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Report of the Secretary-General to the Board of Governors of the European Schools for the year 2013

Presented to the Board of Governors of the European Schools at its meeting of 8, 9 and 10 April 2014, in Sofia

This report refers to the following documents

- Facts and figures on the beginning of the 2013-2014 school year in the European Schools (Ref. 2013-10-D-3-en-2)
- Policy on enrolment in the Brussels European Schools for the 2014-2015 school year (Ref. 2013-12-D-3-en-3)
- Fact sheets on Types II and III Schools (Ref. 2013-11-D-18-en-1 – Updated in December 2013)

These documents can be consulted on the website of the Office of the Secretary-General of the European Schools: www.eursec.eu

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¹ This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu)

I. INTRODUCTION

This report covers the 2013 calendar year – the 60th anniversary year of the European School system. The objective of this report is to provide the members of the Board of Governors with consolidated facts and figures on the European School system as a whole and to inform it about the main developments which occurred in the different areas of activity of the General Secretariat and about the situation of the schools, with particular reference to infrastructure.

The first European School nursery class opened its doors in Luxembourg in April 1953. In the autumn of the same year the primary school was started by six teachers, one by country, and by 70 pupils from Belgium, France, Germany, Italy, Luxembourg and the Netherlands.

Over the last 60 years the European Union and our school system have both grown considerably. At present, there are approximately 27 000 pupils being provided with European Education in 14 traditional European Schools in seven different EU Member States, plus nine Accredited European Schools in five more countries. In addition, there are plenty of new projects in the pipeline. The 60th anniversary celebrations took place at the European School, Luxembourg in spring 2013. The Office of the Secretary-General produced a 60th anniversary brochure which was distributed to all schools and all stakeholders.

The year 2013 was also a year of serious reflection and debate about reorganisation of the secondary cycle. The second important item of discussion was the cost sharing issue. After several years of difficult negotiations, the Board of Governors finally agreed on principles for cost sharing amongst the Member States in December 2013.

The number of pupils in the European Schools is increasing rapidly every year. The pupil population increased by 910 pupils (4%) in 2013. This pupil growth was due to a 7% (980 pupils) increase in the pupil population coming from the European Institutions. The situation in Brussels is difficult, despite the opening of the fourth school at Laeken in September 2012. The negotiations for the fifth European School in Brussels are under way with the Belgian authorities.

Croatia acceded to the European School Convention as the 28th Member State and the Croatian language became an official language of tuition in our schools. In addition, a Bulgarian section was created at the Brussels IV School on 1 September 2013.

From the budgetary viewpoint 2013 was a very challenging year. First of all there was a record number of 167 unfilled seconded posts. In addition, due to the economic crises, the Member States' contributions decreased and the contributions of the European Institutions remained at the 2012 level, despite the significant pupil population increase. In order to balance the financial situation, the Board of Governors was obliged to increase Category III fees and continue to take stringent cost-cutting measures.

The Board of Governors approved the new Regulations on Accredited European Schools in April 2013 and the Tallinn European School was established by the Estonian government in August 2013. The European School in Helsinki and the International School Provence-Alpes-Côte d'Azur at Manosque organised their first European Baccalaureate session in 2013. In 2014, the European School of Strasbourg will celebrate its first bachelors.

In the pedagogical area many important decisions were made. A new student support policy was introduced and the number of pupils with special needs and the number of pupils receiving educational support have increased.

There was a very lively discussion about the future organisation of studies during this school year. The 'Reorganisation of secondary studies' Working Group made several proposals for submission to the Board of Governors in December 2013. The reorganisation of years S1 to S3 will be implemented starting from 1 September 2014.

Based on the proposal of the student members of the Joint Teaching Committee, a new objective was agreed for the European School system in February 2013: “to provide Education for Sustainable Development with a cross-curriculum approach in line with European and international documents”.

A huge amount of time and effort was invested in implementing the recommendations of the IAS and the Court of Auditors. Based on the results of an electronic questionnaire and the discussions held with the Office of the Secretary-General, the IAS reduced the total number of outstanding recommendations from 140 to 32, amongst which, according to the relevant information, 9 were considered to be “ready for review” and 23 still “not ready for review”.

The Board of Governors discussed the legal situation of our schools at two meetings (April 2012 and April 2013). A ‘Legal Protection’ Working Group was formed, including representatives of the European Court of Justice, the Commission, the Complaints Board and the European Schools.

From the ICT viewpoint, the year 2013 was very challenging. A new Head of the ICT Unit took up his post in February 2013 and has since been involved in a large number of high impact projects. In September 2013 a new Student Management System was implemented in all the schools. In summer 2013, it was decided to halt the unsuccessful development of NewCobee and a new SAP accounting tool was chosen. The expected ‘go live’ date for SAP is 1 January 2015.

It should be noted that each school publishes its annual activity report, the financial part of which will form part of a consolidated report to be drawn up by the Secretary-General and presented by 1 June, in accordance with the provisions of the Financial Regulation.

Statistical data on the beginning of the 2013-2014 school year, showing the pattern of development of the pupil population, of the number of seconded staff and locally recruited teachers and of administrative and ancillary staff (AAS), as well as the breakdown of pupils by nationality and languages, were presented to the Board of Governors at its December 2013 meeting.

This report also contains information about the action taken on the recommendations made in the internal audit reports and about the operation of the Central Enrolment Authority for the Brussels European Schools.

II. FACTS AND FIGURES ON THE BEGINNING OF THE 2013-2014 SCHOOL YEAR IN THE EUROPEAN SCHOOLS² (Ref. 2013-10-D-3-en-2)

III. MANAGEMENT OF THE SYSTEM BY THE GENERAL SECRETARIAT

A. PEDAGOGICAL ASPECTS

1. Activities of the Pedagogical Development Unit during the year 2013

The Reform of governance changed the tasks of the Secretary-General and of the Inspectors in the European School system (see document 2009-D-353-en-4).

Consequently, the Office of the Secretary-General saw its role enhanced as guarantor of the system's coherence and was entrusted with the task of monitoring its proper operation.

As a result of the system's opening up and the schools' autonomy, the General Secretariat and its Pedagogical Development Unit had to take far more initiatives with respect to control, harmonisation and maintenance of the school system's cohesion.

This means that the organisation of work in the Pedagogical Development Unit has been revised since September 2013.

One of the Pedagogical Development Unit's tasks is the monitoring of teaching and learning in the European School system for quality assurance purposes.

i. Composition of the Pedagogical Development Unit

The Deputy Secretary-General also remains Head of the Pedagogical Development Unit.

The Unit is staffed by three assistants (two of whom work half time) and four secretaries (two of whom work full time and two part time).

ii. Duties of the Pedagogical Development Unit

One of the Pedagogical Development Unit's main areas of action is to support the activities of the primary and secondary Inspectors.

The Unit essentially handles the preparation and organisation of and follow-up on meetings of the Boards of Inspectors, the Teaching Committee and the working groups and production of reports and pedagogical documents on the European schooling system.

In addition, the Unit provides a support service for the schools in the pedagogical area, with particular reference to questions concerning application of the rules in force and appeals procedures.

² This document has been published on the website of the Office of the Secretary-General of the European Schools (www.eursec.eu)

ii.a 'Quality Assurance'

Following the Reform, one of the Pedagogical Development Unit's main duties is to coordinate quality assurance and ensure its implementation.

The **Pedagogical Development Unit** supports the 'Quality Assurance' Working Group in its actions by means of performance of a variety of administrative duties, such as production of the 'Quality Assurance and Pedagogical Development in the European Schools' document. The purpose of that document is to provide for each new school year:

- a transparent overview of the pedagogical priorities and needs as identified by the Boards of Inspectors, the Joint Teaching Committee and the Board of Governors
- the activities planned to meet those needs
- the results expected and achieved
- the previous school year's results.

The close cooperation between the 'Quality Assurance' Working Group, the Presidency and the Pedagogical Development Unit improves coordination and allows planning of the Boards of Inspectors' different activities to be fine-tuned and compliance with quality standards to be ensured.

ii.b Meetings of the Preparatory Committees³ (Board of Inspectors (Primary), Board of Inspectors (Secondary), Joint Board of Inspectors and Joint Teaching Committee)

The Board of Inspectors and the Joint Teaching Committee currently meet twice a year.

The Board of Secondary Inspectors also meets in June to deal with questions connected with the European Baccalaureate.

These meetings are handled by the two full-time secretaries.

The work consists mainly of:

- preparation of the sessions;
- drawing up of the agenda, in conjunction with the chairs and the Deputy Secretary-General;
- organisation of protocols for the discussions;
- follow-up on the documents (opinions and decisions of the different Boards and/or Teaching Committee for the Budgetary Committee and/or Board of Governors, or other bodies).

ii.c Working groups are chaired by Inspectors and organised administratively by a half-time secretary.

This work consists of:

- sending the official invitations and the agenda;
- sending the documents to the different members;
- planning and identifying the working groups and monitoring the different reports of the meetings in conjunction with the Pedagogical Assistant.

³ Since the Reform, use of this term is no longer really appropriate, given that some decisions can now be taken at the level of the so-called 'preparatory committees'.

ii.d In-service training courses, of which the Inspectors are the instigators and organisers, are also organised administratively by the same half-time secretary.

This work consists of:

- sending the official invitations;
- sending the programme;
- planning and identifying the courses and monitoring the different reports of the courses in conjunction with the Pedagogical Assistant.

ii.e Apart from those four main areas, the Pedagogical Development Unit is also involved in the administrative organisation of:

- whole school inspections (WSI);
- evaluations of seconded teachers (planning, budgeting and follow-up on reports) until the end of August;
- granting of a tenth year for teachers at the end of their period of secondment until the end of August;
- the schools' school calendars;
- administrative appeals and monitoring of and follow-up on contentious appeals against decisions of Class Councils;
- SEN pupils (appeals, coordination of requests for special arrangements for the Baccalaureate);
- appeals involving SEN pupils;
- Directors' meetings and training provision;
- certain standing working groups and/or working groups mandated by the Board of Governors which are chaired by the Deputy Secretary-General;
- the General Rules;
- reception and planning of all the Inspectors' activities and reporting on the budgeting of those activities;
- production of an annual report on the costs associated with the Inspectors' activities;
- production of statistical analysis reports;
- production of an annual statistical report on the costs associated with the Inspectors' activities;
- drawing up of administrative rules, regulations and procedures, associated with the Pedagogical Development Unit's activities;
- support for the drawing up and application of pedagogical rules, regulations and procedures, also associated with the Inspectors' activities;
- monitoring of legal rules and procedures associated with the Inspectors' work (e.g. in the context of the design and production of new syllabuses, of pedagogical tools, etc.);
- monitoring of pedagogical matters for Accredited Schools via the Learning Gateway.

The above list of duties performed by the Pedagogical Development Unit does not claim to be exhaustive.

iii. Since 1 September 2013, the duties below have been taken over and handled by the Human Resources Unit:

- monitoring of the creation and discontinuance of seconded teachers' posts by the national authorities;
- monitoring and facilitating evaluation of seconded teachers;
- administrative management of the granting of a tenth year for teachers reaching the end of their period of secondment;
- relevant professional experience.

iiii. Overview of the work done

During the 2013 financial year, the Pedagogical Development Unit organised and coordinated in particular:

- 9 large pedagogical meetings: 2 meetings of the Board of Inspectors (Nursery and Primary), 3 meetings of the Board of Inspectors (Secondary), 2 meetings of the Joint Board of Inspectors and 2 meetings of the Joint Teaching Committee.
- 73 working groups managed by the inspectors, which held 168 meetings in all, amounting to 235 meeting days in total.
- 22 in-service training courses for the nursery, primary and secondary teachers in liaison with the European Schools and the Boards of Inspectors, including four decentralised courses (French L1 and French L2 in the primary cycle; mathematics in the secondary cycle; use of the technological tool for the other scientific subjects).
- 1 symposium was organised for implementation of the common L2 syllabus in the primary cycle.
- 1 in-service training course for management staff, under the General Secretariat's responsibility.
- 232 inspection visits – mainly inspections which are mandatory under the Staff Regulations.
- 4 team inspection visits on the new whole school inspection model.
- Receipt of and follow-up on working group and in-service training group reports.

The Boards of Inspectors' proposal to form a 'Quality Assurance' Working Group charged with establishing priorities and planning the Inspectors' activities was approved by the Board of Governors in April 2012. A document setting out the Inspectors' activities, which is regularly updated and approved by the Joint Board of Inspectors, was presented to the Teaching and Budgetary Committees for their information and then to the Board of Governors for its information.

Support for the planning and budgeting of all the inspectors' activities is provided by the Pedagogical Development Unit. The total number of activities in 2013 was approximately 440.

The Pedagogical Development Unit was also responsible for following up on the documents approved by the Teaching Committee – resulting from the different working groups:

- A total of 16 new syllabuses were approved in 2013.
- Support was provided for follow-up on the new assessment policy for all the teaching levels. Implementation of the assessment policy for the primary school will be accompanied by an in-service training course in spring 2014.
- The general framework for whole school inspection (WSI) was updated and guidelines for all the parties involved in such inspections were drawn up.
- Teaching standards for the European Schools.
- Guidelines for reflection, observation/(self-)evaluation of teachers in the nursery, primary and secondary cycles of the European Schools.
- The new arrangements for Careers Guidance were put in place.
- Logistic support was provided for the 'Quality Assurance' Working Group: preparation of and follow-up on its meetings, assistance with updating of the document on planning and the priorities of the Boards of Inspectors.

The Pedagogical Development Unit was also responsible for handling firstly, legal and administrative follow-up on certain pedagogical documents approved by the different Boards/Committees, and secondly, budgetary follow-up on some of them:

- Budgetary estimate for the different whole school inspections.
- Budgetary estimate for the different working groups coordinated by the Pedagogical Development Unit.
- Budgetary estimate for decentralised in-service training for French L1 and French L2 in the primary cycle.
- Budgetary estimate for decentralised in-service training for Mathematics and Physics in the secondary cycle.
- Monitoring of use of the technological tool accompanying the new mathematics syllabuses for the other scientific subjects and economics and budgetary estimate for the related decentralised in-service training.
- Agreements for members of working groups: Intermath, EEC (Early Education Curriculum), Human Sciences.

The Pedagogical Development Unit also coordinated the common policy project for educational support in the primary and secondary cycles. The new policy was approved by the Board of Governors at its December 2012 meeting and entered into force in the schools as from September 2013.

The Unit offered the necessary support to the inspectors responsible for producing the SEN Statistics annual report.

The Unit also guaranteed coordination of the work on updating of the call for expressions of interest from therapists wishing to apply to offer their services to pupils with special educational needs for whom an agreement to provide them with support is in place.

In the context of analysis of statistics, the Pedagogical Development Unit was also charged with follow-up on the analysis of repeat rates and on the introduction of the 19 measures to combat school failure approved by the Board of Governors at its December 2010 meeting. In that same context, the Pedagogical Development Unit proposed additional amendments to be made to Article 61 of the General Rules, seeking to give a more precise definition in the area of Class Councils' decision-making power with respect to pupils' promotion to the year above at the end of the school year.

At the end of the 2012-2013 school year, the percentage of pupils required to repeat the year was, moreover, appreciably smaller than the figure recorded the previous year.

Data on the pass rate in the different subjects in years S4 and S5 were also produced.

In the context of the organisation of courses and the structure of studies in the secondary cycle, the Pedagogical Development Unit chaired the Working Group created by the Board of Governors at its April 2012 meeting. The Unit also provided the Group with administrative support by supplying all the necessary data and documents.

The 'Organisation of studies in the secondary cycle' Working Group thus created inherited some of the mandates of the 'Languages' Working Group and also received several new mandates:

- At its April 2012 meeting, the Board of Governors gave the Working Group the following mandate: *"... for the sake of rationalisation of studies, with particular reference to options. The working group's composition would be based on that of the 'Languages' Working Group, to include drafting of a proposal for the new structure of studies in the secondary cycle, in order to improve its flexibility and efficiency, and for the financial aspects, as specified in the cost sharing debate.*
- At its April 2013 meeting, the Board of Governors gave the Working Group the following mandate:
 - "- gave a mandate to a subgroup of the 'Organisation of studies' Working Group to study conditions for the continuation of sections in secondary;*
 - was largely in favour of increasing the average size of groups;*
 - requested the Working Group to continue and deepen reflection on the proposal for years S1-3: to that end, the General Secretariat would produce a sufficiently detailed written summary, so as to be able to direct the working group's work effectively.*

As regards the European Schools' mission, a very broad consensus was reached amongst the members of the Board of Governors on the vision described in 1.3.1, i.e. paying greater attention to pupils not aiming to take the European Baccalaureate. The debate must continue within the Working Group on the cost and the other implications of the certification which would need to be awarded to such pupils.

The Board of Governors requested the 'Organisation of studies' Working Group to continue and deepen its reflection, taking on board the observations made, in order to present a comprehensive new proposal, encompassing S1 to S7, which would be put to the vote at the Board of Governors' December meeting."

At the end of its meetings, the Working Group succeeded in drafting a proposal for a new form of organisation of studies in the secondary cycle encompassing years S1 to S7, which was submitted to the Board of Governors for approval at its meeting of 3-5 December 2013. At that meeting, the Board of Governors:

- scrutinised and took note of the proposal as a whole;
- endorsed the proposal for years S1 to S3, for entry into force in 2014;
- requested that an external evaluation of the proposal concerning the reorganisation of studies in years S4 to S7 be carried out before it was approved. The external evaluator would be selected through a call for tenders, preparatory work on which was entrusted by the Working Group to a small subgroup of the working group, bringing together the same categories of stakeholders as the 'Organisation of studies' Working Group.

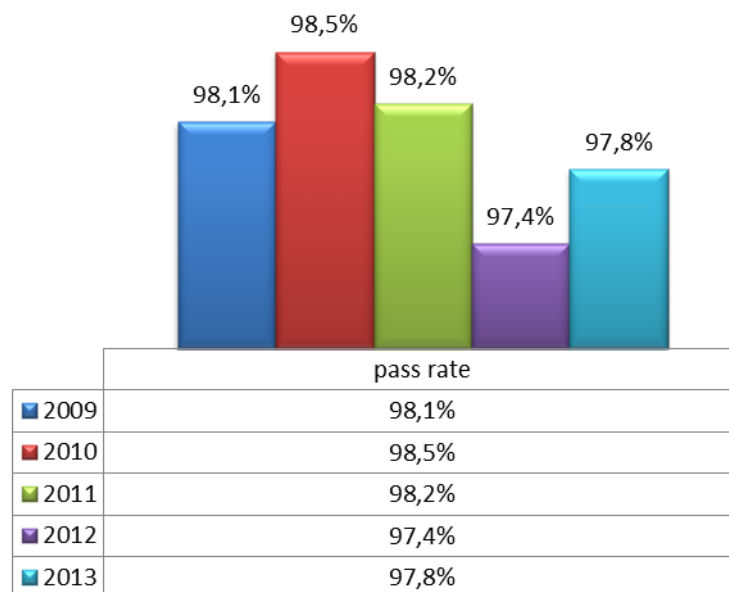
The subgroup, which was also chaired by the Pedagogical Development Unit, supervised the drawing up of the specifications and the contract notice for the call for tenders in question.

2. 2013 European Bacculaureate

European Bacculaureate 2013 was chaired by Mr Bernard Devlamminck (Belgium). A total of 1573 candidates from 13 European Schools and three accredited schools (*European Schooling Helsinki*, *École internationale de Manosque* and *Scuola per l'Europa di Parma*) were entered for the 54th session of the European Bacculaureate. 9 pupils abandoned the examinations without obtaining the Final Bacculaureate Mark. Twenty-two candidates were partially absent for illness during the written and/or oral examinations and had to take substitute examinations in June 2013. One candidate was offered to take part in an extraordinary session in September 2013 due to the personal circumstances.

Global pass rate for 2013 Bacculaureate: 97.8%.

Pass rates 2009-2013



A comparison over five years of pass rates shows that the situation is relatively stable.

	2009	2010	2011	2012	2013
AL	100,0%	100,0%	100,0%	97,0%	96,7%
BE	97,9%	97,9%	89,4%	92,7%	95,2%
Br I	97,1%	99,0%	99,1%	98,8%	97,9%
Br II	97,8%	99,6%	98,1%	94,9%	94,2%
Br III	95,9%	99,5%	96,9%	97,8%	99,0%
CU	100,0%	98,3%	96,3%	100,0%	100,0%
FR	100,0%	100,0%	100,0%	100,0%	100,0%
HE					100,0%
KA	100,0%	95,9%	97,5%	97,4%	98,6%
LU I	98,2%	97,3%	99,2%	97,8%	97,8%
LU II					99,1%
MA					100,0%
MO	96,6%	100,0%	95,4%	95,1%	96,3%
MU	99,1%	96,7%	100,0%	98,1%	100,0%
PA	100,0%	100,0%	100,0%	90,9%	100,0%
VA	98,9%	99,0%	100,0%	100,0%	97,5%
TOTAL	98,1%	98,5%	98,2%	97,4%	97,8%

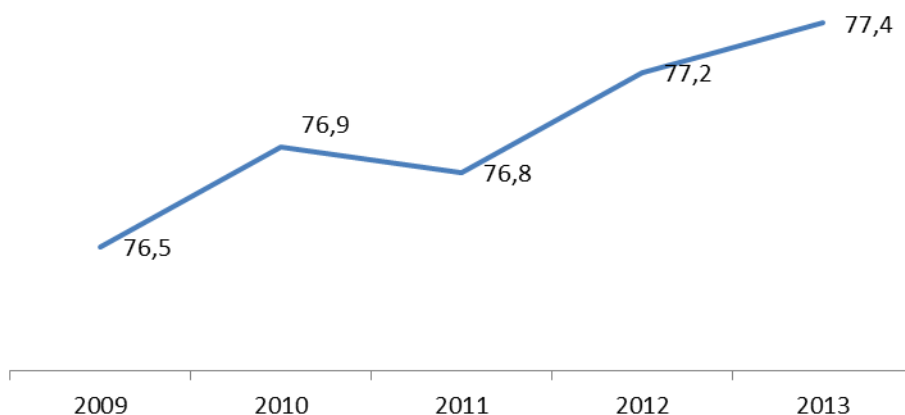
The following table shows the pass rate in the different language sections. This year, the pass rates by language section ranged between 92,50% and 100 %. Due to small numbers of bachelors in some sections the results are not always statistically comparable.

Pass rate by section

	Candidates	Passed	Pass rate
DA	36	36	100,00%
DE	276	274	99,28%
EL	56	56	100,00%
EN	374	369	98,66%
ES	105	101	96,19%
FI	40	40	100,00%
FR	349	333	95,42%
HU	9	9	100,00%
IT	128	127	99,22%
NL	103	101	98,06%
PL	15	14	93,33%
PT	40	37	92,50%
SV	33	33	100,00%
Total	1564	1530	97,83%

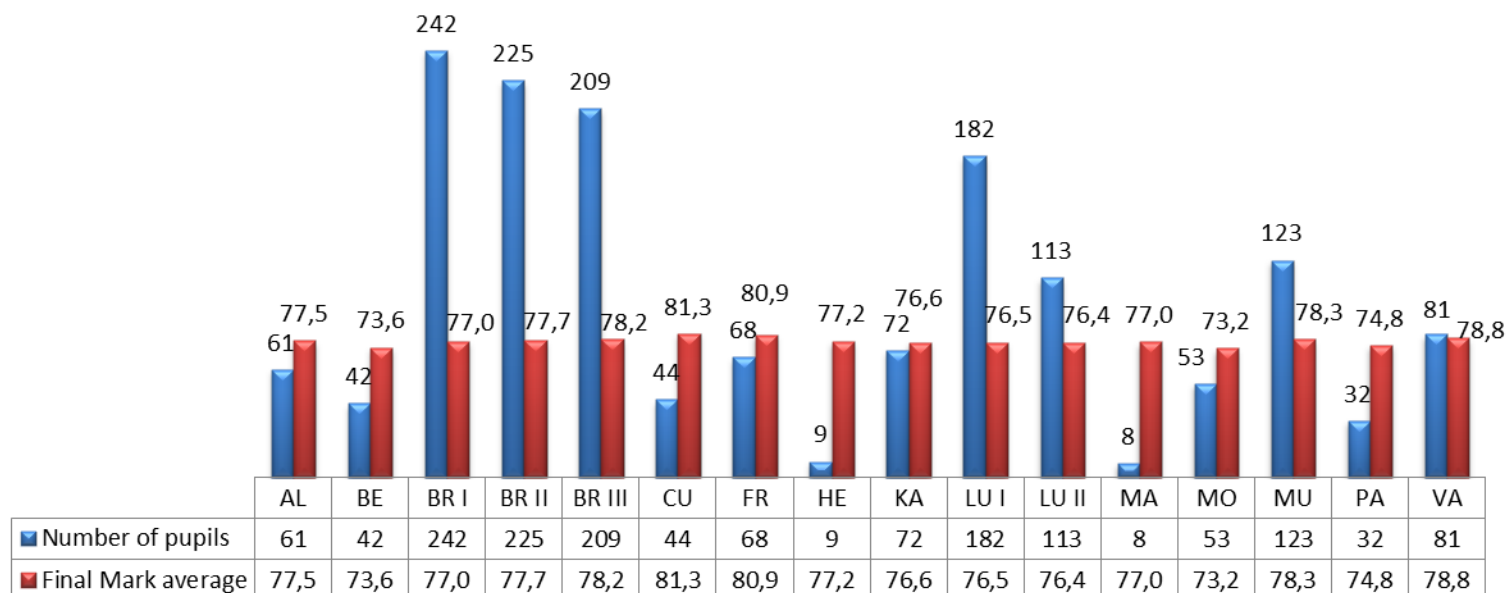
For all the candidates who participated in the 2013 session of the Baccalaureate, the average Final Mark amounted to 77,4. A comparison of the Final Marks shows a slight rise throughout the past five years.

Overall average of past five years



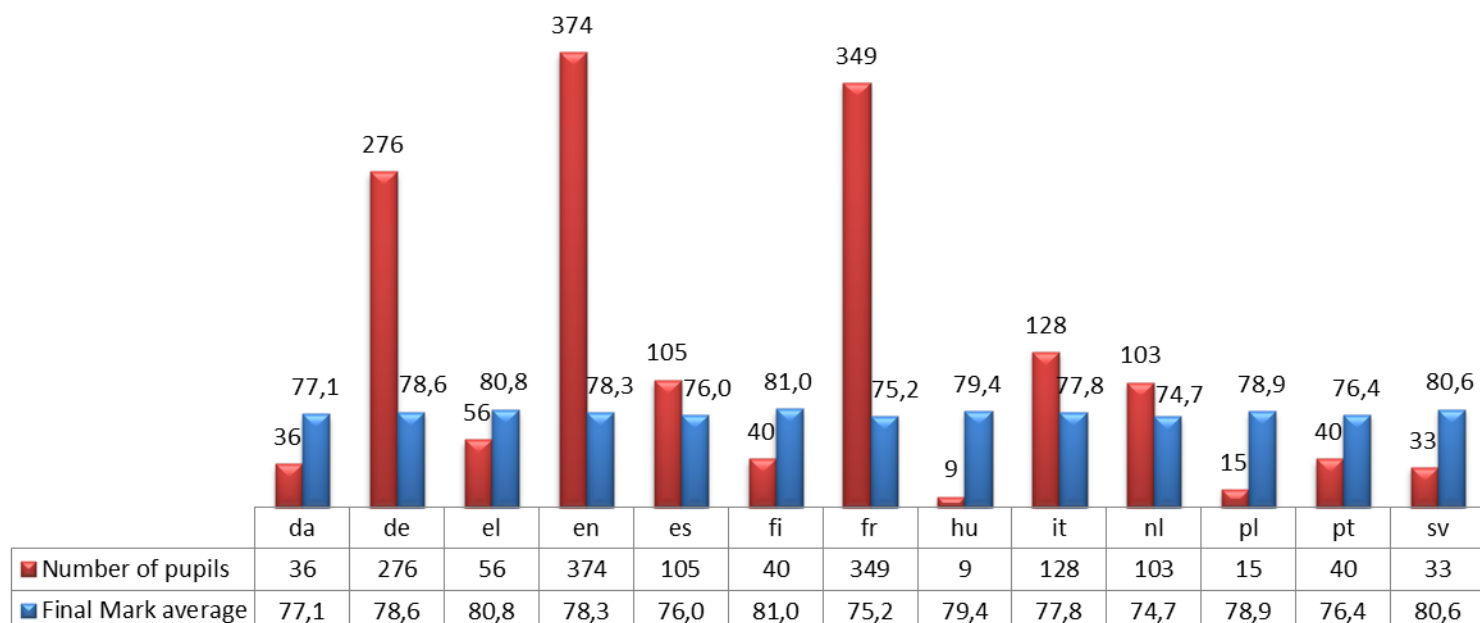
This year the average Final Mark ranged between 73,2 and 81,3 from school to school.

Final Mark average per school



The average Final Mark ranged between 74,7 and 81,0 depending on the language section, even if at certain sections the number of candidates could make the average less significant.

Final Mark average per language section



✓ **Reform of the European Baccalaureate – Development table**

	Measure	2013 Session
1	Baccalaureate registration fee	€81.93 See 2010-D-261-en-2 'Decisions of the enlarged meeting of the Board of Governors of 1, 2 and 3 December 2010'.
2	Baccalaureate certificate	Security measures for the certificate.
3	Délibération	Abolition of deliberation, replaced by communication of results. See 2010-D-261-en-2 'Decisions of the enlarged meeting of the BoG of 1, 2 and 3 December 2010' and 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'. Pass mark set at 60%
4	Registration for the Baccalaureate and choice of options, for students	15 October of the current year at the latest. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'.
5	Choice of options: communication from the schools to the OSGES through ELEE	31 October of the current at the latest. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'."
6	Use of the technological tool T-Inspire	2012-2013 school year: Transition year Each school decides on use of the tool, by subject, with a consensus amongst its teachers, for the pre-Baccalaureate (part examinations). Baccalaureate: decision taken by the Inspector and communicated to the Schools by the Office. Use compulsory in Mathematics and optional for the other scientific subjects (Physics, Geography, Economics, Biology and Chemistry). See 2012-01-D-29-en-3 Use of the technological tool accompanying the new Mathematics syllabuses for the other scientific subjects and economics.
7	Introduction of a cross-curriculum project	Discussion of the cross-curriculum project in the 'Reorganisation of the secondary cycle studies' WG.
8	Structure of the question papers	Mathematics: abolition of questions to choose from in the Baccalaureate, separation of the question paper into two parts, new syllabus, See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011' Other subjects: questions to choose from
9	Quality control of the oral examinations	Sending of the questions, by the teachers, to the inspectors and external examiners at the latest by 15th March. See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'
10	Keeping of the oral questions in the school	3 years See 2011-12-D-7-en-2 'Decisions of the enlarged meeting of the BoG of 6, 7 and 8 December 2011'
11	ONL (GA, MT, FI, SV)	Possibility of registering for an ONL examination, either written or oral. See 'Revision of the Decisions of the Board of Governors concerning the structure of studies and the organisation of courses in the European Schools', 2011-01-D-33-en-7
12	Calculation of the final mark in the Baccalaureate	The C, W and O marks are expressed as numbers with a decimal

B. HUMAN RESOURCES

In the year 2013 the area of human resources management in the Office of the Secretary-General was restructured by concentrating HR questions linked to the 14 Schools in the HR department.

The recruitment of new staff members for the Office of the Secretary-General remained an important element of the work. In addition, and due to the above-mentioned internal reorganisation, recruitment procedures linked to the managerial staff of the 14 Schools were also carried out and the professional experience of 186 newly seconded teachers had to be checked. Moreover, a mandate to review salary-related provisions of the Service Regulations for Administrative and Ancillary Staff (AAS) and the mandate to review the Category II school fees policy were discharged.

In 2013 the number of staff members in the Office remained virtually stable (8 seconded staff members and 44 AAS members). In total 5 recruitment procedures, including the post of Head of the ICT Unit, were carried out. Moreover, the Office continued recruiting postgraduates for the ICT Unit under the Erasmus programme.

With respect to the managerial staff of the 14 Schools, in total six selection procedures for Directors and Deputy Directors were carried out. In addition, two selection procedures for Bursars (Luxembourg II and Brussels I) were organised.

Based on a mandate from the Board of Governors the AAS Working Group, chaired by the Office of the Secretary-General, finalised its review of the salary-related provisions of the AAS Regulations, in particular by supporting internal mobility between the Schools and providing Directors with more flexibility with respect to the initial grading of newly recruited administrative staff.

Based on a mandate from the Board of Governors the 'Locally Recruited Teachers' Working Group, chaired by the Office of the Secretary-General, provided the Board of Governors, at its April 2013 meeting, with a comprehensive, cost-neutral proposal for 'Service Regulations for Locally Recruited Teachers in the European Schools'. As a result mainly of the outstanding reservation of one delegation, it has not proved possible for the draft to be adopted yet.

C. LEGAL ASPECTS

✓ Appeals

In 2013, 100 administrative appeals were dealt with by the Office of the Secretary-General and **69 contentious appeals** were dealt with by the Complaints Board, almost 61% of which (41 appeals) were lodged following rejection of a prior administrative appeal to the Secretary-General of the European Schools. For the first time in five years the number of administrative appeals fell appreciably, in virtually all areas. This figure of 100 appeals is markedly lower than in 2012, when the Office dealt with the exceptionally high number of 168 administrative appeals. But it is also lower than the number of appeals dealt with in 2011 (145), as well as in 2009 (120) and in 2010 (127).

This decline in the number of appeals in relation to the year 2012 is accounted for firstly by the drastic reduction in the number of appeals lodged against a Class Council decision (55 in 2012 as compared with only 21 in 2013, so down by over 50%), by the fall in the number of appeals from teaching staff (43 in 2012 as compared with only 22 in 2013, so down by 50%) and by the fall in the number of appeals concerning the Baccalaureate examinations (37 appeals in 2012 as compared with only 5 in 2013, so down by almost 90%).

It should be pointed out, however, that the reference year (2012) was particularly exceptional in terms of the volume of appeals, as a result of the incident that affected the mathematics examination in the Baccalaureate and of the mobilisation of teachers newly recruited as from September 2011 against the new salary scales for members of the seconded staff.

The fall in 2013 in the number of appeals in relation to previous years is also accounted for by the gradual dying out of certain types of litigation because of consolidation of the Board of Appeals' case law. It is indeed to be noted that some litigation has a time-limited lifespan.

For instance, whilst adoption of the differential adjustment mechanism generated a very substantial amount of litigation at the time, appeals lodged against the final calculation of the differential adjustment are now a relatively rare occurrence. Similarly, whilst it used to be common for appeals against decisions of the Central Enrolment Authority to be based on geographical grounds, as a result of the Complaints Board's now well established case law on this question, the number of appeals of a geographical nature is currently tending to decline.

It should be noted that the 2013 figures do not allow the situation in the coming years to be prejudged, since the Complaints Board's case law evolves very quickly and opens the way for consideration of new appeals, such as those connected with determination of Language 1 and disputes about Category III school fees.

Moreover, a working group has been specially mandated by the Board of Governors to work on strengthening of legal protection in the European School system, with the result that the annual number of appeals could start rising again or even significantly exceed the 2012 figures. As matters stand at present, it is impossible to estimate the workload in this area with which the staff of the Office will have to cope in the future.

As regards 'new' types of litigation, it should be pointed out that the year 2013 saw a significant increase in the number of appeals concerning Language 1. The increase is accounted for in particular by the opening of a Romanian section at the European School, Brussels IV, which sparked a wave of protest from Romanian parents of children who were already attending the school as SWALS (Students Without A Language Section) in the nursery classes and who were required to join the newly created Romanian section.

Even though a fundamental principle of the European Schools is the teaching of mother tongue/ dominant language as Language 1 (see Article 47(e) of the General Rules), the Complaints Board delivered a decision which would suggest that it is possible to forgo education in one's Language 1 (mother tongue or dominant language) after having been in a language section as a SWALS for only two years (in the case in point, in the nursery cycle). That decision led the Secretary-General to propose amendment of Article 47(e) of the General Rules to the Board of Governors.

Similarly, in the context of an appeal lodged by a member of the seconded staff concerning his resettlement allowance, whilst the school's management and the Secretary-General had applied to the letter Article 58.7 of the Regulations for Members of the Seconded Staff, which is worded in the same terms as the equivalent provision of the Staff Regulations of EU Officials (applicable on 1 January 2014), the Complaints Board acceded to the applicant's request on the ground that it judged the aforementioned Article 58.7 to be discriminatory and therefore illegal. In that case too, the Office endeavoured to propose an amendment to the article in question, to bring the Regulations for Members of the Seconded Staff into line with the Complaints Board's case law.

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

Administrative appeals	Contentious appeals
	26 appeals against decisions of the Central Enrolment Authority
21 appeals against a Class Council's decision	2 appeals against a Class Council's decision
23 appeals concerning an application for enrolment in schools other than the Brussels ones	6 appeals concerning an application for enrolment in schools other than the Brussels ones, 2 of them concerning Category III school fees
10 appeals concerning determination of Language 1	3 appeals concerning determination of Language 1
22 appeals concerning the teaching staff, 20 of which were lodged by seconded teachers and 2 by locally recruited teachers	15 appeals concerning the teaching staff, 13 of which were lodged by seconded teachers and 2 by locally recruited teachers
5 appeals against the European Baccalaureate results	0 appeals against the European Baccalaureate results
8 appeals concerning special needs pupils	2 appeals concerning special needs pupils (+1 in summary proceedings)
6 appeals against a Discipline Council's decision	2 appeals against a Discipline Council's decision (+ 1 in summary proceedings)
	5 appeals seeking revision of a decision (+ 1 in summary proceedings)
5 appeals not coming into any of the aforementioned categories	4 appeals not coming into any of the aforementioned categories (+ 1 in summary proceedings)
TOTAL: 100	TOTAL: 65 (+ 4 in summary proceedings)

D. BUDGETARY ASPECTS

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

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

To supplement the facts and figures provided in document 2013-10-D-3-en-2, 'Facts and figures on the beginning of the 2013-2014 school year in the European Schools', the following table provides a summary of the financial data which were not available when the latter document was published in December 2013.

Table 1 shows the development of costs from 2008 to 2013. The figures show an increase of 6.87% over the five-year period and, for the second consecutive year after several years of steady increase, a 0.34% decline in 2013. This development reflects the budget cuts decided when the budget for the 2013 financial year was approved and the new salary scales which entered into force as from 1 September 2011 and thereafter. It should be noted that the pupil population (as a weighted average for the financial year calculated as in Table 2) increased by 7.77% from 2010 to 2013 and by 2.84% between 2012 and 2013. (Information about the pupil population by school can be found in document 2013-10-D-3-en-2, referred to above).

Table 1: Development of costs from 2008 to 2013 - Expenditure (€)

	2008	2009	2010	2011	2012	2013	% 2008-2013	% 2012-2013
Al	11 265 097	12 236 285	12 139 108	13 060 752	13 236 930	13 232 780	17.47 %	-0.03 %
Be	9 017 315	8 957 569	8 862 205	9 168 279	7 855 243	7 878 617	-12.63 %	0.30 %
Br I	31 691 818	32 639 312	33 126 483	34 136 002	32 469 655	31 064 382	-1.98 %	-4.33 %
Br II	31 336 148	31 906 989	33 123 327	33 538 842	32 803 011	32 904 497	5.00 %	0.31 %
Br III	28 679 058	28 326 826	29 403 027	31 764 900	29 484 264	28 215 190	-1.62 %	-4.30 %
Br IV	3 451 431	4 745 841	6 362 991	8 429 405	11 442 564	12 945 861	275.09 %	13.14 %
Cu	9 846 605	9 369 762	9 344 272	9 462 066	8 443 687	7 901 310	-19.76 %	-6.42 %
Ff	10 425 896	11 066 933	11 465 586	11 970 985	12 344 572	11 873 700	13.89 %	-3.81 %
Ka	12 483 991	12 734 208	12 846 356	11 917 882	11 761 967	11 095 498	-11.12 %	-5.67 %
Lux I	37 009 986	38 965 091	39 537 147	40 150 686	34 093 699	27 636 492	-25.33 %	-18.94 %
Lux II	6 989 029	7 421 163	7 740 478	8 184 407	14 183 713	22 015 900	215.01 %	55.22 %
Mol	11 219 276	11 784 623	12 106 724	12 321 631	11 386 474	10 874 357	-3.07 %	-4.50 %
Mun	18 941 426	20 252 301	22 116 802	22 180 083	22 245 333	21 885 363	15.54 %	-1.62 %
Var	18 296 045	19 096 570	18 596 747	18 596 427	17 570 518	18 697 214	2.19 %	6.41 %
OSG	9 071 996	9 036 140	8 836 111	8 281 565	8 450 149	8 648 526	-4.67 %	2.35 %
TOTAL	249 725 117	258 539 613	265 607 364	273 163 912	267 771 779	266 869 687	6.87 %	-0.34 %

The figures for 2008-2013 show actual expenditure, after deductions of appropriations that were carried forward to the following year and subsequently cancelled. As a result, the amounts do not correspond to the commitments shown in the closing of the accounts.

The figures for 2013, which include appropriations carried forward to 2014, are the best figures available at the year end and are subject to adjustment.

Table 2 shows the development of the cost per pupil over the same five-year period. It should be pointed out that in the case of Luxembourg II, education in the secondary cycle started in September 2012 and that in the case of Brussels IV, only secondary years 1-3 have been open since September 2010, meaning that there is not full comparability between the costs identified for those schools and those for the other schools. For Luxembourg and Brussels, the table shows aggregated costs as well as the cost of the individual schools. For 2013, the cost per pupil in the Brussels Schools fell again, being down by 4.1% on the previous year, whilst for the Luxembourg Schools, there was a 0.7% reduction compared with the figures for the previous year.

The average cost per pupil per annum across the schools, including the costs of the Office of the Secretary-General, is €11 076, a reduction of €302, or 2.7%, on the previous year's figure. A 5.8% reduction was recorded over the period 2008-2013. It should be noted that according to data published by Eurostat, inflation in the European Union rose by 2.3% over the same period.

	2008	2009	2010	2011	2012	2013	% 2008- 2013	% 2012- 2013
Al	11 033	11 926	11 843	12 652	12 785	12 619	14.4 %	-1.3 %
Be	16 170	15 660	14 936	15 306	13 717	14 094	-12.8 %	2.7 %
Br I	10 394	10 613	10 714	11 037	10 472	10 171	-2.1 %	-2.9 %
Br II	10 818	10 831	10 861	10 757	10 363	10 540	-2.6 %	1.7 %
Br III	10 903	10 480	10 348	10 925	10 132	9 781	-10.3 %	-3.5 %
Br IV	13 241	9 685	9 559	9 446	9 410	7 780	-41.2 %	-17.3 %
Br I, II, III & IV	10 255	10 682	10 766	10 775	10 219	9 802	-4.4 %	-4.1 %
Cu	11 868	11 221	11 317	12 033	11 663	12 069	1.7 %	3.5 %
Ff	10 395	10 405	10 567	10 863	10 694	9 816	-5.6 %	-8.2 %
Ka	12 564	13 021	13 312	12 679	12 697	12 117	-3.6 %	-4.6 %
Lux I	10 897	11 303	11 393	11 440	10 360	10 091	-7.4 %	-2.6 %
Lux II	7 818	8 289	8 404	8 636	10 970	10 951	40.1 %	-0.2 %
Lux I & II	10 255	10 682	10 766	10 844	10 532	10 455	2.0 %	-0.7 %
Mol	16 564	16 158	16 224	15 763	14 995	14 655	-11.5 %	-2.3 %
Mun	11 168	11 335	11 855	11 488	11 044	10 407	-6.8 %	-5.8 %
Var	13 808	14 373	14 210	13 940	12 807	13 467	-2.5 %	5.2 %
All schools together	11 335	11 405	11 439	11 529	11 019	10 717	-5.5 %	-2.7 %
OSG	427	413	393	360	359	359	-16.0 %	0.0 %
Schools + OSG	11 763	11 818	11 832	11 890	11 378	11 076	-5.8 %	-2.7 %
Expenditure is based on the figures in Table 1								
Pupils: Weighted average. (No in October of year n-1 x 8/13) + (No in October of year n x 4/13)								

Table 3 shows the contributions to the budgets of the European Schools made by the various partners in the system over the period since 2008. In fact the percentages corresponding to the contributions of the Member States remain unchanged, whilst the Commission's contribution is up fairly slightly, in absolute terms, by €0.3 million. It should be pointed out that the number of Category I pupils rose by 747 in 2013 and that this category accounts for 76% of the system's total pupil population. Revenue from the fees charged for Category II pupils continued its sharp decline, which might reflect the impact of the economic crisis (it should, however, be pointed out that the amount shown for 2013 does not include the data for the Brussels I School, which, because of technical problems, were not available at the time of production of this report). In greater detail, a general decline in revenue from the fees charged for Category II pupils is to be observed in the majority of schools, and more especially at Varese (-18%), at Frankfurt (-20%) and at Mol (down by just over 50%). Revenue from the fees charged for Category III pupils remains stable, showing a slight increase in absolute terms, although there are 86 fewer pupils in that category than in 2012. Two reasons which may account for this slight rise are the introduction of new fee levels and the entry into force in 2013 of the new rules on fee reductions. The remarkable decline by €2.8 million (more than 50%) in 'Other' revenue for 2013 is accounted for primarily by the lack of collection of a special levy (under budget item 704001 'Temporary contribution').

Table 3: Budget contributions (excluding surplus carried forward and use of reserve funds)							
		2008	2009	2010	2011	2012	2013
Member States	€	54 454 918	53 742 828	55 717 090	56 197 583	55 557 843	54 458 669
	%	22.1 %	20.8 %	21.0 %	20.4 %	20.3 %	20.2 %
Commission	€	138 910 044	151 907 627	155 393 053	163 975 427	163 882 693	164 206 385
	%	56.5 %	58.7 %	58.6 %	59.6 %	59.7 %	61.0 %
EPO	€	15 338 041	17 353 943	18 926 539	18 778 658	18 979 623	19 042 443
	%	6.2 %	6.7 %	7.1 %	6.8 %	6.9 %	7.1 %
Category II fees	€	13 894 567	13 909 948	13 283 884	14 258 680	12 953 535	11 871 478 ¹
	%	5.7 %	5.4 %	5.0 %	5.2 %	4.7 %	4.4 %
Category III fees	€	17 723 591	17 087 017	16 914 580	16 530 565	17 017 985	17 155 979
	%	7.2 %	6.6 %	6.4 %	6.0 %	6.4 %	6.4 %
Other	€	5 540 086	4 764 977	5 148 829	5 548 971	5 471 257	2 676 366
	%	2.3 %	1.8 %	1.9 %	2.0 %	2.0 %	1.0 %
TOTAL*	€	245 861 247	258 766 340	265 383 975	275 289 884	274 270 240	269 411 320

For the period 2008-2012, the figures correspond to revenue as entered in the definitive accounts; the figures for 2013 are the best figures available at the year end and are subject to adjustment.

* The figures exclude the surplus carried forward and use of the Reserve Fund.

¹ This amount does not include the Brussels I School's data.

2. Budget of the General Secretariat

The budget of the Office of the Secretary-General covers the operating costs of the system at the central level.

The table below shows the development of the Office's budget from 2006 to 2013.

This development reflects the two waves of EU enlargement in 2004 and 2007, which led to an increase in most budget items. Since 2009 and the system's reform, the reduction in the number of meetings of the different central organs and the prior budgeting of expenditure associated with the inspectors' activities have enabled Chapter II expenditure to be better controlled.

The year 2011 was a very challenging one from the budgetary viewpoint. The Secretary-General decided to reduce translation services by over 50% and interpretation services by 30%, in order to avoid further cuts on the pedagogical side. In total, the budget of the Office of the Secretary-General was reduced by €510 944 (6%).

The budget for the year 2012 was drawn up in the same conditions, implemented with the same rigour and closed with a result identical in relative terms with the 2011 one.

The volume of expenditure in the budget implemented in 2013 was €1 351 149 higher than the equivalent figure for the previous year. This is due to the expenditure incurred in the context of development of the new accounting application by SAP. This significant increase in expenditure will also have repercussions on 2014.

Similarly, the Board of Governors' decisions concerning certain organisational aspects of the European Baccaureate have led to a fall in expenditure which should become more marked in the years to come once the reform has been completed. On the other hand, an increase is to be observed in the costs of litigation and of the Complaints Board, as a result of the number of appeals, which is rising steadily year on year.

Development of some significant budget items and of the total budget of the OSGES											
				2006	2007	2008	2009	2010	2011	2012	2013
CHAPTER I											
	Seconded staff			817.962	887.785	989.618	1.008.609	1.005.487	970.242	959.287	934.452
	AAS			1.975.078	2.189.053	2.202.576	2.555.181	2.717.642	2.951.167	3.052.266	3.041.574
Total Chapter I				2.793.040	3.076.838	3.192.194	3.563.790	3.723.129	3.921.409	4.011.553	3.976.026
CHAPTER II											
	Rent, etc.			769.032	809.303	844.710	933.494	887.251	899.900	920.992	936.149
	Office equipment			85.942	79.455	79.785	70.589	75.092	55.423	63.807	61.125
	Telephone, post, etc			39.009	13.846	18.280	20.753	22.489	11.909	23.447	21.967
	Translation			746.243	970.425	1.110.867	1.017.692	929.007	385.290	267.455	286.901
	Interpretation			336.485	304.726	300.929	238.830	191.675	129.951	110.552	150.932
	Mission expenses			64.298	60.090	50.900	53.978	44.325	38.306	40.476	40.812
	In-service training			294.979	319.085	270.000	270.003	380.807	243.637	308.876	338.481
	Board of Governors			184.779	224.997	249.951	183.497	130.188	141.213	100.765	108.621
	Budgetary Committee			63.761	59.998	55.224	53.273	33.325	32.799	32.353	37.500
	Inspectors' meetings			486.375	372.993	488.000	379.000	323.729	330.000	326.026	364.379
	Inspectors' inspections			198.814	167.998	259.000	275.000	227.624	168.609	155.120	178.085
	Baccalaureate			779.925	859.992	839.990	870.830	792.863	795.000	859.983	850.000
	Litigation costs			161.204	205.581	192.000	269.833	236.005	289.168	236.022	287.148
	Complaints Board			37.671	92.701	107.000	102.536	116.147	105.413	116.252	103.318
Total Chapter II				4.365.015	4.616.805	5.097.482	4.855.532	4.502.680	3.752.570	3.679.243	3.882.866
CHAPTER VII											
	ICT			979.468	1.180.410	602.133	771.773	754.184	746.996	739.748	2.057.561
TOTAL				8.172.894	9.063.703	9.117.314	9.208.210	9.112.005	8.601.061	8.574.160	9.925.309

A breakdown of the costs of the main meetings in the year 2013 charged to the budget of the Office of the Secretary-General of the European Schools appears below.

COSTS OF THE MEETINGS OF THE BOARD OF GOVERNORS, OF THE BUDGETARY COMMITTEE, OF THE BOARDS OF INSPECTORS AND OF THE JOINT TEACHING COMMITTEE IN 2013 IN €

a) COSTS OF THE MEETINGS OF THE BOARD OF GOVERNORS (ITEM 2605)

Date	Travel/subsistence expenses	Interpretation	Technical
April 2013	28 420	18 175	-----
September 2013	20 250	7 745	300
December 2013	<u>29 173</u>	<u>12 600</u>	<u>900</u>
SUBTOTAL:	77 843	38 520	1 200

b) COSTS OF THE MEETINGS OF THE BUDGETARY COMMITTEE (ITEM 2606)

Date	Travel/subsistence expenses	Interpretation	Technical
March 2013	13 685	6 300	600
November 2013	16 562	7 695	600
Other meetings	<u>1 375</u>	<u>-----</u>	<u>-----</u>
SUBTOTAL:	31 622	13 995	1 200

c) COSTS OF THE MEETINGS OF THE BOARDS OF INSPECTORS AND OF THE JOINT TEACHING (ITEM 2607)

Date	Travel/subsistence expenses	Interpretation	Technical
BI, TC 02 2013	50 032	15 750	1 500
BI, TC 06 2013	8 930	2 900	300
BI, TC 10 2013	<u>56 700</u>	<u>18 895</u>	<u>1 500</u>
SUBTOTAL:	115 662	37 545	3 300

d) OTHER MEETINGS

Date	Travel/subsistence expenses	Interpretation	Technical
Working Groups, CEA, Troika Selection Committees (Item 2605)	29 315	24 895	3 300
Working Groups (Item 2607)	226 741	3 950	1 300
Courses (Item 2607)	18 590	-----	-----
Inspections (Item 2608)	178 085	-----	-----
SUBTOTAL:	452 731	28 845	4 600
TOTAL:	677 858	118 905	10 300

GRAND TOTAL: 807 063

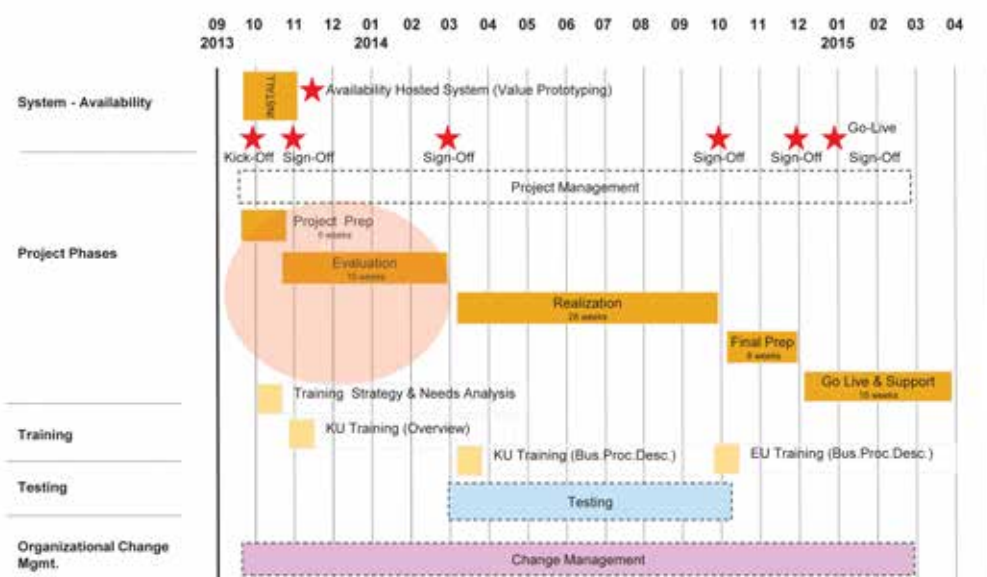
E. ICT AND STATISTICS

The year 2013 was a difficult one from the ICT and statistics viewpoint. Many IT projects are in progress and are changing the IT environment and the administrative operation of the European Schools considerably. Priority was given to projects responding positively to the recommendations of the Court of Auditors and of the European Commission's Internal Audit Service (IAS) following the audit conducted in March 2012 in the context of the risks associated with ICT.

1. 'Administrative' ICT

2013's most important decisions and events

- After several months without a head of unit, Mr Roland Pirnay took up his post as Head of the ICT and Statistics Unit in February 2013. As he knows the European Schools well, he was immediately operational.
- After more than six months of intensive work on the 'NewCobee' project in 2013, the finding that it was a failure became inevitable. In parallel, another project had to come into being: following the Court of Auditors' advice, a project was initiated with the SAP company, which is thoroughly familiar with the operation of the European institutions. Under this highly ambitious project, the European Schools' accounting/financial applications are due to be replaced by 1 January 2015 and the maximum number of best practices proposed by SAP are to be adopted.



Major changes in the European Schools' administrative operation are therefore on the agenda. Every effort has been made to ensure that this project is a success: involvement of all the stakeholders, change management, communication, training for end users. The lessons learned from the past and all the best practices and expertise of the SAP company are enabling us to move forward more successfully and to avoid the mistakes of the past.

- The successful deployment of the new school management system (SMS) coincided with the beginning of the 2013-2014 school year. For the record, the contract with Maltese company Myschool had only been signed in August 2012 (very short time period). Deployment was not easy: all the schools and the Central Office had to work very hard as from September 2013 to enable the schools to operate. To date, there are still big problems with the application, but broadly speaking, end users are fairly satisfied with ELEE's replacement, which had been eagerly awaited by everyone.
- As regards the recommendations with respect to project management, a methodology has started to be implemented, each member of the ICT Unit having received the necessary training. Roles and responsibilities have been clarified. The stakeholders are the focus of discussions and a policy of eliciting feedback from them has come into being (online surveys).
For each major IT project (SAP, SMS, etc.), a steering committee meeting regularly has been formed. The decisions taken by these steering committees are communicated direct to the stakeholders.
- To ensure business continuity (applications + services) several projects have come into being or have been changed: tests environment, replication site at Ixelles, collaboration with the Belgian government organisation BELNET, help desk, etc.
- Replacement of our Exchange server, which is currently on its last legs, was a priority during the year 2013 and the new server is almost ready and is being used by a few test users.

The many recommendations made by the IAS were mainly divided into three key strategic areas:

Key strategic area 1: Governance and management of projects

Key strategic area 2: Business Continuity

Key strategic area 3: Provision of services and service support (help desk)

Broadly speaking, they were dealt with in 2013.

Outlook and priorities for 2014

As in 2013, priority will be given to projects providing a response in the three key strategic areas, especially the second one.

- The SAP project has priority. The Head of the ICT and Statistics Unit is also the SAP project leader, which requires his personal investment of three to four days per week. That has a not inconsiderable impact on management of the ICT Unit. This project will provide a very positive response to the many recommendations of the Court of Auditors and the IAS.
- Deployment of our new Exchange server, with the introduction of many procedures (departure, arrival of a new member of staff, ICT Charter, etc.).
- As the contract with the MySchool company (SMS) will come to an end soon, a new call for tenders must be issued in accordance our Financial Regulation to replace that contract. To that end, the drawing up with the stakeholders of sound and rigorous specifications must constitute a priority. In the meantime, to ensure the European Schools' management, the current contract with the MySchool company must be extended.
- An increase in consultancy (Microsoft, SAP) is planned so as to
 - make up for the dearth of human resources in the ICT Unit to meet the needs of all the players in the European Schools
 - adopt best practices in all areas and minimise the risk of errors.

- In accordance with the recommendations of the IAS audit, an ICT governance group, mandated by the Board of Governors, with real executive power, should be formed within the European Schools.

Its task will in particular be to implement ICT governance processes:

- for definition of an ICT strategy in line with the corporate strategy,
- for the ICT budget,
- for management of corporate knowledge and performance in relation with computing,
- define and provide information about the roles and responsibilities of all the ICT players in the European Schools and at the Central Office (including ICT technicians and ICT coordinators),
- encourage communication between all the ICT players (administrative and/or pedagogical),
- ensure feedback from all end users,
- ensure overall coherence in the European Schools' ICT development,
- establish a real centralised administration, which is efficient and effective and at its users' service,
- check the smooth operation of the procedures in place,
- determine the new technologies usable in pedagogy,
- determine the services that are mandatory for administration on the one hand and for pedagogy on the other,
- ...

All the objectives of this ICT governance group can be categorised into two main parts: firstly, the 'administrative' objectives and secondly, the 'pedagogical' objectives. In that context, the ICT governance group should

- either be composed of 'ICT technicians' and 'ICT educationalists';
 - or be dividable into two perfectly coordinated groups and divided according to the subjects addressed.
- Reintroduce a real central and uniform ICT administration, which would provide both effective applications and services. This calls for introduction of the concept of Master Data for all areas. The objectives are to determine rigorously the data required, how to encode them, proactively checking the coherence and consistency of these data, etc. That requires clarification of all the roles (duties and responsibilities) of the administrative staff of the European Schools who use all the ICT applications. The introduction in 2013 of the concept of Key Users for SMS, for Business Objects, etc., was a step in that direction but was only a start.

2. 'Pedagogical' ICT

In May 2013, the working group in charge of reform of the computer studies syllabuses met again to finalise its work. Information and Communication Technologies (ICT) are probably the field in which the biggest and speediest developments have been seen in recent decades. Computers, tablets, smart phones, the Internet, etc., have acquired an increasingly high profile and have become essential in many areas of everyday life, including education. Given the exponential ongoing development of ICT, the new ICT syllabus has two main objectives: firstly, to provide pupils with basic knowledge and fundamental skills and secondly, to provide them with the resources needed for them to become independent in learning to use ICT. This new ICT syllabus sets out guidelines and is designed to be flexible, so as to enable teachers to keep up as well as possible with the fast pace of development in the area. The focus has also been put on critical thinking, a skill required for use of these new technologies, and on all the ethics, morals and democracy aspects (copyright, freedom of expression, right to privacy, etc.). The teaching of programming has also been amplified to meet the needs of our society and to respond to demand from teachers and pupils.

Classrooms in our 14 schools are well resourced, with a large amount of hardware, such as personal computers, tablets, beamers and interactive whiteboards. All the schools have ICT laboratories that are used not only for teaching ICT but also for many other subjects (art, economics, ethics courses, language courses, careers guidance, etc.). Many schools also use mobile ICT rooms with laptop trolleys that can be easily moved from class to class.

Most of the PCs in classrooms are used only by teachers, for presentation purposes. The average number of pupils per PC is 5.1, i.e. a 0.2 'reduction' on last year's figure. The number of pupils per beamer is currently 13.0 (as compared with 17 in 2012) and the number of pupils per interactive whiteboard has fallen by 2 to reach 21. The schools are thus continuing to maintain and upgrade their hardware.

All, or almost all, pupils have a PC connected to the internet at home which is usually used to play, communicate or even learn. Many 'One laptop per child' projects are in progress, allowing pupils to have a small laptop computer in class. The major outstanding question is who should pay for the laptops: the school or parents? Nowadays it is possible to find very cheap notebooks on the market. If prices continue to fall, a rental charge for such devices could be included in school fees, as is the case in several international schools. With that in mind, the schools would simply be charged with providing good quality and secure wireless internet infrastructure, pupils bringing the hardware with them themselves. This subject should be analysed in detail by the future ICT governance group, from both the pedagogical and technical angles.

Increasing numbers of teachers are using virtual classrooms,

- whether in their simplest form: simple information sharing platforms such as Google Sites, etc.
- or in a more complex form: Learning Management Systems (LMS), such as Moodle, Studywiz, etc.

These systems allow teachers to communicate with their pupils out of the classroom: the teacher can prepare and send to each student different assignments and complementary work for their digital homework. Ideally, a proprietary system (such as Moodle) should be perfectly synchronised with the database of the pupil management application (currently SMS). However, SMS already has a module called 'Assignments' which allows teachers to set exercises to be done by pupils, to provide them with documentation, etc. This module has been successfully tested in several schools and meets the needs of very many teachers perfectly.

In 2014, particular attention should be paid to the 'European Schools' portal: intranet/extranet/internet' project. One of its purposes is to provide all stakeholders in the European Schools (teachers, parents, pupils, inspectors, Bacalaureate experts and examiners, administrative staff, etc.) with a single entry point for all our applications and a simpler method of organisation, collaboration, communication and sharing of documentation.

F. INTERNAL AUDIT SERVICE

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

In 2013, the European Commission's Internal Audit Service (IAS) began work on optimising and monitoring the status of the outstanding recommendations made to the European Schools between 2008 and 2011. The objective of this follow-up is to assess the progress made by the Office of the Secretary-General (OSG) and by the European Schools on implementation of the recommendations made at the end of the following audits conducted by the IAS:

- 2008-2009: Audits of Human Resources Management at the Office of the Secretary-General and in the Luxembourg I, Varese and Brussels I Schools.

- 2011: Audit of Financial Management at the Office of the Secretary-General and in the Alicante and Brussels II Schools.

On the basis of the results of an electronic questionnaire sent to the 14 European Schools, of analysis of the responses to that questionnaire and of the discussions held with the OSG, the audit enabled the IAS to optimise the relevant information (e.g.: remove obsolete recommendations, merge some recommendations which duplicated one another, simplify their wording, revise some recommendations upwards or downwards and finally, put aside 'desirable' recommendations in order to concentrate on 'very important' and 'important' recommendations). This resulted in a reduction in the total number of outstanding recommendations, which went down from 140 to 32. Of those, according to the relevant information, nine were considered to be "ready for review" and 23 were still "not ready for review". The results are set out in the IAS document 'Follow-up Report on the audits conducted in the European Schools'.

In November 2013, the IAS visited several schools (Brussels II, Brussels III and Brussels IV) to check on the spot the action taken on the nine recommendations considered to be "ready for review". On the basis of the results of that examination, in January 2014, the IAS published a note addressed to the Directors of those schools and it is also to prepare a consolidated report for the Secretary-General. A draft consolidated report has in fact already been examined, specifically on 14 February 2014 at a meeting with the IAS. The preliminary results show that three of the recommendations (justification of low value procurement; reconciliation of cash balances; clarification of a particular case of calculation of remuneration by the OSG for Luxembourg) were deemed to have been fully implemented in the system as a whole. The IAS therefore filed those recommendations permanently. In the case of the other six recommendations (transparent calculation of remuneration; AAS recruitment procedure; timely approval of benefits owed to seconded staff; national pay slips provided by seconding authorities; collection of balances owed by teachers; standard structure of staff files), the IAS considers that improvements still need to be made. Those recommendations therefore remain outstanding.

As regards the 23 recommendations considered to be “not ready for review”, the OSG provided the IAS with a detailed action plan on 21 February 2014. At the time of writing, the action plan is being examined by the IAS. It is perhaps worthwhile pointing out that one of the remaining recommendations that the IAS considers to be very important is to change the mission of the central Financial Control Unit. The report (document 2014-02-D-44-en-1) presented to the Budgetary Committee by the working group on revision of the Financial Regulation, to which reference is made below, expressly addresses that question.

Furthermore, in November 2013, the Central Office provided the IAS with the detailed information requested with a view to updating of the 'IAS Strategic Audit Plan for 2013-2015' for the European Schools. The information provided concerns the following points: the major internal and external developments affecting the European Schools that influence the risk map, the status of the action plans for processes classified as ‘high risk’ in the initial version of the Strategic Audit Plan and information about the Central Office’s opinion regarding remaining potential audit topics for 2013 to 2015 (procurement; enrolments; whole school inspections; risk management). As far as risk management is concerned, it is perhaps worthwhile pointing out that the IAS gave a presentation on the subject during the in-service training course organised during the Directors’ meeting. Risk management does indeed constitute an objective for this year (2014). The Schools might create a risk register using a single model template, similar to the one that the IAS presented at the training course.

On the basis of the updating of the Strategic Audit Plan for 2013-2015, it is anticipated that one of the major potential audit (or consultancy) topics for 2014-2015 will be the transition from the present application (Cobee) to the new application (SAP).

Apart from development of the activities mentioned above, in which the IAS is involved and to which the Financial Control Unit pays great attention, in collaboration with the Central Office’s other Units, mention should be made of other specific activities engaged in during the financial year 2013, in line with the recommendations of the IAS with respect to the financial management (budget implementation) of the European Schools: production of a new Memorandum on payment procedures and preparation of draft guidelines for use of extra-budgetary accounts and for tightening up of *ex ante* financial and operational verification at decentralised level.

A new Memorandum on payment procedures was circulated on 30 October 2013 (document 2013-10-M-1-en-1/KK), putting in place the alternative solution which the IAS advised and the Court of Auditors also recommended. This solution involves requesting that payments made for the most important transactions be signed by the authorising officer (until an effective link between the future accounting application and the electronic payment systems is in place).

Final draft guidelines for the management of extra-budgetary accounts were sent to the Schools for information and comments. The Schools’ responses were expected by the deadline of 5 March. The final document ought to be available and applicable in the entire system during the second quarter of 2014.

As regards the production of guidelines (check list) for the tightening up of *ex ante* financial and operational verification at decentralised level, a document on the subject has been written jointly by the Accounts and Financial Control Units of the OSG. It is currently being discussed with the SAP representatives so that the appropriate checks defined in our Financial Regulation are incorporated into the sequence of operations of the new accounting application.

Finally, it is perhaps worth mentioning that in December 2013 and in January 2014, the IAS carried out a mission concerning the management of and follow-up on working groups. It was initially planned to be a verification mission but in the end the IAS deemed it more appropriate for it to take the form of an advisory mission. The IAS presented the preliminary results of the mission to the Central Office on 21 February.

G. CENTRAL ENROLMENT AUTHORITY FOR THE BRUSSELS EUROPEAN SCHOOLS (CEA)

The CEA has now managed seven enrolment sessions for the Brussels European Schools. Enrolment applications, which are submitted to the schools, are then acted on overall at the Office of the Secretary-General thanks to a computer application which is adapted each year to match the provisions of the enrolment policy in force.

1. Objectives and priorities for enrolments for the year 2013-2014

At its December 2012 meeting, the Board of Governors determined the guidelines for the 2013-2014 enrolment policy which the CEA devised.

This policy fits the context of the steady increase in the total pupil population of the four schools and that of the infrastructure available in Brussels. It should also be pointed out that because of renovation of one of the Brussels I School's buildings on its Uccle site, the school's nursery and primary year 1 classes have been temporarily accommodated on the Berkendael site since September 2012.

Whilst the development of the Brussels IV School is continuing in the secondary, thanks to the Laeken site's resources, and the benefit accruing from previous enrolment policies have enabled pressure in the nursery and primary cycles of the Brussels I School to be relieved to some extent, the Brussels II and Brussels III Schools continue to face overcrowding, which needs to be minimised as far as possible.

To do so, after the award of places to pupils with priority criteria, measures designed to guarantee the continued existence of those language sections which are present in several schools were implemented in order to accept applications for admission to the DE, EN, IT and NL language sections, up to 15 pupils in the nursery classes and in the primary classes up to year 2. Beyond that threshold, applications are divided between the Brussels I and IV Schools.

Furthermore, in order to make optimum use of the resources available, applications for admission to primary years 3, 4 and 5 were referred to the Brussels I and Brussels IV Schools. As regards applications for admission to the secondary, they were accepted at the Brussels IV School for the year groups and sections open in that school (as from September 2013, secondary year 4 was available for the DE, EN, FR and IT sections and secondary year 3 for the NL section).

Finally, applications for voluntary transfer to the Brussels IV School for pupils on roll in the Brussels I, II and III Schools were allowed again.

2. Results of the 2013-2014 enrolment policy

The main data on the 2012-2013 enrolment session are as follows:

- 2239 enrolment and transfer applications were received and processed, 2167 of which were for Categories I or II pupils.
- Out of the 49 enrolment applications for Category III pupils received, 8 of the 13 children with siblings already attending the school were admitted: 6 accepted the place offered.
- Out of the 23 enrolment applications for children of NATO civilian staff, 15 pupils were admitted to the schools.
- In total, at the beginning of the 2013-2014 school year in September 2013, 1661 new pupils were admitted to the Brussels Schools, breaking down as follows:

	New pupils admitted as at 24 September 2013
Brussels I School	492
Brussels II School	317
Brussels III School	328
Brussels IV School	524
Total	1661

Out of the 2134 places offered, 928 went to pupils with a priority criterion (sole sections, SWALS, grouping of siblings and return from assignment, for example).

Out of the 1815 offers of places initially accepted, 154 were subsequently turned down by the parents, 88 of them corresponding to an offer of a place in the first preference school. 121 of the 319 places refused had been offers for the Brussels I School and 143 for the Brussels IV School.

The pupil population of the four schools is continuing to grow at all teaching levels, something which has an impact in terms of infrastructure resources. Compared with the previous year, pupil numbers in the nursery classes are still as high and it is in the primary classes that the increase has been largest. As for the secondary cycle, it is developing at the Brussels IV School, particularly in years 1 and 2; at the same time, pupil numbers in that cycle are falling at the Brussels I and Brussels III Schools.

The situation in relation to each school is as follows:

- the measures to ensure the pedagogical continuity of language sections have borne fruit at the Brussels I School, particularly in the German section's nursery classes, where pupil numbers have returned to a level similar to that of the other schools;
- at the Brussels II School, total pupil numbers have fallen slightly, but the school's linguistic structure remains a constraint;
- the total number of pupils on roll at the Brussels III School is lower than the previous year, on account of the structure of classes adopted for the 2013-2014 school year;
- at the Brussels IV School, pupil numbers in the nursery and primary cycles are now comparable with those of the other schools. On the other hand, the French language section continues to account for almost half of the total number of pupils, even though the school has two sole sections: the Bulgarian section, created in September 2012, and the Romanian section, opened in the nursery cycle and in primary year 1 in September 2013.

Furthermore, Croat pupils, who have SWALS status following the accession of the Republic of Croatia to the Convention defining the Statute of the European Schools, are being admitted to the Brussels IV School, or to the Brussels I School for the year groups which are not available at Brussels IV.

3. Enrolment policy for 2014-2015

In view of the steady pattern of development of pupil numbers and of their breakdown amongst the schools at the beginning of the 2013-2014 school year in September 2013, the global approach to pupil numbers in the four schools on the basis of a defined structure is to be continued. The 2014-2015 enrolment policy was thus devised on the basis of guidelines, the main principles of which are to use the resources available – and, if necessary, those of the Berkendael site – as efficiently as possible, in order to minimise the overcrowding of the schools as a whole, whilst also ensuring the proper distribution of the pupil population.

The 2014-2015 enrolment policy can be consulted on the website of the Office of the Secretary-General of the European Schools www.eursec.eu under *Enrolments*.

H. INFRASTRUCTURE OF THE SCHOOLS

The 1994 Convention stipulates that the infrastructure of the European Schools is made available by the host Member State, which is also responsible for maintenance of the premises. To that end, a host country agreement is signed between the Board of Governors and the Member State, in which the latter's obligations are stipulated.

Operating and routine maintenance costs are defrayed out of the school's budget.

Several schools find themselves severely short of infrastructure, as a result either of an increase in pupil numbers, or of the poor state of repair of some of their premises, or of the demand for additional space linked with the development of requirements following the last two EU enlargement waves.

1. Alicante

Different conversion and renovation work was undertaken this year:

- Two new areas were fitted out in the secondary school hall to receive parents coming to meetings with teachers.
- The secondary school library was completely redesigned to ensure better accessibility and to create a reading area.
- A new protective mat was installed under the nursery classes' play equipment.
- The secondary students' bicycle park was moved for safety reasons.
- The school requested the fire brigade's services for reorganisation of entrances and exits in the event of evacuation.
- As its electrical power was proving inadequate, the school had a new transformer installed.
- It was necessary to change the control panel in order to be able to increase the number of cameras.
- The school had a new cool area fitted out, where the computer servers, the surveillance system servers and the telephone exchange are now housed.

In the near future, it is planned to replace the roofing of three buildings (school canteen – theatre – sports hall), which are leaking to an increasing extent.

2. Bergen

After receiving the approval of the municipality to implement improvement of the fire and smoke prevention partitions, the *Stichting NOB* (Foundation for Dutch Education Worldwide) decided to carry out this work in the summer of 2013.

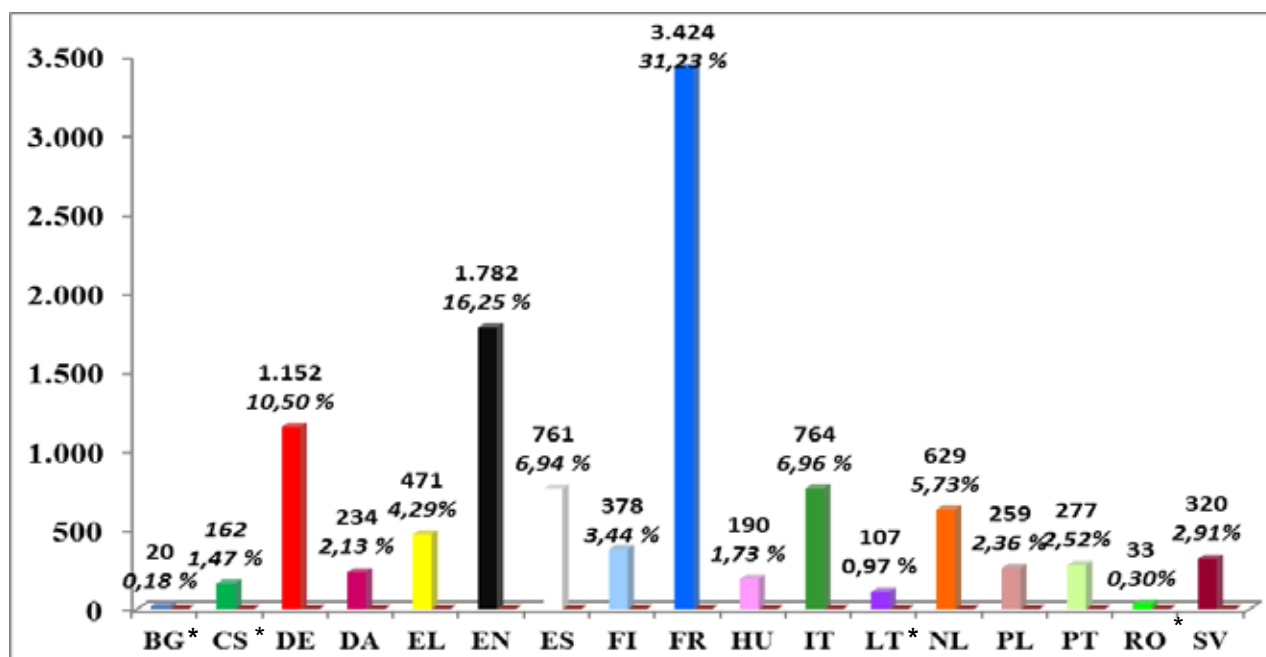
In January 2013, the European School Bergen asked for an update of the Risk Inventory Evaluation. The following conclusions were reported as high priority: maintenance on the pavement of the play areas; the fire equipment should be installed at elbow height; the caretakers' workroom should be improved and the safety glass of the swing doors should have markings at eye level. The School informed the *Stichting NOB* about the report on the Risk Inventory Evaluation.

The maintenance on the pavement of the play areas was already carried out in the 2013 summer holidays. The marking on the safety glass of the swing doors has been done by the School.

3. Brussels Schools

The question of the infrastructure in Brussels continues to be a source of concern. The CEA's estimates with supporting figures show that an additional school will be required as from 2015-2016, if the pupil population continues to increase regularly, at a rate of almost 400 pupils per year.

On 15 November 2013 the four Brussels European Schools had a total of **10 963 pupils** on roll in 17 language sections. The graph below shows the overall breakdown of these pupils across the language sections, in absolute figures and in percentage terms.



*BG: up to P2; CS: up to S3; LT: up to P5; RO: up to P1 (on 15/11/2013)

The working group, composed of representatives of Belgium and of the Board of Governors of the European Schools, set up to assess any additional needs of the European Schools, demonstrated that the European Schools' school buildings were constructed in accordance with the existing Belgian standards (of both the French-speaking and Dutch-speaking communities).

The working group's current request to the Belgian government is: 1) Continuing availability of the Berkendael School and 2) More accommodation with 2019 in prospect. A report was presented to the Belgian Government, with which negotiations are in progress. Proposals have been made for the location of a fifth European School, but no political decision has yet been taken, even though the proposals were put forward by the Belgian Government.

In order to expedite decision-making on the continuing availability of the Berkendael School, a meeting of the Task Force was organised with the Commission, Ambassador P. Martin and the *Régie des bâtiments* (Belgian Public Buildings Authority). A decision by the Council of Ministers on the fifth European School and the Berkendael School is currently awaited.

a) **Brussels I**

UCCLE SITE:

The Fabiola building has been closed since the beginning of the 2012-2013 school year. The renovation work has not yet started. The school has already expressed its deep concern about this, given the number of pupils (more than 450) and of members of staff (more than 50) who have been moved. This transfer has had a not inconsiderable impact on the school's general organisation and on the organisation of the lives of a large number of families, with siblings separated. The financial impact, with the costs borne by the school, is around €476 585 for the year 2013.

Other buildings on the site are ageing and require work, including the *Gutenberg* facade, which had to be repaired.

Work to come:

- Renovate the S4-S7 cafeteria
- Replace the fire doors of the HV/LV cabin
- Repair various places where there is water seepage, including the swimming pool, the roofing of the *Arts* building and of the *Pré vert* building and the *Villa* terraces.
- Repair the major subsidence around the *Château* and the *Gutenberg* playground.

Furthermore, the renewed environmental permit was issued in February 2014, subject to work to be carried out in order to submit the following attestations to *Brussels Environnement* by June 2014:

- Compliance with the fire protection standards
- Conformity of the HV/LV equipment
- 90 minute turnover for the swimming pool
- Adequate stocks of sodium hypochlorite and hydrochloric acid
- Ventilation system (relative humidity below 65%)
- Conformity of the boiler rooms
- Storage of laboratory waste
- Heating oil tanks embedded in the ground
- Fire door of transformer room
- Site access plans.

In addition, in August 2018, the school will be expected to provide an attestation of its action plan to cut energy consumption.

BERKENDAEL SITE:

The Berkendael site has accommodated the nursery and primary year 1 pupils since September 2012 and will continue to do so until the end of the 2015 school year because of the renovation work to be carried out in the Fabiola building.

Following the evaluation made recently, the following work was carried out by the *Régie des bâtiments*:

- Repair of the pillars supporting the party wall
- Concrete blocks behind the sports ground
- Action to combat subsidence.

The following work remains to be done before the end of the school year:

- Replace the floor covering in the main building's toilets
- Repair the roofing of the Halsdorf building, where there is water seepage
- Repair the seals of the entrance facade.

b) Brussels II

Gas leak (1 February 2013):

The evacuation of the pupils went smoothly, followed by an external IOS Audit and a fire brigade report.

Action taken by the Régie des bâtiments:

In 2013, the *Régie des bâtiments* carried out renovation work in several secondary building classrooms.

Action to be taken in the future by the Régie des bâtiments:

- The *Régie des bâtiments* must take the necessary measures, notably those pertaining to school security (door stops and repair of fire doors). The external audit required the demolition of the old prefabs and the installation of new ones. No action has been taken so far.
- The renovation of the sports field (soil) is expected in July-August 2014. Costs will be shared between the European School, Brussels II and the *Régie des bâtiments* (50-50).
- A meeting with the *Régie des bâtiments* took place on 17 December 2013. The school is still waiting for renovation work and other requests, responsibility for which lies with the *Régie*. This work has not yet been carried out, notably:
 - The width of doors/installation of an extra fire escape
 - The prefabs
 - The labs (venting hoods, cabling, electricity and sinks)
 - The corridor walls in the primary building
 - The possibility of installing a third direct exit to the car park
 - The installation of a container on the bus park (with rest rooms) for the transport department
 - The possibility of covering part of the primary playground so that pupils do not have to stay in class all day long on rainy days.

The school's current population is 3082 pupils. As a reminder, the optimal number of pupils at the European School, Brussels II is 2850, a figure proposed by the Monitoring Group to the Board of Governors at its meeting of 25 May 2010. There is a clear need for additional rooms and infrastructure.

c) Brussels III

The European School, Brussels III will shortly celebrate the fifteenth anniversary of its setting up; it caters for the needs of almost 3000 pupils daily, the vast majority of whom are Category I pupils.

Maintenance and upkeep work is done by the teams in place in the school, whilst problems such as water seepage, loose tiling and moving of clinkers are handled by the *Régie des bâtiments*.

The school maintains and repairs the panic doors; it checks the safety and security equipment regularly (indoor and outdoor evacuation plans, safety lighting, fire hose racks, alarms and bells, etc.).

Special investments have been made to

- make the bicycle area secure,
- refurbish the nursery play area,
- renovate some classrooms and other communal areas such as the library,
- refurbish the toilets, priority being given to the nursery and primary,
- install economical lighting and automatic switching on and off in some buildings.

The school deplores the lack of space in general and, in particular, the lack of space required for organisation of examinations and sporting and other activities. It also regrets that there is no conference room that can hold more than 75 people.

d) Brussels IV

The school is continuing its expansion, with 400 more pupils and a total of 1938 pupils on roll. Many buildings are occupied whilst others are awaiting the coming school years.

A new language section, the Romanian section, opened at the beginning of the 2013-2014 school year, at nursery and P1 levels.

It should be noted that definitive acceptance of the buildings made available to the European School, Brussels IV has not yet taken place. Withdrawal of the remarks is still in progress. The main problems experienced are damp, malfunctioning of movement detectors and problems with doors. These problems are expected to be resolved shortly.

A prevention adviser is evaluating the risks associated with the buildings. A report will be produced shortly to summarise the remarks and the actions to be taken to make the site secure in optimum fashion.

From a practical viewpoint, the school is planning to widen bus access to facilitate their entering and leaving the school site. The reason is that the current width of the bus entrance obliges drivers to carry out complex manoeuvres, causing traffic problems on the school's street.

4. Culham

There was no major construction work in 2012-2013.

Various maintenance works were carried out during the summer 2013 including the strengthening of the roof in part of the listed building, the replacement of several windows with double glazed units and refurbishment of some toilets.

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

The European School shares the premises with Europa School UK, which opened on 1 September 2012. Site security has been improved following the installation of electronic gates at both of the main entrances. Two other gates have been fitted with key pad combination locks to restrict access during the school day.

5. Frankfurt

Category I pupil numbers – and hence, in line with the trend, total pupil numbers – have risen steadily in recent years. The number of blocks of prefabricated classrooms was doubled in September 2013 and two complete year groups are now accommodated there. As the Single Supervisory Mechanism (to supervise banking) is being set up in Frankfurt, recruitment for which has already started, it is expected that despite an extraordinary number of enrolments already recorded in the middle of the school year, there will be a sharp increase in pupil numbers in autumn 2014, as the staff of the Single Supervisory Mechanism will take up their posts as from November 2014.

It is clear, and all the decision-makers agree, that expansion of the school's three teaching levels is essential. However, the final decisions necessary for the practical measures required to be taken in order to start construction work have not yet been made. The political decisions concerning banking supervision are further complicating the problem of the capacity of the existing facilities. With more than 1300 pupils on roll, the capacity of the site, of the buildings and of the facilities has been reached and even exceeded to some extent, without even factoring in the increase to be expected in autumn 2014. As things stand, the school will no longer be in a position to enrol all entitled pupils in the coming school years. For that reason an extraordinary meeting of the Administrative Board will be held on 25 March 2014.

6. Karlsruhe

With the assistance of the City of Karlsruhe, improvements were made, including energy-saving measures such as the reconstruction of the roof of the administrative building, costing €344 000. It is now equipped with state of the art technologies. Some offices were painted and got new ceilings and lighting. The second half of the secondary pupils' lockers was refurbished. Walls between some classrooms were broken through and new doors were built in. Four interactive (smart) boards and six (smart) cameras were installed. Six containers were received from the Institute for Transuranium Elements (ITU), which are now used for storage. The fence was upgraded to prevent wild boars entering the premises from the forest. Paintwork on the outdoor woodwork and the cellar doors completed the manual and technical work undertaken.

7. Luxembourg

a) Luxembourg I

Temporary buildings were put up when the secondary students left for Mamer; they have not yet been taken down, despite our request, and are still at Kirchberg. We have submitted a request to the *Administration luxembourgeoise des Bâtiments Publics* (Luxembourg Public Buildings Administration) that a multisport field be installed in place of the buildings in question. It has given its agreement but account also needs to be taken of its financial regulation, providing for a call for tenders procedure in order to be able to take down and recycle the prefabricated buildings.

The school still lacks outdoor play and sports space. Inside the buildings, on the other hand, a great deal of space has been freed up and more pupils can be accommodated without difficulty.

Repair and maintenance work is becoming increasingly frequent and necessary because of the age of some facilities. This need is felt mainly in the canteen kitchen. Some repairs/replacements still need to be envisaged; considerable expense is foreseeable.

Expenditure on a great deal of maintenance work, for which the school should normally pay, is still being defrayed by the *Administration des Bâtiments Publics*, with the result that the school can expect to see a considerable increase in maintenance costs when at some point it has to pay all the costs which are really chargeable to it.

b) Luxembourg II

The school's new campus was officially inaugurated on 1 October 2012 after a successful start to the new school year on 4 September 2012.

The European School, Luxembourg II, situated seven kilometres west of Luxembourg city centre, benefits from an exclusive hillside location. The 15-hectare site offers the possibility of bringing together, on the same campus, buildings catering for an extensive age range – from three months to 18 years of age. The reason for this is that the Interinstitutional Children's Centre (*Centre Polyvalent de l'Enfance*) forms part of the set of buildings grouped around a spacious inner courtyard. The whole comprises more than 86,000 m² of built area, providing schooling for more than 3000 pupils, crèche places for 105 babies and toddlers and day nursery places for 250 preschool children, not to mention the facilities of the study and recreation centre.

The quality of the buildings commands admiration, in terms of both the general design, which is modern and ecologically sound at the same time, and the sheer wealth of facilities provided, conducive to pupils' learning and well-being. A 13,000 m² sports complex houses five sports halls, four gymnasia and two swimming pools (8 x 15 metres, 15 x 25 metres).

In 2013, the school initiated procedures to complete the fitting-out of the nursery and primary playgrounds and to set up a pedagogical garden.

8. Mol

Felling of the trees that were too old and were becoming dangerous for everyone's safety is under way. The felled trees are being and will be replaced by double the current number.

The *Régie des bâtiments* is in the process of renovating the pupils' toilet facilities in the secondary schools.

The swimming pool has been closed as the current environmental permit was not renewed.

An environmental permit application was submitted in February 2012.

The application was declared admissible. The environment administration has four months to make comments on the infrastructure.

The *Régie des bâtiments* and the school are making the necessary efforts to comply with the directives that will be proposed at the end of those four months.

The school is studying the possibility of opening the swimming pool in September 2014, which is the priority for the moment. In the meantime, the school, in collaboration with the *Régie des bâtiments*, is continuing to make the efforts required to obtain the definitive environmental permit.

The school is also taking steps to comply with Belgian employment law for the staff's well-being. A contract has been signed with an outside organisation for prevention and protection at work (IDEWE – External Service for Prevention and Protection at Work).

The school is making efforts in the safety and security training area. The workmen and technicians are attending training courses on the safety and security of electrical equipment and facilities. The science laboratory technician is attending training courses in the safety and security of laboratories area. A plan to create a post of safety and security risks prevention adviser will again be made in 2014. The science laboratory infrastructure will be upgraded in accordance with the safety standards in force at the end of the year 2014.

In 2015, the *Régie des bâtiments* will secure the site by reducing the secured space, installing fencing and reducing the number of entrances on the school's site. An electronic security system for access to the site and the buildings will also be installed.

9. Munich

In addition to routine work such as regular maintenance and structural fire protection, the Primary School toilets have been completely renovated, as has the water system; the ventilation and the changing rooms of the sports hall have also been renovated.

In order to accommodate a steadily increasing pupil population, a new prefabricated module, called 'purple container', will be installed and operational by the 2014-2015 school year. As a result, 13 extra classrooms and seven group rooms will be available, to accommodate a maximum of around 270 primary pupils. The construction work will start in February 2014. Against this background a further canteen will be facilitated for around 150 students on the first floor of the EUREKA building to cope with the increasing number of meals to be prepared.

Another project under way is the construction of a separate school building ('Annexe') for 1500 primary pupils, located approximately five kilometres from the current premises. The work is due to be completed by September 2018.

10. Varese

The 2015 Preliminary Draft Budget of the European School, Varese gives details of the background to the plan to extend the school from October 2002 to December 2013.

The Varese School still hopes that part of the €400 000 that the European School, Munich owes to the Italian Government can be transferred direct to Varese. The management informed by email the new head of the Italian delegation on the Board of Governors of the European Schools (Mrs Destro Bisol) – the last email was sent on 21 October 2013 – but there has been no response so far. Mr Kivinen informed the Board that he had requested the management of the Munich School under no circumstances to send money to the Italian authorities without having informed Mrs Destro Bisol and having received her agreement.

In the aforementioned context, at the Administrative Board's meeting of 21 January 2014, the management requested the General Secretariat to make a concrete approach to the relevant authorities.

IV. IMPLEMENTATION OF THE REFORM OF THE EUROPEAN SCHOOL SYSTEM

1. Funding of the system: sharing out of the costs of seconded staff amongst the Member States (cost sharing)

The UK delegation announced its decision to keep to its 'quota' and to curtail its secondments in the years to come, by not replacing seconded teachers leaving the European School system. For that reason the discussion about conceivable cost sharing models engaged in by the Member States became more wide-ranging during the year 2013 and agreement on the future cost sharing mechanism (the 'Structural Model') was finally reached.

To arrive at that point, at its extraordinary meeting of 23 September 2013 the Board of Governors charged the Office of the Secretary-General with the task of putting in place a new procedure for creation and elimination of seconded staff posts in the European Schools.

Thanks to this new procedure, launched in October 2013, the delegations have a clearer idea of the new posts that need to be filled and the posts that are to be eliminated. The procedure also specifies the new posts that can be filled by non-native speakers. It emerged that out of a total of 148 new posts, 48 could be filled by non-native speakers. Of those 48 posts, 16 are traditional non-native speaker posts (educational adviser, physical education, music and art teachers) and 32 involve foreign language, science and human sciences courses.

These posts are particularly interesting for all those Member States which might experience difficulties in filling their 'quota' because of the dispersion of the language sections. It can thus be expected that the number of posts filled by non-native speakers will rise sharply in the future (at the beginning of the 2013-2014 school year, non-native speakers held only 34 posts, 18 of which were posts of educational adviser).

The general method of calculation of the 'quotas' was adopted in November 2013 by means of a written procedure. When the non-binding principle of proportionality between the percentage of pupils who are nationals of a Member State and the percentage of members of the seconded staff, which was adopted in Helsinki in April 2008, came to be 'updated', the members of the Board of Governors agreed to add a new factor associated with the number of language sections. In conclusion, the Structural Model is based on the following four main elements:

- 1) the number of pupils by nationality;
- 2) the number of seconded staff members by nationality;
- 3) the language section structure of the system;
- 4) the average annual national salary costs of seconded staff from each EU Member State.

Implementation of the new 'structural cost sharing model' is scheduled for the financial years 2015-2019 financial years. Member States will have five years in which to reach their target level (their 'quota'). An interim objective will be set, of reaching 20% of the quota per year.

If a Member State has not reached its seconded staff quota by the end of the 2015-2016 school year, it will be expected to make a financial contribution to the system.

In 2013, after several years of difficult negotiations, the Board of Governors agreed on the principles of cost sharing amongst the Member States by means of written procedure No 2013/40, based on the Budgetary Committee's recommendation.

The target level to be reached by a Member State in terms of seconded staff will be calculated each year on the basis of the four agreed elements:

1. the number of pupils by nationality;
2. the number of seconded staff members by nationality;
3. the average annual national salary costs of seconded staff from each EU Member State;
and
4. the language section structure of the system.

Member States are free to exceed these target levels on a voluntary basis and second more staff.

Implementation of the structural cost sharing model will be scheduled for the financial years 2015-2019. Member States have five years in which to reach their target level (their 'quota'), with the objective of reaching 20% of the target level per year by seconding additional teachers or by making a financial contribution in the form of an average national salary.

Member States' financial contributions will be collected as revenue in the special fund in the budget of the Office of the Secretary-General. In accordance with Article 4 of the Financial Regulation, the revenue will be used to cover expenditure on the creation of cost sharing seconded posts in the first instance. The remaining funds will be used to refund, proportionately and incrementally, those Member States which 'oversubscribe' in terms of seconded posts, the ultimate aim being to achieve true cost sharing by 2020.

At the December Board of Governors' meeting, the creation of seconded posts for the next school year will be discussed. The Board of Governors will also decide which of these posts are cost sharing posts, which will be refunded to the seconding Member State using the fund.

The evolution of the cost sharing measures should be monitored annually and the Board of Governors should review the situation in 2020, or earlier if it so decides.

At its December 2013 meeting, the Board of Governors mandated the Budgetary Committee to develop the cost sharing mechanism further, based on the principles approved, and hence to prepare detailed proposals. The proposals thus completed would be resubmitted to the Board of Governors at its April 2014 meeting.

The table below shows the situation in 2013 of the breakdown of posts in relation to the theoretical breakdown in accordance with the principle adopted in Helsinki

Nationality	Number of pupils per country	Breakdown of pupils by Member State (%)	<u>Seconded staff:</u> Teachers, Educational Advisers, Librarians, Directors and Deputy Directors	<u>Seconded staff:</u> Bursars	<u>Seconded staff:</u> OSGES	<u>TOTAL</u> <u>Seconded</u> <u>staff in post</u>	(%)	<u>Seconded staff required</u> <u>in relation to</u> <u>pupils from</u> <u>the MS</u>	Difference
German	3398,92	14,53%	235	2	2	239	16,42%	211	28
Austrian	347	1,48%	23			23	1,58%	22	1
Belgian	2329,67	9,96%	207	5	1	213	14,63%	145	68
British	1551,83	6,63%	180			180	12,37%	96	84
Bulgarian	321,5	1,37%	4			4	0,27%	20	-16
Cypriot	33,5	0,14%	0			0	0,00%	2	-2
Croatian	48,5	0,20%	0			0	0,00%	3	-3
Danish	597,5	2,55%	31			31	2,13%	37	-6
Spanish	2111,67	9,03%	86	1	1	88	6,04%	131	-43
Estonian	230	0,98%	7			7	0,48%	14	-7
Finnish	606,17	2,59%	31		1	32	2,19%	38	-6
French	3011,75	12,88%	190			190	13,05%	187	3
Greek	909,33	3,88%	39		2	41	2,81%	56	-15
Hungarian	376,33	1,60%	16			16	1,09%	23	-7
Irish	463,5	1,98%	62			62	4,26%	29	33
Italian	2485,33	10,63%	92		1	93	6,39%	155	-62
Latvian	217,5	0,93%	2			2	0,13%	14	-12
Lithuanian	325	1,39%	8			8	0,54%	20	-12
Luxembourg	214,67	0,91%	19	1		20	1,37%	13	7
Maltese	72,5	0,31%	4			4	0,27%	5	-1
Dutch	1000,17	4,27%	82	1		83	5,70%	62	21
Polish	554	2,36%	23			23	1,58%	34	-11
Portuguese	590,83	2,52%	31			31	2,13%	37	-6
Romanian	328,5	1,40%	2			2	0,13%	20	-18
Slovak	231,5	0,99%	4			4	0,27%	14	-10
Slovene	129	0,55%	3			3	0,20%	8	-5
Swedish	579,17	2,47%	40			40	2,74%	36	4
Czech	313	1,33%	16			16	1,09%	19	-3
TOTAL	23378,33	100,00%	1437	10	8	1455	100,00%	1453	2
Comments:									
Adding to the total of 23 378.33, the 1168.67 pupils who are not nationals of the 28 Member States, the total pupil population amounts to 24 547.									

2. Opening up of the system

Accredited Schools

Since the establishment and adoption of European schooling criteria by the Board of Governors at its April 2005 meeting at Mondorf, in response to the European Parliament's resolution recommending the wider availability of the European Baccalaureate, so that it can be taken by pupils other than those of the European Schools, significant advances have been made.

The setting up of European agencies or organisations in several Member States created demand for a European education for children of their staff, whose number was not sufficiently large to warrant the opening of a European School on the traditional model.

Nine national schools have been accredited by the Board of Governors to date, in accordance with the procedure laid down by it, in Parma, Dunshaughlin, Heraklion, Strasbourg, Manosque, Helsinki, The Hague, Bad Vilbel (Germany) and Tallinn (Estonia). Three others are in the process of accreditation: 1) the Copenhagen school (will be audited in 2015), 2) the Brindisi school (Italy) will present a general interest file to the Board of Governors at its April 2014 meeting and 3) the new school at Culham – Europa School UK – will present its dossier of conformity to the Board of Governors at its April 2014 meeting.

Under the terms of an agreement signed with the Board of Governors following an audit by European Schools' inspectors, Accredited European Schools provide European schooling and education which in principle lead up to the European Baccalaureate.

The system's opening up also allows the accreditation of European schooling provided in national schools, in the state (public) or private sector.

To date, two Member States, Germany and Estonia, have applied for accreditation for private schools: the Bad Vilbel school, near Frankfurt, opened in September 2012; the Tallinn school, in Estonia, opened in September 2013.

Fact sheets on Accredited European Schools (Ref. 2013-11-D-18-en-1) have been published on the website of the Office of the Secretary-General of the European Schools (www.eursc.eu). This document is updated annually (the last update was in December 2013).

The European Baccalaureate in Accredited Schools

The European Baccalaureate, in its present form, can be offered in an Accredited European School after the signing of an Additional Agreement to the Accreditation Agreement recognising the education provided in secondary years 6 and 7. This must conform in every respect to the curriculum taught in Type I European Schools. The same accreditation procedure as for the previous years must be followed.

At present, *Scuola per l'Europa* in Parma, European Schooling Helsinki, the International School Provence-Alpes-Côte d'Azur, Manosque and the European School of Strasbourg have all four signed an Additional Agreement and offer, on that basis, secondary years 6 and 7 leading to the European Baccalaureate.

The table below shows the history of the Bacalaureate years in those schools and the number of students who have taken the Bacalaureate examinations.

Accredited European School	Year	Number of students
Parma	2009	12
	2010	4
	2011	12
	2012	22
	2013	32
	2014	35
Helsinki	2013	8
	2014	13
Strasbourg	2013	No Bac in 2013
	2014	34
Manosque	2013	8
	2014	6



V. CONCLUSION

The Belgian and Bulgarian presidencies held office in a challenging period. The Board of Governors took several important decisions concerning pedagogical organisation and financial matters. In the coming year it needs to be ensured that the cost sharing decisions are implemented in practice in the most effective way.

The decisions concerning the reorganisation of the secondary cycle should be finalised and implemented, ensuring continuity of the high quality of learning and teaching.

In 2013 many important ICT projects were initiated and launched. It will be important to ensure that deployment of the new ICT tools is accompanied by sufficient training and communication.

For well justified reasons, we have had more meetings and closer cooperation with the Internal Audit Service and the Court of Auditors than ever before in our 60-year history. In the course of this process, we have clearly noticed the limits of our human resources in this particular area.

I would like to thank all the delegations and the European Commission and European Patent Office representatives for the support that they have given to the General Secretariat during this exhausting year! I would like to express my gratitude to the Directors, Deputy Directors and Administrators for their constructive collaboration. And last but not least, I would like to thank all the members of the Office for their invaluable cooperation and support.

The mission of our Schools for the last 60 years has been to provide a broad education of high quality, from nursery level to university entrance, and to offer an opportunity for pupils to stay connected with their mother tongue, whilst being educated in a multilingual and multicultural environment, to become open-minded European citizens.

I am confident that we share the same values and vision as 60 years ago – but at the same time, we have to plan for our pupils to be provided with the right sets of skills and competences needed in the globalised twenty-first century world.