modifications that must be made to the DPIA.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Business Intelligence (BI) modernization project: successful pre-study to identify available solutions and options for the OSGES; implementation of a new, modern BI solution, Tableau, started in 2024 and currently ongoing.</li> <li>- EIP (Enhanced Invoicing Project) went live in April 2025, with ongoing support. The solution is up and running.</li> <li>- School Information System (SIS): call for tender launched in Q3 2025; the contract has been awarded to MySchool and the implementation starts in Q1 2026.</li> <li>- BACC: feasibility study conducted in Q1 2025 assessing business and technical requirements and resulting in the inclusion of the BAC module in the SIS Application.</li> <li>- Data Integration Platform: the project was initiated during 2024, and the platform became fully operational in 2025.</li> </ul>
Further necessary steps	<ul style="list-style-type: none"> <li>- Final closure of the MDM project following the required modifications in the DPIA.</li> <li>- Preparation of the content of the BI / Tableau training program and go-live at the beginning of the school year 2026/2027 when schools start using the tool in regular operations.</li> <li>- Implementation of the School Information System (SIS) starting in Q1 2026.</li> <li>- Development of the BAC module within the SIS Application, postponed until 2027 with the objective of having an operational tool for the 2027/2028 school year.</li> <li>- Progressive integration of different applications into the Data Integration Platform in 2026 and 2027.</li> <li>- LMS: preliminary work without financial participation in 2026, identifying the requirements and preparing for the DPIA; possible addition as a module of SIS via MySchool as foreseen as an option in the contract signed.</li> </ul>

Specific Objective 4	<b><u>Finance: Simplification: Implementation of the approved measures of the Budget Sub-Working Group ( &gt;1year)</u></b>	<b>Status:</b> <b>Ongoing</b>
Main steps	<ul style="list-style-type: none"> <li>- Simplification and rationalisation of the invoicing process by implementing an enhanced SAP solution (EIB project): <ul style="list-style-type: none"> <li>o Finalise the development of the SAP module, ensure appropriate testing and training of key users</li> <li>o Go-life and use new application in all Schools</li> </ul> </li> <li>- Procurement: <ul style="list-style-type: none"> <li>o Public Procurement Management Tool (PPMT): Deploy the PPMT solution in the OSGES and Schools</li> <li>o Reinforce the OSGES procurement team via internal recruitments (creation of Central Team Procurement)</li> <li>o Conduct more public procurement procedures centrally for the benefit of all/a number of Schools</li> </ul> </li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- The new invoicing tool in <b>SAP</b> was finalised and rolled out across the system in the first half of 2025, bringing greater harmonisation and rationalisation to the invoicing process. Users have provided very positive feedback.</li> <li>- The <b>PPMT tool</b> was deployed within the <b>Office of the Secretary-General (OSGES)</b> at the end of 2025. Once the templates have been adapted to the specific needs of the European Schools in 2026, the tool will be rolled out to the Schools.</li> </ul> <p>The central procurement team is currently being reinforced through redeployment from the Schools. Four posts were published at the end of 2025 and are being filled during the course of 2026. Once reinforced, the team will have the capacity to manage a higher number of procurement procedures for the benefit of all Schools.</p> <p>To date, only two out of the four posts are expected to be filled as of 1 April 2026 (one Procurement Officer and one Procurement Officer/SAP Officer). Two Procurement Officer posts remain vacant. As only one Procurement Officer position has been filled, the number of procurement procedures that can be carried out will not fully meet the initial objectives.</p>	
Further necessary steps		

<b>Specific objective 5</b>	<b>Improve financial master data policies and procedures</b>	<b>Status:</b> <b>Ongoing</b>
Main steps	<ul style="list-style-type: none"> <li>- Develop a master data management policy (Memorandum, covering vendors, employees and customers)</li> <li>- Finalise completion of the supporting documents for identification of staff bank accounts in SAP (AAS and Seconded staff) and ensure that appropriate supporting documents are always included in SAP for any new staff</li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- Further clarification and training regarding vendor master data have been provided</li> <li>- Supporting documents for identification of OSGES staff bank accounts have been submitted</li> </ul>	
Further necessary steps	<ul style="list-style-type: none"> <li>- Summarise all available instructions and clarifications in a single Memorandum (Master Data Management Policy)</li> </ul>	

<b>Specific objective 6</b>	<b>Development of a new internal control system based on the widely recognised COSO Framework (to replace Internal Control Standards)</b>	<b>Status:</b> <b>Ongoing</b>
Main steps	<ul style="list-style-type: none"> <li>- Prepare and present to the Board of Governors a proposal for an Internal Control Framework based on COSO (to replace current Internal Control Standards), including a roll-out plan;</li> <li>- Start developing templates and assessment methods;</li> <li>- Prepare a pilot based on the new framework (test phase).</li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- Templates and assessment methods have been further developed</li> <li>- Presentation and documents for the Boards have been prepared</li> </ul>	
Further necessary steps	<ul style="list-style-type: none"> <li>- Present Internal Control Framework based on COSO to Boards for approval</li> <li>- Finalise the preparation of templates and assessment methods</li> <li>- Conduct first roll-out in 3-4 schools</li> </ul>	

<b>Specific objective 7</b>	<b>Move towards a greener Procurement (add a field with color G,Y,R)</b>	<b>Status:</b> <b>Implemented</b>
Main steps	<ul style="list-style-type: none"> <li>- Limit access to a reduced number of products, including a large proportion of 'green' products (no longer provide access to an entire catalogue in our tenders)</li> <li>- Continue to set up partnerships, e.g., with 'Bruxelles environnement' or 'NBN' (Bureau de normalisation)</li> <li>- Continue to include green procurement issues in our 'procurement network' sessions</li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- Renewal of the contracts for Nursery and school supplies: List of compulsory items extended - Access to catalogue limited - Paper products with green labels only</li> <li>- Renewal of the contracts for Sport clothes and sport supplies : List of compulsory items extended - Access to catalogue limited - Green labels compulsory for clothes</li> </ul> <p>Creation of training tools dedicated to green purchase for the staff of the schools</p>	
Further necessary steps		

<b>Specific objective 8</b>	<b>Finalisation of the review of the FR and related changes in other financial rules and procedures</b>	<b>Status:</b> <b>Implemented</b>
Main steps	<ul style="list-style-type: none"> <li>- Analyse the feedback on the proposals from ECA, EPO and IAS and propose to BC and BoG the needed changes in the text of the Financial Regulation</li> <li>- Update the charter of tasks and responsibilities for Accounting Officer function</li> <li>- Release of an updated Memo on payment procedures and possible other documents which may need updating</li> </ul>	
Achievements	<ul style="list-style-type: none"> <li>- The revision of the Financial Regulation, in line with the recommendations issued by the Internal Audit Service (IAS) and the opinion expressed by the European Court of Auditors (ECA), was completed in December 2025 (Document containing the summary of the decisions taken by the Board: ref. 2025-12-D-17-en-2). The main elements of the review had already been approved by the Board at its meeting in April 2025. The final version of the Financial Regulation (ref. 2017-12-D-21-en-5) has been published on the website of the European Schools.</li> <li>- An updated version of the Charter of Tasks and Responsibilities for the Accounting Officer function was approved by the Board of Governors at its meeting in December 2025 (ref. 2018-10-D-67-en-9).</li> </ul>	

Further necessary steps	<ul style="list-style-type: none"> <li>- Issue an updated Memorandum on payment procedures, in line with the new wording of Article 62.3 of the Financial Regulation.</li> <li>- Issue a new Memorandum on the rules and responsibilities for the registration and control of payees' payment details, in line with the new wording of Article 57.6 of the Financial Regulation.</li> </ul>
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## 5. Financial Management and internal control

### A. Set-up of the Financial Management System

#### I. SAP Accounting System

With respect to the SAP accounting software, the following was achieved in 2025:

- The project “Enhanced Invoicing Process” went live beginning of April. It replaces and enhance the invoicing processes previously managed in SMS.
- New interfaces with MDM and SMS were implemented to load in SAP the students and parents data, the academic data of the students, and an interface with Tableau was developed to exchange the categories of the students.
- A review of the SAP security settings and maintenance processes was conducted with the auditors of Ernst & Young. A specific analysis was conducted regarding the EIP project.
- Around 1500 tickets requiring support were handled by the team.

#### II. Segregation of duties

In 2025, the memorandum on the implementation of segregation of duties in the financial circuits (2018-09-M-2-en-3) was updated to reflect the new invoicing process – taking place entirely in SAP – as well as the new Articles 47 and 48 FR 2017, As the LAOC is responsible for validating customer invoices in the system, it now also outlines the expected ex-ante controls to be performed by the LAOC in this regard.

The 2025 updated version of the memorandum on segregation of duties, initially issued by the Secretary-General in 2018, and the 2025 updated version of the guidance on segregation of duties, initially issued in 2021, entered into force on 31 March 2025 due to the implementation of the new invoicing process.

All changes to the segregation of duties tables were communicated to the Internal Control Capability Unit, which approved them prior to the changes being put into production in SAP.

The SOD table of the Office of the Secretary-General is fully compliant with segregation of duties.

### **III. Payments and online banking system**

The SAP system is linked to the online banking system ISABEL. All payments are initiated in SAP and automatically sent to the online banking system, where two employees authorised to sign release them (signature 1: OSGES Accounting Officer Correspondent/back-up of the OSGES's Accounting Officer Correspondent, signature 2: the Central Accounting Officer or his team)

In 2025, all the payments were performed within the described frame (initiated in SAP and automatically sent to the online banking system).

### **IV. Ex-ante control**

Each financial transaction is subject to at least one ex-ante control at school/OSGES level. After registration by the initiator, all transactions are submitted via workflow to the Verificator for ex-ante control (4-eyes principle) and subsequently to the Authorising Officer by delegation for approval (6-eyes principle).

### **V. Simplified model**

The SAP system offers the possibility of delegation from the Authorising Officer by delegation to the Verificator (simplified model of segregation of duties). The workflow ends with a check of the Verificator (four-eyes instead of the usual six-eyes principle). A prerequisite for the use of the simplified model is a risk assessment and an act of sub-delegation.

The Office of the Secretary-General made use of the simplified model for the following transactions:

- Authorisation of fund precommitments up to the limit of €5,000;
- Authorisation of purchase contracts up to the limit of €5,000;
- Authorisation of purchase orders up to the limit of €5,000;
- Authorisation of FI invoices up to the limit of €5,000;
- Authorisation of MIRO invoices up to the limit of €5,000.

The delegations remain valid until they are expressly amended or revoked, or until the delegate ceases to perform his/her duties.

## VI. Delegation of the Authorizing Officer by delegation and by subdelegation (art. 30.1 et 30.2 FR)

The Secretary-General of the European Schools, Mr Andreas Beckmann, delegated his powers as Authorising Officer for implementation of the budget to the Deputy Secretary-General.

The Deputy Secretary-General delegated his powers as Authorising Officer by delegation to the Head of the Human Resources Unit and the Executive Coordinator. They thus became Authorising Officers by sub-delegation for the following transaction types:

- Authorisation and validation of commitments of expenditure
- Authorisation of expenditure for an unlimited amount for all items and articles of the section “Office of the Secretary-General” of the budget.

The Authorising Officers by sub-delegation were more specifically empowered to:

- Authorise budget documents in SAP for an unlimited amount;
- Authorise funding precommitments for an unlimited amount;
- Authorise purchase contracts for an unlimited amount;
- Authorise purchase orders for an unlimited amount;
- Authorise FI invoices in SAP for an unlimited amount;
- Authorise MIRO invoices in SAP for an unlimited amount;
- Authorise salary postings in SAP for an unlimited amount;
- Issue sales orders and recovery orders for all items and articles in the “Office of the Secretary-General” section of the budget, for an unlimited amount;
- Authorise the deletion of assets;
- Authorise employee master data in SAP.

The delegations remain valid until they are expressly amended or revoked, or until the delegate ceases to perform his/her duties.

## B. Summary conclusion of the assessment of the implementation of the internal control system

The OSGES assessment of the implementation of the Internal Control Standards reveals that, in 2025, **no standard was assessed as not implemented (red). Eleven standards were assessed as fully implemented (green), while five standards were assessed as partially implemented (yellow).**

Notable progress was achieved in the finalization of the “*Mission and Vision of the European Schools*” document, which provides a structured framework outlining the key elements of the European Schools system, its purpose, and its long-term ambitions. As a result, the standard relating to the mission was assessed as fully implemented.

Further progress was also made in human resource digitalization (HR digitalization project), notably through the award of the contract and the start of the pilot phase for the implementation of the new HR platform.

The following areas were identified as partially implemented and require further improvement:

- **Procedures:** Additional controls need to be developed and implemented in high-risk areas, alongside improved documentation of ICT systems and processes. The full implementation of the HR platform remains ongoing.
- **Continuity of operations:** A business continuity plan is still lacking, and the completion of a business impact analysis is pending.
- **Mail and document management:** The finalization of a document management policy is still pending.
- **Audits:** While progress has been made in implementing audit recommendations, some remain outstanding beyond their planned deadlines.
- **Assessment of Internal Control Standards:** The follow-up of some action plans requires the participation of the entire ES system, which leads to delays in their implementation.

## I. Register of exceptions and non-compliance events

The OSGES's register of exceptions for 2025 contains five reported cases, of which two are registered as exceptions and three are classified as non-compliances. These cases relate to non-compliance with accounting or procurement rules, regulations or procedures, with a total financial impact of €142,477.09.

They concern:

One registered exception was linked to procurement activities related to the PISA-based tests project, involving an amount of €130,000 in 2025.

Another exception concerned an urgent service purchase carried out without prior commitment, following a sudden flooding incident in the office premises, for an amount of €437.09.

The remaining three cases were classified as non-compliances. They related to procurement or PO issues, one resulting from the absence of an appropriate procurement procedure and the other two from purchase orders mistakenly created in SAP under incorrect supplier numbers. These non-compliances represented a total amount of €12,040.

## II. Risk management

The European Schools have implemented a formal risk management system designed as a strategic tool to systematically identify, assess and monitor key risks across the system. The Framework supports the prioritisation of critical areas requiring immediate attention and ensures that action plans are developed and executed promptly. It also contributes to implementing a common risk culture by raising awareness among stakeholders and aligning risk management with the organisation's strategic objectives. The risk management process is subject to periodic revision,

considering the evolving risk environment, feedback from stakeholders and lessons learned. The most significant risks, their assessment and related action plans are reported biannually by the OSGES Management to the Budgetary Committee and the Board of Governors.

### Evolution of main risks in 2025

The most significant risk relates to the **insufficient availability of certain inspectors within the system**, a situation that remains at a critical level. The limited capacity leads to an uneven distribution of tasks and inspectors being overloaded, combined with an increased risk of delays in decision-making and information availability. To mitigate this risk, the OSGES is working bilaterally with Member States to improve task allocation and automation. This work also involves the Quality Assurance Working Group in the identification of root causes and solutions. The action plan set up as a response to the Internal Audit Service's audit on the governance arrangement in pedagogy, alongside a potential increase in the number of seconded experts, is expected to reduce this risk.

The second most important risk concerns **cyber-attacks**, which remain at a high level compared to the previous assessment. Despite security improvements and training initiatives, the risk has not decreased, which is explained by the global rise in cyber-criminal activity. The increasing reliance on digital tools within the European Schools' IT ecosystem, combined with limited control over user devices, has introduced new vulnerabilities and increased the risk of ransomware attacks. A successful attack could disrupt critical services, cause data loss, damage the organisation's reputation and result in GDPR breaches. Risk mitigation relies on developing a Strategic IT Security Plan, strengthening awareness and increasing cooperation with CERT-EU on monitoring and intrusion detection.

The third most significant risk still concerns the **absence of a fifth European School in Brussels**. Although the risk has slightly decreased thanks to the commitment of the Belgian authorities regarding the Evere site and initial preparatory steps, it remains a major concern. The fifth School, initially planned for delivery by 2019, is now expected by September 2030, while all existing Brussels schools are already at, or exceeding, maximum capacity. The Evere site should reach full capacity by the 2026/2027 school year, and sustained growth in secondary enrolment across all four schools requires urgent adaptation of the Woluwe site by 2028 at the latest. Failure to address this situation could result in the refusal of Category I pupils and severe overcrowding, with significant impacts on pupil safety, security and well-being.

A significant new pedagogical risk has been identified following findings by EU Data Protection Authorities regarding the use of Microsoft 365 Education as a learning platform. To ensure compliance with applicable regulations, certain functionalities (such as AI-based tools or meeting recordings) may need to be restricted or disabled. This could lead to a **reduction in the educational offer**, impacting teachers' capacity to deliver interactive learning and generating user frustration. To address this risk, a structured analysis of possible alternative solutions will be put in place.

## 6. Results of external and internal audits

### A. Audits by the Internal Audit Service (IAS)

The IAS continued the audit on governance arrangements in the pedagogical area, which had started in July 2024, and issued its final report in September 2025. The audit aimed to assess whether the governance arrangements supporting the achievement of ES pedagogical objectives are adequately designed and efficiently and effectively implemented.

The audit resulted in seven recommendations:

- Decision-making process in the Boards of the ESS (BoG, BC, JTC, Bol and at school level ABs) and role of the OSGES – Very important (implementation date 31/12/2027).
- Appointment, time commitment and accountability of inspectors, and monitoring of their tasks (very important – implementation date 30/12/2028).
- Recruitment of teachers (very important – implementation date 30/06/2028).
- Evaluation and monitoring of the implementation of decisions (important – implementation date 30/06/2028).
- Continuous professional development of teachers (important – implementation date 31/12/2027).
- Recruitment of experts – (important – implementation date 31/12/2027).
- Governance arrangements for the preparation of BAC written exams (important – implementation date 30/06/2027).

In February, March and December 2025, the IAS approved the implementation of the following four recommendations:

- Information/IT security (very important)
- Legal advice on applicable laws and local rules concerning security (important).
- IT governance supporting practices (very important)
- IT risk management (important)
- Roles and responsibilities of Parents Association on security (Important)

Furthermore, the following recommendations were implemented and marked as ready for review at the end of 2025:

- Steering by the Central Accounting Officer (CAO) of the Local Accounting Officer Correspondents (LAOCs) on the selection and evaluation processes (very important – 31/12/2025): In April 2025 the BoG approved amendments to the AAS Regulations introducing:
  - CAO participation in the LAOC selection process,
  - Written consultation of the CAO for the biannual evaluation process and in case of dismissal of the LAOC.
- Legal bases - mismatch in the accounting roles (very important – 31/12/2025): The BoG meeting of April 2025 approved amendments to the FR aligning the wording with current practices. The updated Charter of Tasks and Responsibilities was presented and approved in the December 2025 meeting.

Five recommendations from previous audits remain open, in addition to the seven new recommendations arising from the pedagogical audit:

- Internal repository of documents and underlying document management policy (important – original implementation date 31/12/2014, revised implementation date 30/06/2026)
- Data and School Management System (SMS) supporting the EB organisation in all schools (important – original implementation date 31/12/2023, revised implementation date 31/12/2026)
- IT security governance – (very important – implementation date 31/07/2025, revised implementation date 31/12/2026)
- Accounting Officers at central and local level: Organisational structure, roles and responsibilities (important – 30/06/2026)
- OSGES (including CAO) support to the LAOCs (important – 31/07/2026)

In line with their 2025 audit plan, the IAS started the ES procurement audit in December 2025. The objective of this audit is to assess whether the governance, risk management and internal control framework set up by the ES for its procurement activities are adequately designed and operate in an efficient and effective manner, providing reasonable assurance that the key internal control objectives for procurement are achieved. Preliminary interviews are expected to take place in January and February 2026.

## B. Audit by the Court of Auditors

In 2025, the European Court of Auditors (ECA) reviewed the 2024 accounts and internal control systems in the areas of recruitment, procurement and payments at the Schools of Alicante, Bergen, Frankfurt, Karlsruhe, Luxembourg I and II, Mol and Varese, as well as in the Office of the Secretary General (OSGES).

The ECA did not identify any material errors in the 2024 final consolidated financial statements of the Schools it reviewed. It also noted that the five Schools audited by the external auditor Deloitte (Brussels I to IV and Munich) received an unqualified audit opinion, confirming that the accounts provided a true and fair view of the Schools' financial situation.

In the area of accounting, the Court noted immaterial errors in the provisional individual financial statements of Schools and the OSGES, mainly related to the incorrect classification of capital investments and of an extraordinary refund. These errors were subsequently corrected in the final accounts. The Court also observed that the European Schools' accounting manual had not been duly updated and, as a result, issued a recommendation to the OSGES to update the manual and inform the Schools' accountants of the revisions.

Regarding internal control systems at the OSGES and of the seven selected Schools, the Court noted recurring shortcomings in the human resources and procurement procedures, thus corroborating findings from previous years. It issued one new recommendation in the procurement area and another concerning the register of exceptions.

In the HR area, weaknesses persisted in the systematic verification of supporting evidence related to allowances and the minimum professional experience of recruited staff, including in the OSGES.

In terms of procurement, the Court found that most procurement procedures organised by the Schools in 2024 attracted very little competition and that some evaluation criteria in tender specifications were unclear or non-measurable. Consequently, it recommended that the Schools and the OSGES analyse the reasons for the limited number of bidders and, where possible, take action to increase participation levels.

Additionally, the Court noted inconsistencies in how procurement exceptions were recorded in the register of exceptions. It therefore recommended that the Internal Control Capability Unit at the OSGES formally verify the registration of each individual exception to improve completeness, consistency and accuracy.

Finally, as regards the follow up of open recommendations, it is worth highlighting that the Court closed 5 out of 10 recommendations in 2025: one in accounting, one in HR and three in procurement.

In their replies, the OSGES and the Schools committed to addressing the identified weaknesses determined and emphasised that compliance in procurement procedures remains a priority. They also indicated that the OSGES had already taken steps to ensure the ICC Unit's involvement in the registration of all exceptions and non-compliance events as of January 2026. This is being implemented through an update of the related memorandum and improvements to the validation workflow.

# DECLARATION OF ASSURANCE OF THE AUTHORISING OFFICER BY DELEGATION

## article 33 FR

I, the undersigned, Manuel BORDOY,  
Deputy-Secretary General of the Office of the Secretary-General of the European Schools,  
in my capacity as **AUTHORISING OFFICER BY DELEGATION IN 2025**,

- declare that the information contained in this report gives a true and fair view<sup>4</sup>;
- state that I have reasonable assurance that the resources assigned to the activities described in this report have been used for their intended purpose and in accordance with the principles of sound financial management, and that the control procedures put in place give the necessary guaranties concerning the legality and regularity of the underlying transactions.

The reasonable assurance is based on my own judgement and on information at my disposal, such as the results of the self-assessment of the implementation of the internal control standards, results of ex-ante and ex-post controls, the observations of the Head of the Internal Control capability unit, the observations of the internal audit services and the lessons learnt from the Court of Auditors and other external auditors for years prior to the year of this declaration;

- confirm that I am not aware of anything not reported here which could harm the interest of the Office.



(signature)  
Brussels, 16.02.2026

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<sup>4</sup> True and fair in this context means a reliable, complete and correct view of the state of affairs in the Office.