

Schola Europaea

Office of the Secretary-General

Ref.: 2015-09-D-52-en-3

ORIG.: EN

SET UP OF A “PEDAGOGICAL REFORM” WORKING GROUP

BOARD OF GOVERNORS

Meeting in Brussels on 1-3 December 2015

1. HISTORY

In April 2012, the Board of Governors gave a mandate to set up a working group on the 'Organisation of studies in the secondary cycle' (hereafter referred to as WG OrgStu) *"for the setting up of an 'organisation of studies in the secondary cycle' working group, 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"*.

In April 2013, the Board of Governors, based on the interim report and proposals of the 'Organisation of studies in the secondary cycle' Working Group:

- *gave a mandate to a sub-group 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-S3: 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 .

With a view to responding to the mandates given by the Board of Governors, the WG OrgStu has been guided by the following principles in order to draft the proposal:

- Adapt the programme of studies offered to the needs of students in the context of the demands of the modern world.
- Take account of the opening up of the European Schools system and of the recommendations made in the different reports: January 2009 University of Cambridge - International- Examinations report on the European Baccalaureate, recent reports of the Chairmen of the European Baccalaureate Examining Board, May 2011 Cavada report, Analysis of the academic and professional careers of the European schools' graduates.
- Propose solutions for greater rationalisation of courses offered in the secondary cycle.
- Present students with the same offer of courses for all the European Schools and Accredited Schools and bring together in a single document information which is currently to be found in various places.
- Guarantee a general education for all students around the eight key competences for lifelong learning.

A comprehensive proposal was presented to the Board of Governors in December 2013, who decided to endorse proposal 1.1 of document 2013-09-D-17, Annex I, which included a re-organisation of years S1-S3 and to give a mandate for external evaluation of the proposals for re-organisation of studies in years S4 to S7.

The external evaluation will endeavour to establish and demonstrate the impact of the proposed new structure for the secondary studies (levels S4-S7), compared to the current situation.

The analysis should focus on whether and to what extent the proposal:

- meets the principles stated in the Convention;
- ensures access to European secondary and tertiary education systems;
- meets the mandate given by the Board of Governors (see point 1 above);
- takes into account the needs of the students faced with the demands of the modern world;
- guarantees in the last two years, leading to the European Baccalaureate, a general education around the eight key competences for lifelong learning.

Attention should also be paid to the possible risk that the proposal, as compared to the current situation, might introduce elements of discrimination against minority groups either by language section, gender, learning disability or any other category, compared to the "status quo".

As an outcome the work of the WG OrgStu has been put on hold as for the re-organisation of studies in secondary.

A meeting of the WG OrgStu has been convened on September 9th. The approved minutes of that meeting are annexed to this document (see annex II).

2. WAY FORWARD

The conclusion of the external evaluation is that neither the present organization of studies, nor the proposed re-organisation would be "fit for purpose".

The final report (from now on Report) of the team of the Experts at the Institute of Education (from now on: Team) recommends quite radical changes in our system, so as to:

- comply fully with the 8 Key Competences requirements;
- guarantee a coherent and balanced curriculum offer for each pupil up to the Baccalaureate.

The WG felt that the Report recommendations cannot be implemented as they stand. Nevertheless, the Report contains many ideas that were not devoid of interest and many concepts which might prove useful. It is an additional tool for reflection, amongst others; a critical look taken at the proposals for reorganisation of studies formulated by the European Schools.

The "Organisation of Secondary Studies" WG proposes recommending the BoG the setting up of a WG structured around the theme 'What's Worth Learning ?' with the following features:

- intervention internal to the system, already knowing what was valid about it;
- expertise external to the system, specialising in certain areas;
- of limited size;
- a reflection and active drafting mission.

Three external experts should be integrated:

- a language learning expert;
- a curriculum revision expert;
- an expert from DG Education, engaged in the definition of the eight key competences.

The WG, whose size should remain limited, would regularly organize meetings enlarged to Representatives of main categories of stakeholders.

The WG's work would need to be organised taking account of two main limits/constraints:

1. Content of Article 4 of the Convention defining the Statute of the European Schools: this article clearly set the principles and elements which must be part of the European School Curriculum.

2. The eight key competences: the external evaluators applauded the fact that the European School system was the only one which clearly referred to the eight key competences, albeit incoherently and inconsistently. The eight key competences would be used as a basis for the development of curriculum standards, which would subsequently allow work to be started on revision of the subjects syllabuses. NB: the Curriculum determined all the subjects and associated competences which students were expected to acquire throughout their schooling in the European Schools.

The WG would take as its basis the recommendations made by the external evaluators, whilst also taking account of the organisational implications those recommendations involve. The WG would adopt a rationale that would not be completely separate from the current reality of the European Schools, even though the present structure of studies should not act as an obstacle for necessary changes.

The WG would also have to define a more coherent Language Policy.

The reflection should not be limited to the secondary cycle, some adaptations might be needed also in the Early Education Cycle and Primary Cycle levels.

Separately, the involvement of a change management expert might also be envisaged. The aim would be to ease the communication inside and outside the system, as for the progress of the work of the WG.

3. PROPOSAL FOR THE JOINT BOARD OF INSPECTORS AND THE JOINT TEACHING COMMITTEE

Given the introduction and the aforementioned proposals, the OrgStu WG asks the JBI and the JTC for their opinion on the proposal of creation of a working group, whose composition and mandate have been described in chapter 2. Since the timeframe for this work has not yet been discussed in among the WG OrgStu, JBI and JTC are invited to recommend one.

4. OPINION OF THE JOINT BOARD OF INSPECTORS

The Joint Board of Inspectors expressed a favourable opinion on creation of this working group. The proposed composition of the Working Group is as follows:

- Chairs of the Boards of Inspectors
- Head of the Pedagogical Development Unit
- Head of the Baccaalaureate Unit.

The Working Group would incorporate one or more external experts, whose profile is indicated in the proposal, and would meet at least twice per school year with the Representatives of the different components of the European School System. The Working Group would keep the Board of Inspectors regularly informed at its meetings of the progress of the work.

The document would go forward to the Joint Teaching Committee and to the Budgetary Committee for their opinions and to the Board of Governors for decision-making.

5. OPINION OF THE JOINT TEACHING COMMITTEE

The Joint Teaching Committee expressed a favourable opinion on the request for this working group's creation. The composition and operation proposed to the Board of Governors are as follows:

A task force composed of:

- Chair of the Board of Inspectors (Secondary)
- Head of the Pedagogical Development Unit
- Head of the Bacculaureate Unit.

The Working Group would incorporate one or more external experts, whose profile is indicated in the proposal, and one or more internal experts (in particular the Chair of the Board of Inspectors (Nursery and Primary)), as needs required and according to the questions discussed at the different meetings.

The task force would also meet at least twice per school year with the Representatives of the different stakeholders and would report regularly to the Board of Inspectors and to the Joint Board of Inspectors of the European Schools at their meetings. This was designed to guarantee good communication about the progress of the work and about the proposals.

The proposal would be supplemented by a financial statement and planning for presentation to the Budgetary Committee and to the Board of Governors.

Interparents would like the staffing level of the Pedagogical Development Unit to be increased for the duration of the work on the Pedagogical Reform.

The document would be presented to the Board of Governors for its opinion, then to the Board of Governors for decision-making.

6. PROPOSAL TO THE BUDGETARY COMMITTEE

The Budgetary Committee is invited to formulate an opinion for the Board of Governors regarding the proposal to create a working group (task force) whose composition and mandate were described in section 2 and clarified by the Joint Teaching Committee. It is invited to scrutinise and take note of the financial statement presented in Annex I.

7. OPINION OF THE BUDGETARY COMMITTEE

The Budgetary Committee acknowledged the need to translate the recommendations made in the report on the external evaluation of the European Schools into an operational tool and recommended that the Board of Governors should approve the working group's creation.

The Commission would have liked the mandate to be wider ranging and expressed reservations about use of the services of external experts, who would have to be paid.

8. PROPOSAL TO THE BOARD OF GOVERNORS

The Board of Governors is invited to take a decision on the setting up of a Working Group, whose composition and mandate are described in chapter 2 and were amplified by the Joint Teaching Committee, namely:

A task force composed of:

- Chair of the Board of Inspectors (Secondary)
- Head of the Pedagogical Development Unit
- Head of the Bacca-laureate Unit.

The task force will incorporate one or more external experts, whose profile is indicated in the proposal, and one or more internal experts (in particular the Chair of the Board of Inspectors (Nursery and Primary)), as needs require and according to the questions discussed at the different meetings.

The task force will also meet at least twice per school year with the Representatives of the different stakeholders and will report regularly to the Board of Inspectors and to the Joint Teaching Committee of the European Schools at their meetings. This is designed to guarantee good communication about the progress of the work and about the proposals.

ANNEX:

1. Financial Statement and Planning
2. 2015-09-D-1-en-3 Approved minutes of the meeting of the 'Organisation of Studies' Working Group' Meeting in Brussels on 9 September 2015.

1. Introduction

To estimate the budget represented by the creation and the activities of the Task Force, on the one hand, and the meetings of the Task Force with the representatives of each stakeholder, on the other, an estimate needs to be made of the meetings necessary and the average costs of a meeting, for the Task Force and for meetings of the Task Force with the representatives of the stakeholders respectively.

2. Planning of meetings

The planning of activities revolves around the activities to be engaged in on the one hand, by the Task Force and on the other, at meetings of the Task Force with the representatives of each of the European School system's stakeholders, with whom the Task Force will meet at least twice a year.

Period	Task Force	WG	Number of meetings
January 2016	X		2 meetings
February-April 2016	X		6 meetings
May 2016		X	1 meeting
June-September 2016	X		4 meetings
December 2016		X	1 meeting
January 2017	X		2 meetings
TOTAL Meetings	14	2	

This planning would foresee the successful drawing up of a finalised proposal for the February 2017 round of pedagogical meetings.

3. Meetings of the Task Force

The Task Force will be composed of the Head of the Pedagogical Development Unit, the Head of the European Baccalaureate Unit and the Chair of the Board of Inspectors (Secondary). In addition, internal and external experts will be involved in the Task Force's work as needs require and according to the questions discussed at the different meetings.

The average cost associated with the Chair's participation in a meeting of the Task Force is equivalent to the average Inspector-day cost (~~€~~30, see document 2015-07-D-9 'Planning and budgeting of the activities of the Inspectors of the European Schools – Review of the 2014 results').

The participation of the Heads of Units of the Office of the Secretary-General of the European School will not give rise to any costs, unless meetings were to be organised outside Brussels.

Using the services of external experts to provide input for this Task Force is estimated to mean the involvement of a maximum of 21 experts, which would correspond to the involvement of one external expert at the each of the Task Force's 14 meetings and of two external experts at half of the Task Force's meetings.

The cost associated with the involvement of external experts has been estimated on the basis of the rates used by the EACEA¹ for the recruitment of external experts under programmes such as Erasmus+, Europe for Citizens, etc. Those rates are **€450.00** per day worked, in addition to which there is reimbursement of travel and accommodation expenses (average cost €530.00 per day), i.e. a total cost per external expert per day of **€980.00**.

¹ Education, Audiovisual and Culture Executive Agency, https://eacea.ec.europa.eu/a-propos-de-l-eacea_en

2015-09-D-52-en-3 Annex I – Financial statement

In addition, the Task Force may also call upon internal experts (belonging to the European School system, such as Teachers, Inspectors, etc.) to provide input. The average cost of an internal expert's participation in a meeting of the Task Force is €530.00. Their number is estimated at the involvement of one internal expert at each of the Task Force's meetings.

The above can be summarised in the following table:

Estimated number of meeting days of the Task Force		Average cost of a meeting	Total average cost
14	Chair of the BIS	€530.00	€ 7 420.00
21	External experts	€980.00	€20 580.00
14	Internal experts	€530.00	€ 7 420.00
	TOTAL		€35 420.00

The cost of €35 420.00 would break down over two financial years, as follows: €30 360.00 in the financial year 2016 and €5 060.00 in the financial year 2017. The breakdown being dependent on the extent to which the project is on schedule.

4. Meeting of the Task Force with the Representatives of all the stakeholders

The participants at these meetings and their associated cost (estimated on the basis of the average inspector-day cost) will be:

Composition	Associated average cost per meeting day
Chair of the Board of Inspectors	€530.00
Head of the Pedagogical Development Unit	0
Head of the Baccalaureate Unit	0
6 Inspectors (according to their speciality)	6 x €530.00 = €3 180.00
One representative of INTERPARENTS	€530
One representative of the Staff Committee	€530
One representative of COSUP	€530
One representative of the Directors	€530
One representative of the Deputy Directors for the nursery and primary cycle	€530
One representative of the Deputy Directors for the secondary cycle	€530
One representative of the European Commission	0
TOTAL	€6 890.00

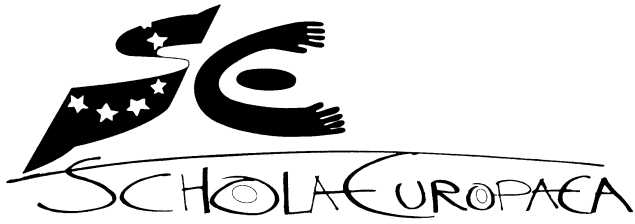
Average annual cost: 2 (meetings) x €6 890.00 = **€13 780.00**.

5. Estimated total cost

The estimated total cost of the Task Force's activities, divided over two financial years as follows, is therefore ~~€42 310.00~~.

2016	€37 250.00
2017	€ 5 060.00

The cost of this working group will in principle be found out of the current budgets, without requiring additional budgets.



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Ref.: 2015-09-D-1-en-3

ORIG.: FR

**Approved minutes of the meeting of the 'Organisation of Studies'
Working Group'**

Meeting in Brussels on 9 September 2015 – 9.00-16.00 – Room -1/15

**LIST OF THE MEMBERS OF AND PARTICIPANTS IN THE
'ORGANISATION OF STUDIES' WORKING GROUP**

OSGES	Mr Giancarlo MARCHEGGIANO	Deputy Secretary-General of the European Schools	Present
OSGES	Mr Manuel BORDOY	Head of the 'European Baccalaureate' Unit	Present
Inspector (BE)	Ms Els VERMEIRE	Philosophy	Present
Inspector (AT)	Ms Karin ECKERSTORFER	Languages	Present
Inspector (FI)	Ms Tuulamarja HUISMAN	Educational Support	Present
Inspector (PT)	Ms Helena COELHO	Human Sciences	Present
Inspector (IE)	Ms Lynda O'TOOLE	ONL	Present
Inspector (LU)	Mr Max WOLFF	Integrated Science, Biology	Present
Inspector (DE)	Mr Stefan WALZ	Music Education	Present
Inspector (DK)	Mr Lars DAMKJAER	Cross-Curricular Project, Presidency	Present
Director	Mr Emmanuel de TOURNEMIRE	ES, Luxembourg II	Present
Director	Ms Antonia RUIZ-ESTURLA	ES, Brussels I	Present
Deputy Director for the Secondary	Mr Anton HROVATH	ES, Munich	Present
Deputy Director for the Primary	Mr Javier ARNEDO JIMENEZ	ES, Brussels II	Present
Staff Committee	Ms Martine BOTTIN	Staff Committee, Brussels III	Present
COSUP	Mr Timothy HENSLEY	COSUP Brussels II	Present
Interparents	Mr Pere MOLES-PALLEJA	ES, Brussels I	Present
European Commission	Mr Jakub SUROWKA	European Schools Unit	Present

Since Mr Ries had left the System, Mr Coenen, Substitute Inspector for Chemistry, was invited to the meeting. He couldn't attend because of another obligation.

Observers:

Mr Kari KIVINEN, Secretary-General of the European Schools

Ms Sarah CONYERS BARBER, President of INTERPARENTS

Ms Kathryn MATE, INTERPARENTS, European School, Brussels I

Mr Frank WRIGHT, Staff Committee, European School, Culham

Mr Girolamo LUCANIA, Member of the Pedagogical Development Unit, Assistant to the Deputy Secretary-General

Thursday 9 September 2015 – 9.00 Meeting of the ORGANISATION OF STUDIES Working Group

Mr MARCHEGGIANO, Chair of the Working Group¹, opened the meeting at 9.15 and greeted everyone present.

Mr Kari KIVINEN, Secretary-General of the European Schools, joined the group and opened the discussion. (Annex I)

The European School system had proved to be an extremely innovative and robust system since its setting up 60 years ago. It was unique of its kind. No other system in Europe could pride itself on taking into consideration and to heart its pupils' mobility and all the languages of the European Union.

The Baccalaureate was recognised and readily accepted in the most prestigious Universities. European Bacalaureate-holders left the system with competences and knowledge that were sought after and required by Higher Education Institutions.

But the world was changing dramatically. The European Union now comprised 28 Member States, each with its own education system. In the context of its sovereignty in the area, each Member State had reformed and revised its education system over the last ten years.

The European School system was based on equivalence with national systems: taking and passing the European Baccalaureate paved the way for a student's acceptance in all the Universities and Higher Education Institutions of the 28 Member States.

The European School system must continue its opening up and development process. By analysing the particularities of national educational reforms, it had been possible to draw up a list of the principal common characteristics of the changes introduced in each Member State:

1. The world had changed a great deal over the last 20 years, bringing with it a change in the competences which pupils were expected to have and which were necessary.
2. The idea, the very concept of learning had been transformed.
3. The teacher's role had changed.
4. The contents had evolved. For example, the sciences were now integrated and no longer systematically separate subjects. The concept of sustainability had influenced this new approach.

The conference bringing together the 18 Member States, entitled *What's Worth Learning* (15 August 2015, Helsinki), had looked at the most important knowledge and skills which students absolutely had to have acquired during their secondary education.

Some studies in fact showed that school transmitted to pupils a type of knowledge which would sometimes prove of no use to them for their future. Some education experts considered for their part that it was not necessary to focus on absolute knowledge of the content.

In any event, all the Member States seemed to have reached a consensus on the eight key competences put forward by the European Council in 2006, approved by the European Parliament in 2007 and promoted by DG Education:

1. Communication in the mother tongue / dominant language: the cornerstone of the European School System, it was the key to openness to and communication with the world; its command was the essential prerequisite for getting to grips with all other knowledge.
2. Communication in foreign languages: this other strong point of the European School system revolved around strict and well structured organisation, which did not unfortunately take account of some of the characteristics of pupils: their native bilingualism/multilingualism, their arrival in the school in mid-year, their SWALS status, etc.
3. Mathematical competence and basic competences in science and technology: the European Schools' science curriculum was 15 years' old and merited revision. Rethinking the concept of science teaching was extremely urgent.
4. Digital competence: this competence, whose incorporation into the education provided in the European Schools was still too limited, was generally taught in Language 1 in 90% of cases. Likened to a communication tool, it should be linked with the first key competence.
5. Learning to learn: this was the basic tool that every pupil had to have, the main competence to be developed and to be incorporated into all the subject syllabuses
6. Social and civic competences: showing their interest in this competence, some students had asked to receive information about the concept of citizenship because it did not feature in the curriculum.
7. Sense of initiative and entrepreneurship.
8. Cultural awareness and expression.

¹ Hereinafter abbreviated to 'WG'

Inspired by the Report of the external evaluators and by the education systems of the 28 Member States, this WG's task was to choose what would be most useful for students, without necessarily ignoring or doing away with what was already valid in the system.

Mr KIVINEN closed his intervention by wishing the members of the WG every success in their work. He would keep a close eye on developments in the work of the WG, whose mission constituted an unprecedented opportunity to negotiate a true watershed moment for the European School system.

INTERPARENTS appreciated and understood the viewpoint expressed by Mr KIVINEN. INTERPARENTS would like to know the current status of the Final Report, particularly in terms of approval. INTERPARENTS pointed out that some questions remained open, including the issue of student mobility and of access to Universities. Most of the ideas delivered in the Final Report were interesting, were a challenge to rethink the system, encouraged root and branch reform of the syllabuses forming the curriculum and redefinition of curriculum standards.

In that sense, the Report would be very useful. However, it was incomplete. Each recommendation that it contained would need to be checked for applicability in the system and, sometimes even, for its existence in the national systems.

INTERPARENTS proposed the creation of a task force, which, amongst other things, would be able to get to work on those checks, and which would be composed of experts, appointed by the Member States, for example, to work on and develop the specific concepts described in the Final Report.

With reference to the Report's value, Mr KIVINEN believed that when academics were asked to devise an ideal school project, they started out with very few obstacles standing in their way. The Report, which could not be implemented as it stood, nevertheless contained many ideas that were not devoid of interest and many concepts which might prove useful. The fact remained, however, that it was an additional tool for reflection, amongst others, a critical look taken at the proposals for reorganisation of studies formulated by the European Schools and by INTERPARENTS. Educational reality in the Member States, the key competences and teachers' training and professional development must remain the focus of the WG's concerns.

Mr KIVINEN went on to disclose that he had been in contact with DG Education, whose experts were thinking about revision of the eight key competences. He invited the WG to work jointly with those education experts.

Ms VERMEIRE pointed out that the European School system was governed by a strict and centralised organisation, whereas other schools were more autonomous in their decision-making process. She therefore wondered about the scope and the scale of the changes that the WG could consider possible. What degree of autonomy could be granted to the European Schools?

Mr KIVINEN replied that there were two apparently opposing schools of thought.

In 2009, the BoG had decided on a reform introducing greater autonomy for the Schools, particularly at the pedagogical level and for the Administrative Boards. The economic crisis had subsequently influenced the decisions taken by the BoG, which had merely consolidated the rules already in place. The large number of rules undoubtedly complicated change, decision-making and adaptation on a case by case basis. From the pedagogical angle, greater flexibility could, however, be shown.

The recommendations of the European Union were to teach mother tongue + two foreign languages, without defining their proficiency level. Students in s4 and s5 were obliged to study Language 1, Language 2 and Language 3. Many even studied a Language 4. Now students who arrived in the middle of the secondary cycle sometimes had to study a language of which they had no knowledge at all. The rules were currently very strict and were not necessarily geared towards students' best interests. As regards the HCL², whose situation was politically complicated, it deserved reflection. Families who settled abroad needed their children to be able to integrate properly; tuition in the language of the country was therefore of fundamental importance. Major flexibility ought to be envisaged in the secondary.

Mr KIVINEN then left the meeting.

² HCL: Host Country Language

Mr MARCHEGGIANO took the floor, thanked the members of the WG, inviting them to introduce themselves, and welcomed the new invited representatives taking part in the day's discussions:

- Mr Jakub SUROWKA, from the EUROPEAN COMMISSION;
- Ms Sarah CONYERS BARBER, President of INTERPARENTS ;
- Ms Kathryn MATHE, representative of INTERPARENTS (BR I);
- Mr Max WOLFF, secondary Inspector (who was to take over responsibility for Integrated Science and Biology).

Each contributor introduced himself or herself.

I. Adoption of the agenda

I.	Adoption of the agenda	2015-08-D-7-en-1
II.	External Evaluation of the proposal of the 'Organisation of Studies' WG – Final Report (Institute of Education)	Final Report (EN) Executive Summaries (DE, EN, FR)
III.	Proposal for a summary document of previous meeting discussions on HCL/L2 and SWALS	2015-08-D-9-en-1
IV.	Other business	

The 'Organisation of Studies' WG approved the proposed agenda (2015-08-D-7-en-1).

II. External Evaluation of the proposal of the 'Organisation of Studies' WG – Final Report (Institute of Education)

Annex II – Final Report

Annex III – Possible ways forward for the reorganisation of secondary studies

In answer to the question raised by INTERPARENTS, Mr MARCHEGGIANO confirmed that the Secretary-General had validly accepted the Final Report of the external evaluation team, on the recommendation of the WG mandated to follow up on and monitor the external evaluation.

The Secretary-General had informed the Institute of Education³ of his decision, accompanied by the reservations expressed by the EUROPEAN COMMISSION and by INTERPARENTS, with particular reference to the question of access to Universities.

INTERPARENTS confirmed its reservations. The Final Report, although very interesting, did not sufficiently cover the following topics, which had formed an integral part of the mandate:

- access to Universities;
- student mobility.

INTERPARENTS proposed the setting up of a task force with a thorough knowledge of European education systems which would be able to work around concrete ideas as to courses of action to be taken. The European School system could not close in on itself. It had to take national educational realities into account.

Mr WRIGHT, speaking on behalf of the Staff Committee, likened the main proposal put forward by the Report to a radical complete overhaul of the system. There was therefore no point in starting from the details of the Report but instead an overall view should be taken.

Mr BORDOY pointed out that the question of mobility was already a reality. The pointers given by the IoE would perhaps help to resolve it. He acknowledged that the curricula currently in place were not conducive to such mobility.

³ Institute of Education, hereinafter abbreviated to IoE

Mr WOLFF noted in the Report frequent links established between the secondary and higher education. He inquired about statistics on the success in higher education of students who left the system.

Ms HUISMAN recalled the background to this Report, whose origin had been to request an external opinion on the proposal put forward by the European Schools. At the time of its conception, the proposal had appeared radical in the eyes of certain parties. However, the main message of the Final Report was that not only had the proposal for reorganisation of studies not gone far enough but in addition it did not remedy the system's shortcomings vis-à-vis students.

Ms ECKERSTORFER invited the WG to look at Document B of the Final Report (*Outline Analysis and Recommendations*), and in particular point 4. *Communication in Foreign Languages*.

In a very detailed description, the external experts stated, rightly, that the system needed a new language policy.

As regards point 2, which mentioned the key competences, the external experts highlighted four of those eight competences. Now the new Language 3 curriculum already referred to the eight key competences: four of them were clearly highlighted: the other four were linked with the subject and the methodology (mathematical competence merged with a student's ability to decipher statistics contained in a Language 3 text, for example). The same applied to the logic of recommendation 3 (intercultural competences), for ICT. In other words, the system was already looking in the right direction.

She warned, however, that all the good ideas brought together in the Report would fail if the right organisational structure was not adopted.

In that respect, Language 3 was a good example to follow. The Language 3 curriculum was intended solely for beginners. It was based on the objectives and the approaches of the framework of reference for languages. The first Baccalaureate had taken place in the 2015 session and it had gone well, as the excellent results recorded testified. They showed at the very least that the 'clientele' for this new curriculum and the resulting examinations was not the right one. The Language 3 proficiency level was far higher than what was required at Language 3 level.

Ms ECKERSTORFER therefore argued in favour of the following system: allow students to be exposed to courses in Language 1, Language 2 A (DE, EN, FR and other HCLs) and Language 2 B (ex-Language 3 raised to Language 2 level).

Ms O'TOOLE invited the WG to look beyond the words, to read between the lines. It was not a question of limits but of opportunities to be developed to improve the system. She endorsed what Ms ECKERSTORFER had said: when some students arrived in s6, their Language 3 proficiency level was already C1. That was particularly true for the English language. It was therefore very important to find a strategy which best supported the teaching which students received and their progress.

Mr WALZ was overwhelmed by the Report, which touched on very many of the system's benchmarks, at very many levels. It was imperative first of all to focus on the essential points, to have an overall view.

Further to the Directors' Meeting, which had taken place on 8 September 2015, Mr de TOURNEMIRE was able to articulate a position shared by all his Director colleagues: the Directors were impressed by the Report and the exciting prospects which it opened up, which were an opportunity and not a threat.

It was true that certain proposals were neither acceptable nor appropriate. But it could be acknowledged that the substance seemed to be exact overall, from the current pedagogical trends angle. The Report also seemed to fit with the system's development, characterised inter alia by the proliferation of SWALS, of bilingual or trilingual students and of Accredited Schools, all of which new features had to be taken into account. The Directors said that they were favourably disposed to quickly finding the means of writing a text which clearly set out the pedagogical principles of the European Schools around the eight key competences, expressed unambiguously and circulated within the educational community (staff, parents, children).

The Directors would therefore be in favour of efforts to increase autonomy, to allow each School to adapt its educational provision to needs on the ground.

The Directors also acknowledged the need to define a language policy as soon as possible.

As regards curriculum design, the comments made in the Report were challenging and the proposal that the design and writing of certain syllabuses be outsourced might match the system's needs.

They also acknowledged the need to refocus on pedagogy as the key issue in the debate, administrative concerns often recently having taken precedence over questions of an educational nature.

Students' learning needs should be served. Teachers must be regarded as experts, seconded precisely because they were experts in their field who deserved to be trained continuously.

The educational pathways proposed had been well received within their principles, even though in certain respects they were inspired by a utopian vision (among others within the very large variety of the courses

which are offered). As such it is important to take note that the external evaluators' team has validated the OrgStu WG proposal to move towards pathways in s6-s7).

The issue of repeating years, a practice to be minimised or even abolished, had caught the Directors' attention. It would be interesting to think that a minimum standard of attainment, in terms of level of knowledge per subject, would have to be reached by the end of s5 and that a student who had not reached that standard would not be able to take the Baccalaureate. There was no proof at any rate of the pedagogical effectiveness of repeating a year. The ideas for Non-Confessional Religion in s6-s7 were interesting, just as the chapter devoted to the Baccalaureate was stimulating.

External assistance would be necessary and the task force would certainly be able to contribute to setting the priorities and reasonable prospects to be achieved.

Agreeing with what had been said by the Staff Committee, Ms RUIZ-ESTURLA added that some general points would indeed require in-depth reflection, whereas others, of limited scope, could be dealt with quickly. Those two practices would not necessarily conflict with one another and might be envisaged from a short-term and a long-term perspective. She also endorsed INTERPARENTS' opinion: using a task force would be useful in tackling certain details requiring reflection.

Ms COELHO had read the Report carefully. There were numerous challenges, particularly as far as human sciences were concerned. She feared, however, that curricular revision might not be so easy to implement. The design and writing of the new syllabuses must not indeed jeopardise students' access to Universities. For that purpose, the collaboration of experts, such as teachers, Inspectors, etc., should be ensured. That was more particularly true in the case of the syllabuses of which the s6 and s7 curriculum was composed.

In response to Mr WOLFF, Mr MARCHEGGIANO confirmed that the Schools were in possession only of partial information about the academic and career paths of European Baccalaureate-holders who had left the system. Answers were, moreover, difficult to obtain from students. He pointed out, however, that a study had been conducted some years ago, that it was available on the Schools' website and that the answers that it had provided were rather encouraging.

Referring to the scope of the WG's mandate, he said that it was admittedly wide-ranging but limited. The possible actions must fit within the mandate's limits.

Whilst the experts proposed more in-depth reflection, they also recommended that external assistance should be sought. The WG would be able to put the external evaluators' proposal on the BoG's table for discussion. The BoG would then be able to take a position on the subject and possibly give a new mandate to another WG (for example, the task force mentioned previously).

Mr MARCHEGGIANO also specified that the term 'curriculum', to which reference was often made in the debate, should be taken to mean and to refer to a student's entire career in the School.

One of the ideas mentioned would be to allow the European Schools to have more autonomy and flexibility, as was the case for Accredited Schools, at least until s5. That did not rule out compliance with the rules in force in the system, autonomy of course going hand in hand with the obligation to continue to be accountable.

As for the individual syllabuses, Mr MARCHEGGIANO pointed out that responsibility for them already lay with the Inspectors. They could, however, decide to use the services of external experts for revision or even rewriting of certain syllabuses.

As regards teacher training, there was already a WG which was actively involved in addressing the issue.

Finally, as had happened for Language 3, some of the other questions raised already took account of the IoE's recommendations.

With reference to teacher training, INTERPARENTS believed that it was very important, just as the pedagogical coordinator's role was important.

In the context of the increase in officials' working time, teachers' working time had also been increased, by lengthening teaching time. Teacher training should follow the same curve and training time might be fitted into those additional working hours.

Mr DAMKJAER thanked Mr MARCHEGGIANO for his very clear synthesis.

The debate should be divided into two parts: after having heard several interventions, it could be concluded that there was unanimity on several issues in the WG:

1. external assistance for the design and writing of certain syllabuses was welcome and easy to organise (in the BIS);
2. the question of repeating years;
3. the principle of the eight competences.

Those issues could be isolated and kept separate for useful and thorough discussion.

Ms VERMEIRE added that over and above an external task force, account also needed to be taken of the ground on which this new approach would be built, namely the European School system. Preparation and involvement of the parties concerned were fundamental for the reform's success. A communication and participation strategy were also essential, so as to prepare the public for the reforms which might take place in the short, medium or long term.

Mr WRIGHT understood from the previous interventions that:

- the WG would go to the BoG simply tabling the main proposal contained in the Report, which involved the system's radical reform;
- the mandate currently assigned to this WG would be split up into various topics, on which detailed, in-depth work would be done.

He argued, furthermore, in favour of stepping up in-service training provision for teachers, who sometimes complained that they had not received any recent inservice training. At least those teachers using the calculator had had some training in its use.

With reference to the Schools' autonomy, Mr SUROWKA, speaking on behalf of the EUROPEAN COMMISSION, pointed out that a certain degree of harmonisation was a fundamental prerequisite especially in Brussels where the European schools must complement one another. As regards the Final Report, he reminded the participants that the initial question had involved a comparison between the current organisation of secondary education and the two proposals for reorganisation. He wondered about that comparison and doubted that it had really been made. He thought that there was no clear answer to that question to be submitted to the BoG. After having discounted all the proposals put forward by the system (the current situation and the two proposed alternatives), the evaluators had quite simply arrived with a fourth proposal which they considered ideal.

INTERPARENTS did not agree with the EUROPEAN COMMISSION and believed on the contrary that the evaluators had clearly ruled out the three proposals, explaining the reasons why they were imperfect. The Report did not allow an approach to be made to the BoG with a request that the system be changed. INTERPARENTS added that the task force mentioned should, amongst other things, include the main stakeholders in the system, including the Parents, the Staff Committee and COSUP.

INTERPARENTS also feared that any initiative taken too quickly on minor issues might prevent the system from getting to the point, to what was essential. It was important not merely to take small-scale quick-fix decisions of little use for wholesale revision of the system. In parallel, INTERPARENTS argued in favour of an open discussion on distance learning, the portfolio, language policy, teacher training and questions connected with middle management.

Ms RUIZ-ESTURLA said that outsourcing did not involve the substantive work which had to be done by the system. She endorsed what Ms VERMEIRE had said: all the partners had to be involved for the reform to be a success. She also endorsed INTERPARENTS' proposal regarding the priority points to be addressed, particularly language policy.

Mr MARCHEGGIANO expressed doubts about that course of action as the way forward. The reason was that he believed that it would be difficult to tackle language policy without an overview of the reorganisation. Of course certain minor incoherencies and inconsistencies currently present in the system could be ironed out.

Ms RUIZ-ESTURLA understood these reservations, but pointed out that that was the European Schools' main mission. Reflection on language policy must therefore start at the earliest opportunity, because it would pave the way for other debates whose implications and scope were equally wide-ranging.

Mr HROVATH returned to what Mr KIVINEN had said, comparing the system to a 60-year-old apple tree which would not be pulled up because its roots were healthy and its branches strong. The apple tree nevertheless needed to be pruned. One of the system's tasks was now to decide which branches would be trimmed and which would be cut off, so that others could grow. From the practical angle, priority should be given to language policy, followed by focusing on revision of the syllabuses of which the curriculum was composed.

Taking up the previous metaphor, Ms HUISMAN invited the WG to wonder whether before dealing with the tree, it would not be better first to take care of the forest. She believed that the real objective of the work to be carried out was first to produce a list of students' future needs. It would subsequently be possible to return to the structure.

Mr MARCHEGGIANO drew the WG's attention to an often underestimated aspect of the education system in place: when students went from one classroom to another to change lessons, they went from one compartment to another, losing sight as they did so of the overview of their education as a whole. And that loss, that deficiency was to be found in many other education systems. One of the possible solutions would be to have project areas, where that overview could be reconstituted. That approach would radically change the role of teachers at certain moments, without sacrificing delivery of a traditional education. With that in mind, by presenting a cross-curricular project in the proposal for reorganisation of studies, the WG had probably been too timid in that respect, particularly as regards s6 and s7.

He proposed recommending to the BoG the setting up of a task force with the following features:

- intervention internal to the system, already knowing what was valid about it
- expertise external to the system, specialising in certain areas
- of limited size
- a reflection and active drafting mission.

He also referred to the state of play with respect to certain issues highlighted in the Final Report:

- Revision of the syllabuses was not an exceptional item of information. It was under way and was proceeding normally.
- Teacher training was already at the forefront. The proposal would be discussed on 10 September 2015.
- As regards students repeating years, the mandate had not been assigned to the WG. It was dependent on rules contained in the General Rules which, in order to be changed, required concrete data accompanying the phenomenon to be looked at.

Ms RUIZ-ESTURLA pointed out the Final Report said that there was no clear evidence that repeating a year was beneficial from the pedagogical viewpoint. An experiment had been carried out at Brussels I in the past. There was certainly much food for thought. She also inquired about the degree of autonomy granted to Accredited Schools with respect to repeating.

Ms VERMEIRE would like the task force to bring in a change management specialist. She was not sure that the method of work envisaged was the right one. She doubted that the educational community was really ready for all the changes in prospect or, at least, that it perceived them as unfair. She had reservations about taking initiatives too quickly.

With reference to revision of the science syllabuses, Ms BOTTIN confirmed that the teachers were keen for such an initiative to go ahead. She also pointed out with respect to students repeating years, that the changes to the promotion rules had led to a fall in the repeat rate. The perception of this practice was different according to the culture.

Mr SUROWKA returned to what he had said previously: neither of the two proposals put forward by the Working Group and by Interparents had been found by the external evaluators better than the current organisation of studies. He would therefore like to know whether the WG intended to abandon the proposed reorganisation in its entirety or to redesign it. As regards external expertise, he heard that this need was expressed by several contributors to the discussion. He was surprised, however, that this lack could be felt at the pedagogical level, believing that the Inspectors were eminently qualified to perform that task. Citing the need for external assistance implied in a veiled manner that the experts in place might not be up to doing their job.

INTERPARENTS agreed that the science syllabuses needed to be revised. But that did not necessarily have to form part of the reform. It could be done in parallel with the reform.

Ms HUISMAN invited the WG to take a short-term and a long-term look at the work to be done. Repeating a year, the reasons for which needed to be studied, was rarely in a student's best interests and often destroyed his or her motivation. The reason justifying repeating was that the standard of attainment required by the syllabus had not been reached by the student. Advances had already been made in that respect, such as educational support.

In response to the EUROPEAN COMMISSION's comments, INTERPARENTS acknowledged that none of the proposals was fit for purpose. The possibility could be envisaged of returning to the BoG and saying that the WG's work had not yet been completed and that it was premature to frame an answer to the initial question.

Mr MARCHEGGIANO agreed with what INTERPARENTS had said: the Report put a brake on the work, by pointing out that none of the three proposals was valid in its entirety, specifying the reasons for those deficiencies and emphasising the fact that the proposals had not been built on foundations that the system announced as fundamental. The Report also suggested that the services of external experts be used. In that connection, the design of a curriculum and of a language policy was a highly specific job which required specific expertise.

All the branches forming the current system did not necessarily have to be sawn off. Some of them were valid and robust.

He also pointed out that the JTC had already given a mandate to the 'Repeat Rates' WG. That was the place par excellence for reflection on the question of repeating years raised in the IoE's Report.

With reference to external experts, Mr MARCHEGGIANO revealed that the new NL Inspector, who was responsible for the sciences, Mr COENEN, was also a member of the WG and that he would pass on to its members the message that Mr COENEN had sent him, in which he supported use of the services of external experts (Annex IV).

Mr de TOURNEMIRE returned to repeat rates. It was important to keep in mind the perspective of acquisition of competences by students. There was often too administrative a vision of repeating. Now the main thing to be done was to help students acquire the competences which the system considered to be mandatory, irrespective of whether or not repeating years was the practice.

Ms VERMEIRE mentioned the subject syllabuses which were already under revision in the secondary.

Biology: under revision since 2010; Chemistry: under revision since 2010; Physics: under revision since 2011.

And in the primary: Discovery of the World: under revision since 2014.

Mr MARCHEGGIANO summed up the development of the work to come:

1. The question of repeating would be discussed in the 'Failure Rates' WG.
2. Definition of a new language policy: a consensus had been reached in the WG to put on the BoG's table a proposal for the setting up of a task force, composed of members internal to the system + three external experts: a language learning expert, a curriculum revision expert, 1 expert from DG Education (which was engaged in revision of the eight key competences). The task force would start from the eight key competences to build a curriculum which was coherent up to the Baccalaureate, whilst letting a degree of autonomy to schools. Major autonomy should be granted to the European Schools, at least up to s5, as was the case in Accredited Schools.

INTERPARENTS proposed that amongst the members of the task force there should also be a project manager coming from DG Human Resources.

Mr SUROWKA noted the general consensus emerging on the need to use the services of external experts, even though the EUROPEAN COMMISSION was sceptical in that respect. Should such external intervention imply costs, the proposal going to the BoG would need to be accompanied by a financial statement.

As regards the autonomy which would be granted to the Schools for years s1 to s5, he requested further explanations as to the scope and scale of such autonomy

Mr MARCHEGGIANO replied that the details of such autonomy would be developed by the task force. He pointed out, however, that Accredited Schools, which are primarily national schools, enjoyed such a major degree of autonomy. They were, however, expected to abide by some of the rules in force, whilst enjoying some major freedom. If it was decided to grant more autonomy to the European Schools, they would need to be informed of the limits, particularly financial ones, not to be exceeded, so that they could adapt their offer to match their specific situation, also in terms of location. Of course, in s6 and s7, a more rigid structure would have to be respected.

INTERPARENTS presumed that the question of staff went beyond the issue of training; the role of middle management, teachers' contracts and the nine-year rule were all issues which should also be addressed more widely.

Mr MARCHEGGIANO said that those questions were outside the mandate given to this WG and pointed out that in-service training was already on the table for discussion by another WG, whose next meeting was to be held on 10 September 2015.

Ms VERMEIRE said that the initial task that the WG wished to assign to the task force was to focus on what it was worth teaching students. If the contention was that pedagogy was the priority, then the fundamental points should first be defined and the organisational conditions should be added subsequently. The task force's mandate, the time allowed and the financial measures granted had to be clearly defined.

Ms O'TOOLE agreed that the Final Report offered an opportunity for reflection, without being a threat. The IoE had often stressed the 'exclusive' side of the European School system. If that principle were accepted, it would have an impact on a whole range of factors, including repeating. If a more 'inclusive' system were supported, students would be kept in it for longer, without excluding anyone. She also argued in favour of reflecting on the basic principles which would be used in overhauling the European School system.

Like Ms VERMEIRE, Ms HUISMAN believed that there should be wider debate on what students absolutely had to learn. As regards autonomy, it went hand in hand with guidelines, with definition of limits not to be exceeded. The HCL question must also be discussed.

Ms RUIZ-ESTURLA appreciated and endorsed all the contributors' comments. As a Director, she testified to the fact that the many changes which would occur would undoubtedly have an organisational and financial cost of which account would need to be taken.

Mr WRIGHT endorsed what Ms O'TOOLE had said. The values that she mentioned had not been clearly expressed in the Report. However, the European School system required them to be explicitly stated.

Ms BOTTIN said that in Belgium, that organisation was called *projet d'établissement* (school development plan), where a common objective was set.

Mr de TOURNEMIRE believed that that the WG had already reflected on the mission of the European Schools, which was not yet sufficiently precise, according to the IoE. He endorsed what Ms O'TOOLE had said: the system was currently rather exclusive. And changing and evolving: using a biological metaphor, it could be said that grafts had already taken place on the original tree and that the fruits produced had changed.

The European School set up in 1953 could be compared to a company school which had now become an open education system which was set to expand. The main tasks of this system now needed to be redefined: Who were the students to be admitted and catered for? What was it absolutely essential for them to know on leaving the system? How could students be helped to master those subjects? The details could be left to experts. Too many values, still only implied, deserved to be developed further and become properly embedded and shared by all the members of the school community.

Ms RUIZ-ESTURLA commented that the Report established very clearly that the system had to define its own curriculum standards.

INTERPARENTS pointed out that schooling in the European Schools was guaranteed up to the end of secondary education, i.e. 18-19, and not 16 years of age. The Report did not mention that schooling had to stop at 16. On the contrary, the proposed structure of studies covered years s1 to s7, going as far as to put forward what the external evaluators called vocational education for s6-s7.

In connection with the European Schools' mission, Mr BORDOY recalled that at the outset, the Schools were regarded and were intended to serve as a large innovative pedagogical laboratory. One of the reasons which had justified the nine-year rule was, amongst other things, that national teachers would work in this large innovative laboratory and would then return to their national system to inject innovative ideas into it. However, the opposite was happening today.

The curriculum situation was not so dramatic. In national systems curriculum development had been taking place for years and many changes had occurred. Through the teachers joining the European Schools, those changes had been passed on to the system.

The external evaluators' message was, however, very clear: the curriculum had to reflect and adapt to the system's identity, to its needs.

When certain universities accepted European Baccalaureate-holders, they sometimes required particular marks according to the subjects. If a student wished to apply for admission to a UK university, it could reply that acceptance was dependent on the mark achieved in such and such a subject. If the university wished to understand what real value was attached to the mark required, it could simply go on to the website, where it

would discover that the subject syllabus dated back to 1998! That was something that could give misleading information about European School teachers, who were fully up to date with current educational reality.

If the European Baccalaureate's validity and reputation were to be guaranteed, revision of the syllabuses as a matter of urgency was an absolute priority for the system and must be handled by full-time professionals. Teachers could not be taken out of their classes and set to work on designing and writing new syllabuses, primarily for expertise reasons. Not everyone was cut out to design and write syllabuses professionally. And then there were time reasons.

Whoever these syllabus design and writing experts might be, they should at last have a clear idea about the European Schools' identity. The syllabuses would need to incorporate the eight key competences. It was the system's perception of European citizenship and of future citizens contributing to the construction of Europe.

Ms BOTTIN thought that leaving the teachers out of syllabus design was not a good idea.

Mr DAMKJAER agreed with what had been said by Mr BORDOY, with whom he collaborated closely in a WG. In parallel with the new marking scale, which had been approved at the BoG's meeting in Prague in April 2015, a planning programme for updating and/or replacement of the syllabuses had been defined, to be completed before the beginning of the 2017-2018 year (s1-S5) and of the 2018-2019 school year (s6-s7 and first new Baccalaureate in 2020).

With reference to the concepts of *'mission and education up to the age of 16'*, Ms HUISMAN told the new members that the BoG had agreed that the European Schools would guarantee the best education possible for all students at least up to s5 and that years s6 and s7 would be the subject of a special debate.

In response to Ms BOTTIN, Mr BORDOY emphasised that he did not wish to exclude or disparage the teachers, one of whose roles was to put across the content of syllabuses in the classroom. Their opinion on the subject was very valuable. However, putting across and creating were two different practices. In many countries, syllabuses were designed and set by experts. Many teachers had never been involved in the design of a syllabus, without that in any way taking away their autonomy.

Ms RUIZ-ESTURLA endorsed what had just been said, pointing out that the teachers' viewpoint was certainly essential and that some of them might even be specialists in syllabus design and writing. However, not all were experts and that was not what was expected of them.

Ms ECKERSTORFER testified to the fact that the situation could differ according to the country. In Austria, for instance, an institute managed the design and writing of syllabuses and the setting of examinations. The people who worked there were often teachers who had lengthy experience of syllabus design and writing.

Mr WALZ underlined the points just made: anyone who had worked on curricula was or had been a teacher. Such people's contribution was, therefore, important and valuable.

Mr MARCHEGGIANO wondered how to go about unearthing such experienced teachers in the system.

Ms VERMEIRE drew attention to what Mr KIVINEN had said: the budget allocation for innovation in the system was very limited. If it was really wished to invest in a high-quality education, which would involve syllabus development, there was a need to rethink the way in which syllabuses were designed and written, how teachers were recruited and the profile of the professionals charged with developing the syllabuses.

Mr WALZ endorsed what Ms VERMEIRE had said and the recommendations made by Mr KIVINEN, who advocated as the first step the recruitment of teachers with an excellent profile. The secondment by the Inspectors of national teachers who already had good basic skills was a delicate point. He also shared the views expressed by Mr BORDOY: syllabus design and writing was not a task that could be entrusted to just any teacher. The Inspectors, who were involved in the secondment process, could act by seconding good teachers with the right profile.

Mr MARCHEGGIANO had the privilege of having knowledge of the system's situation as a whole. The WG working on Continuous Professional Development had also established teaching standards which had already been adopted and which would no doubt become the reference standards for evaluation of teachers. Those standards might also become a reference or benchmark for the secondment of teachers. The system was, therefore, already getting to work on addressing those issues.

Taking the current situation in the European Schools, many students left the system before they reached the age of 16, not for parental mobility reasons but because they were unable to meet the conditions required by the system.

The objective approved by the BoG and proposed by this WG was for the system to be better able to integrate more pupils up to the age of 16.

Students who reached the required standards in s5 would have access to the s6-s7 cycle. The others would receive an alternative certificate with the knowledge acquired up to s5. That was not the case at present since students simply received a school report attesting to their success or otherwise in the secondary. And when they failed in s5, their only remaining option was to repeat s5 or to leave and go into another system, still at s5 level. Such students should not have to repeat s5 if they left it having failed and were intending to go into another type of education, vocational in particular. The system should not just prepare students for higher education but also for parallel types of education and training. He hoped that INTERPARENTS could support that proposal.

INTERPARENTS understood that the BoG had invited the system to pay more attention to students who were not aiming for the European Baccalaureate. INTERPARENTS' concern was not focused specifically on the age of 16 criterion but on students who needed their knowledge to be certified if they had other plans. The IoE had developed a 'vocational' approach as to how to integrate such students up to s7. That was not incompatible with these values:

- avoiding repeating,
- avoiding students being obliged to leave the system,
- thinking of a model which gave students an incentive to stay on until at least the age of 18.

Ms HUISMAN invited the Parents to consult the minutes of the BoG's April 2013 meeting, which set out the exact terms of the proposal that had just been mentioned. She pointed out, moreover, that the European Schools' mission was to provide education at least up to the end of s5. However, she encouraged the WG to moderate the tone used, to be more positive. It should not be a question of talking only in terms of failures. There were other reasons why students left the system before the Baccalaureate cycle. They might also do so because they had other talents, other interests or other objectives. In that case, they ought to receive a certificate with a list of the subjects of which they had a good grasp, something which would enable them to continue their education in a different institution.

Mr MARCHEGGIANO pointed out that if students passed in s5, they were free to do what they wished subsequently. The problem arose when they failed. Failure obliged them to repeat s5, whether in the European Schools or elsewhere.

Mr de TOURNEMIRE pointed, in the external evaluators' Report, to the vocational training pathways in s6 and s7. However, those pathways were too full and were divorced from reality. He supported what Ms HUISMAN had said: the mission described must be perceived optimistically: students should be helped and a consensus arrived at on what it was being attempted to guarantee together.

Mr HROVATH suggested using the end of second semester s5 examinations to assess competences: firstly, the competences which students should have acquired by the end of s5 and secondly, a second examination to prepare students for s6 and s7.

Mr MARCHEGGIANO quoted the passage mentioned by Ms HUISMAN, taken from the minutes of the BoG's April 2013 meeting:

"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 BoG was the sole sovereign organ with the competence and authority to change that mission.

He summed up the WG's discussions

The WG would go to the BoG proposing the setting up of a task force structured around the theme 'What's Worth Learning'.

The task force would take as its basis the recommendations made by the external evaluators, whilst also taking account of the organisational implications which those recommendations involved. The task force would adopt a rationale that would not be completely separate from the current reality of the European Schools. It would also define the new language policy.

The task force's work would need to be organised taking account of two limits/constraints:

1. **The eight key competences:** the external evaluators applauded the fact that the European School system was the only one which clearly referred to the eight key competences, albeit incoherently and inconsistently. The eight key competences would be used as a basis for the development of curriculum standards, which would subsequently allow work to be started on revision of the subject syllabuses. *NB: the Curriculum determined all the subjects and associated competences which students were expected to acquire throughout their schooling in the European Schools.*

2. **Article 4 of the Convention defining the Statute of the European Schools:** which the BoG itself could change only by dint of a very long-drawn-out procedure.

The task force would be composed of members internal to the system and of three external experts:

- a language learning expert,
- a curriculum revision expert,
- 1 expert from DG Education (which was engaged in revision of the eight key competences).

Separately, the involvement of a change management expert might also be envisaged.

INTERPARENTS proposed that amongst the members of the task force there should also be a project manager coming from DG Human Resources.

The proposal would be submitted to the BIS and to the JTC, which would be able to amend it if necessary, before it reached the BoG.

INTERPARENTS reiterated that the WG could not recommend the proposals made by the external evaluation as they stood. The reason was that the proposals had not evaluated the question of access to Universities and mobility. Furthermore, as stated in Article 4 of the Convention defining the Statute of the European Schools, special needs students must not be forgotten in the process and in the work carried out by the task force.

Mr de TOURNEMIRE endorsed Mr MARCHEGGIANO's proposal. He confirmed that special needs formed part of Article 4, which he quoted:

- 1) *The courses of study shall be undertaken in the languages specified in Annex II.*
- 2) *(...)*
- 3) *In order to encourage the unity of the School, to bring pupils of the different language sections together and to foster mutual understanding, certain subjects shall be taught to joint classes of the same level. Any Community language may be used for these joint classes, insofar as the Board of Governors decides that circumstances justify its use.*
- 4) *A particular effort shall be made to give pupils a thorough knowledge of modern languages.*
- 5) *The European dimension shall be developed in the curricula.*
- 6) *In education and instruction, the conscience and convictions of individuals shall be respected.*
- 7) *Measures shall be taken to facilitate the reception of children with special educational needs.*

INTERPARENTS insisted that the eight key competences should not be the sole criteria and principles taken into consideration.

Mr WRIGHT objected to use of the term task force, which in his view had too military a connotation. No other term was, however, suggested instead.

In another connection, he believed that the problem with the eight key competences was that they focused on competences, knowledge and skills and 'dispositions'.

On page 17 of Report C, the external evaluators quoted a passage from Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 (OJ L 394 of 30.12.2006):

“A positive attitude towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner.”

That text highlighted the sort of values which must be taken into consideration.

Mr BORDOY reassured the Staff Committee: the term ‘dispositions’ referred not only to competences and knowledge but also to ‘attitudes’. Those realities were, incidentally, expressed in many documents produced by the European Baccalaureate Unit this year.

In response to the Staff Committee, INTERPARENTS said the term ‘task force’ was typically used in the European Commission.

Ms RUIZ-ESTURLA would develop the task force’s mandate in these terms:

- **define the curriculum standards of the European Schools (curriculum standards, with dispositions, skills, knowledge and attitudes);**
- **within the framework of the eight key competences;**
- **with the aim of fulfilling the mission of the European Schools and the provisions of the Convention.**

III. Proposal for a summary document of previous meeting discussions on HCL/L2 and SWALS

Mr MARCHEGGIANO invited the WG to examine Annex V, which presented proposals designed to remedy some of the inconsistencies detected by the external evaluators.

With reference to teaching of the Host Country Language, he reminded the WG that neither of the following proposals had secured the required majority and that the BoG had then given a mandate to the ‘Organisation of studies in the secondary cycle’ WG to study the question in due course, in order to continue reflection on the subject and to formulate new proposals:

Proposal 1: Replacement of one of the Languages 2 with the Host Country Language

Proposal 2: Making the Host Country Language an extra subject.

As regards SWALS

At least six problems, different in origin, had been detected and were analysed in Annex V. Not all of them could be resolved. However, the proposal made in Annex V would enable at least three of them to be resolved.

Proposal put forward by Mr MARCHEGGIANO: Give Schools located in a country where the HCL was not one of the Languages 2 (DE, EN or FR) the possibility of adding the HCL to the set of Languages 2.

He illustrated what he meant by giving an example at the European School, Varese.

A SWALS at Varese would receive Language 2 tuition in DE, EN, FR and IT. The offer was open to the student, who decided freely on his or her Language 2. This fourth Language 2 would of course have the same value as the other three. Thus, it would be possible for History and Geography to be taught in Italian, for example.

This proposal's advantage was that it avoided the frustration felt in the other Schools (in Brussels, for example) by SWALS who moved up from the Primary to the Secondary without finding the same language course.

When such students arrived in the secondary, timetable problems prevented SWALS from attending the Language 1 lessons of their language section.

This proposal would enable SWALS to continue to attend the Language 1 lessons of their language section and to receive tuition in their Language 1 SWALS when all the other students were being taught their Language 2.

In other words, it was the same arrangement as was used in the Primary in Brussels which could be used in Varese, Bergen, Mol, Alicante and Accredited Schools.

In the case of newly arrived SWALS, it would be difficult for them to be capable of keeping up with the Language 1 level of their language section. Not only because they would be taught at Language 1 level but also because they would have to reach the required standard of attainment associated with Language 1.

A degree of flexibility could therefore be introduced for SWALS who were exposed to two Languages 1 courses (their SWALS language and the language of their language section). They would be able to choose to be assessed either at the same level (Language 1) or at Language 2 level. SWALS might therefore be tested at Language 1 level on two occasions.

Mr MARCHEGGIANO reminded the WG that the requirements for the European Schools' curriculum were to receive tuition in and be assessed in Language 1 and in Language 2.

To ensure better understanding, Mr HROVATH quoted another example.

Two Slovenian students were enrolled in the DE, EN or FR language sections in the primary. On arrival in the secondary, the first had DE Language 1 level and would be enrolled in the DE language section without suffering.

The other, who was newly arrived, had been assessed for his language proficiency level and had achieved Language 2 level in DE.

He would nevertheless have to attend the DE Language 1 lessons but would also have to take all the other courses (Maths, Sciences, etc.) in DE, albeit receiving educational support as a new student.

Mr HROVATH feared that in such a scenario the teacher would have to differentiate his or her teaching.

Mr MARCHEGGIANO clarified the point, saying that in reality, the teacher would have to differentiate his or her assessment tests: a Language 1 examination for the class and a Language 2 examination for newly arrived SWALS.

Mr WALZ wondered about the impact which that third proposal would have on mobility in the system.

Compared with the primary, learning of Language 1 SWALS was in the Language 1 of the language section, because the SWALS' Language 1 was taught as Language 2. That meant that a student did not really have a third language in the primary.

Would it not be possible for SWALS already to be exposed, during their primary education, with a real Language 2 that they would encounter in the secondary? In other words, instead of having 8 hours of tuition in the Language 1 of the section, they would be taught their real Language 1 (approximately 40% of the time allocation) and the rest of the time would be devoted to Language 2 (which they would be able to continue in the secondary).

And since living in the context of the HCL was of enormous help in language learning, the HCL could more easily become the student's Language 3 in the secondary.

Mr MARCHEGGIANO pointed out that the proposal put forward by Mr WALZ was in actual fact what the system ought to/ought to have put in place.

SWALS had to learn the language of their language section and very quickly became competent in that language. The level of the Language 2 course very quickly became too low for them.

That would only exacerbate the problem rather than resolving it: in the primary, pupils would quickly become frustrated.

With reference to the Italian language, when SWALS arrived in the secondary and chose Language 3, their Language 3 proficiency level was not beginners' level as was foreseen. It would be a step backwards in relation to what had been put in place.

Mr SUROWKA, speaking on behalf of the EUROPEAN COMMISSION, thanked Mr MARCHEGGIANO for the document which he had provided for the WG, and more particularly for Annex I thereto, which clearly showed the situation's complexity.

With reference to the possibility of making the HCL the fourth Language 2, he invited the WG to examine document 2012-01-D-36, submitted to the BoG at its April 2013 meeting.

"The possibility of introducing the host country language as an extra L2 has already been envisaged in the past, notably by the Spanish delegation, supported by INTERPARENTS, which also wished such a possibility to be open to the other schools."

The breakdown of the associated costs led to abandonment of the idea of introducing a fourth L2 in those schools where the host country language is not DE, FR or EN."

Mr SUROWKA invited the WG to reflect on the fact that without a clear answer regarding the sources of funding for this project, it would not be able to go ahead.

Mr BORDOY outlined the tenor of the previous day's exchanges at the Directors' Meeting: one participant had asked when this question would be addressed from a pedagogical rather than a political viewpoint, a viewpoint which combined many valid reasons for making the HCL a Language 2.

One of the pedagogical problems that had to be resolved was to understand what should be done with such students when they were enrolled in a school which was unable to fulfil the requirements for the European Baccalaureate.

If such students had a good spoken and academic 'C' level in their Language 2, they would be able to be channelled towards vocational studies.

As regards mobility, a study had been conducted at Alicante in the past. It had shown that approximately three students (only) per year left Alicante to join another European School. Mobility was therefore virtually anecdotal.

The system had very full educational support provision which allowed students to catch up if they were behind in command of a new language (in the event of mobility). That was also the case, moreover, when they came into the European Schools from their national system.

Ms VERMEIRE pointed out that sufficient exposure to the language of tuition starting in the primary was of fundamental importance for successful studies. It was an essential prerequisite on which to build.

She wondered how the question was dealt with in Accredited Schools. In the Netherlands, for example, it was mandatory for schools recognised by the government to offer pupils at least three hours of Language 1 (NL) tuition in the primary. Ms VERMEIRE wished to know how those lessons were organised and whether their organisation might serve as an example.

Mr WRIGHT returned to the concept of SWALS having tuition in their mother tongue in the secondary. It was easily conceivable that tuition in the HCL would include extra support and that SWALS would be capable of coping since they had lived in the country for some time. However, that was not the case for all SWALS. Language 1 students sometimes had many difficulties in terms of exposure. That caused difficulties for teachers, who were faced with classes of students with a different proficiency level in Language 1. And the course content was not necessarily appropriate for SWALS, more especially for newly arrived ones. In addition, there was the question of numbers: the number of SWALS was sometimes larger than that of the other students in certain classes.

INTERPARENTS understood what had just been said and thought that there was already sufficient pressure, on teachers and on students alike, in Mathematics and Science courses taught in Language 1. Extra training was required for teachers and more support for the vehicular language sections.

Ms RUIZ-ESTURLA confirmed that broadly speaking, the Directors supported the proposal, which might form part of the new language policy. And the Deputy Directors would also agree that the current arrangement worked very well in the primary. She also endorsed what Ms VERMEIRE had said: the language of tuition in the primary was of fundamental importance because it was a good tool for the teaching of other languages. In addition, the approach in the primary was more holistic and open to cross-curricular work.

As a Director, Ms RUIZ-ESTURLA testified to parents' incomprehension when faced with the change in the situation which occurred when SWALS children left the primary to join the secondary. It was difficult to defend, to explain, indeed to justify the system to parents, especially knowing that organisational problems with timetables were the source of the problem.

Whatever the difficulties to which it might give rise, the new language policy was worth devoting attention to and seeing through from start to finish.

Mr MARCHEGGIANO underlined that Accredited Schools offered language teaching as additional courses. An attempt to offer HCL courses had been made but had been rejected by the BoG. As they were primarily national schools, they had to comply with national obligations but enjoyed some flexibility in the curriculum that they offered and which was not, therefore, exclusively European.

Furthermore, he understood the weight which the Language 1 course represented, to a certain extent, because, in the new educational support policy, there was clear provision for intensive support and one of the examples was crash courses for newly arrived SWALS. Those students would have to take several language courses and other subjects in that language and their language competence would improve greatly thanks to the variety of courses to which they would be exposed.

In actual fact, mobility between European Schools was very limited. It was the reality of the situation for newly arrived students which was the real issue.

INTERPARENTS pointed out that some SWALS were not *technically* SWALS, but category 3 students whose mother tongue was not the language of the language section. Their situation also required attention.

Mr MARCHEGGIANO replied that that aspect was already covered by a mandate given by the BoG to another WG, whose work was due to start soon.

Ms VERMEIRE wondered about the question of mobility: was it one of the cornerstones of the European Schools? The answer to that question might be used as an argument when the Schools' autonomy up to s5 came to be discussed.

Mr MARCHEGGIANO pointed out that there were two realities in terms of mobility in the system:

- mobility involving leaving the national system to join a European School and vice versa (most cases);
- mobility between European Schools (virtually anecdotal).

INTERPARENTS was unable to take a position that day and would submit the proposal to the parents.

Mr MARCHEGGIANO invited INTERPARENTS to announce the outcome of the consultation during the forthcoming pedagogical meetings in October 2015.

The proposal would therefore include the possibility for the Schools to offer the HCL at the Language 2 level and would mention all the ensuing organisational implications.

Mr SUROWKA argued that the budgetary aspect should not be neglected. The proposal would need to indicate its funding sources, which was the essential prerequisite for its acceptance.

Mr MARCHEGGIANO pointed out that since the decision had first been taken, the number of SWALS had constantly increased. The delegations, which had been hesitant in the past, might, therefore, change their minds this time round.

Ms HUISMAN knew about the reality in Accredited Schools: they already offered the HCL as an additional course. She also pointed out that Language 2 could be changed in the Baccalaureate cycle.

Mr WRIGHT, on behalf of the Staff Committee, would submit the proposal to the teachers. He assumed that the proposal would be positively received, with clear support for part 1 and reservations about part 2.

In response to the EUROPEAN COMMISSION, Mr BORDOY urged that economic considerations should not take precedence over pedagogical ones. Students' needs should be met and accommodated. The circumstances obtaining at the time of rejection of the first two proposals had now changed. In that connection he referred to two factors:

1. One of the proposals rejected had involved replacing one of the vehicular languages with the HCL and many Schools had thought that was not fair, because several of them had wanted to keep their Languages 2.
2. Secondment of teachers had not been a problem at the time. The vast majority of teachers teaching Language 2 were English speakers, French speakers and German speakers. Now the discussion associated with Cost Sharing had been instrumental in dispelling the unease felt by certain delegations, which had thought that they were seconding staff from whom other nationalities benefited. Opening up to other Languages 2 would be consistent with fairer distribution of the costs entailed by their teaching.

If the new proposal involved costs, something which was not certain, they would not be a burden on the EUROPEAN COMMISSION's budget, each country seconding (and paying) its own staff.

Mr MARCHEGGIANO believed that it might even be a near-zero-cost initiative.

COSUP endorsed the proposal and, more generally, teaching of the HCL, which could only be beneficial for students. As for primary pupils, their young age was an asset in language learning, probably a major one compared with secondary school students. The idea of a third language being taught in the primary was therefore welcome.

The feeling of frustration referred to previously also affected students who were bilingual or trilingual and not just SWALS. A more overall view of the Schools' situation needed to be taken: each student's individual situation could not be taken into consideration, something which would in fact make any search for a solution impossible.

Mr SUROWKA thanked Mr BORDOY for his intervention, saying that the EUROPEAN COMMISSION was certainly not calling into question the pedagogical rationale behind the idea of raising the HCL to Language 2 level. In his previous intervention, Mr SUROWKA had in fact been referring to a 2012 document where the similar proposal of adding HCL as the 4th L2 was judged too expensive and consequently rejected. If this new proposal proved neutral from the financial viewpoint, the EUROPEAN COMMISSION could set its reservations aside.

INTERPARENTS returned to Languages 1 and 2 taught to SWALS in the secondary and wondered about the possibility of developing Language 2 teaching at the 'Advanced' level.

Mr de TOURNEMIRE confirmed that the item had been discussed at length at the Directors' Meeting of 8 September 2015. Each representative was adopting today the position which his or her role imposed and he completely understood the position of the EUROPEAN COMMISSION, which was perfectly logical. He was, however, convinced that the proposal made by Mr MARCHEGGIANO would contribute hugely to relieving those Schools affected by the question (HCL and primary/secondary transition) and which really suffered as a result. As regards the proficiency level in Language 1, he disclosed that the first prize in Language 1 in the Baccalaureate was often awarded to a SWALS.

There was nevertheless suffering for SWALS who did not attend Language 1 lessons in the secondary and who were therefore excluded from the group. Many activities in the lower secondary were run by the mother tongue teacher who took the class. That mother tongue teacher, who was often the class teacher, never saw SWALS. They did not, incidentally, take part in school trips. Since 2012, numerous efforts had been made and, financially speaking, huge numbers of savings had been introduced, notably for automatism of Geography and History courses in Language 2. Such automatism had been abolished if student numbers were not sufficiently high. Solutions aimed at saving money had been found, not just because it was possible but also because, pedagogically speaking, it was not very good to have two students taking a course on their own.

Mr de TOURNEMIRE did not think that the new proposal would be financially neutral but if the savings generated since 2012 were taken into consideration, it balanced out perfectly.

Mr MARCHEGGIANO acknowledged that a system sometimes had a moral obligation to take certain decisions, whatever their cost.

He went on to invite the WG to study section 4 'General Reflections' of the proposal and in particular the last paragraph, which stated that: *"(...) the schools do not always and necessarily have to offer all courses in a conventional classroom-based environment and at the same time; the non-synchronised remote learning solution might be a real alternative, specifically for those pupils whose needs are to extend their learning well beyond what is the minimum standard requirement of the European Baccalaureate, whose difficulty should remain comparable, despite the individual learning needs/choices. That proposal might prove to be a solution for a move in the direction of a more personalised curriculum."*

In the small Schools, where seven students could not be signed up for certain courses, the course in question might be offered using a remote/distance learning arrangement rather than purely and simply being cancelled.

Mr MARCHEGGIANO proposed that the task force should also look at that option.

INTERPARENTS pointed out that it was not just a question of reaching a certain proficiency level. To have access to Spanish Universities, for example, voluntary examinations had to be taken, the curriculum for which was not exactly the same as that of the European Schools. Students were therefore under an obligation to prepare for them

To deal with the question of distance learning it would probably not be necessary to await the task force's conclusions. It was a question more of a practical arrangement which did not impinge on or call into question the system's pedagogical core. INTERPARENTS proposed the introduction of a pilot project which would test the method.

Ms O'TOOLE expressed her views on the subject ONL, which had to be considered seriously: it was inconceivable that it might be taught only remotely, something which constituted a risk, given the small number of students involved.

Although the proposal put forward enabled students really to progress, she thought that it was nevertheless regrettable that they might not accordingly, and as a quid pro quo, be able to take the Baccalaureate at that same level.

She feared that that might do a disservice to the proposal's prime objective and prevent students from being able to demonstrate their proficiency level, something which would ultimately penalise them if their proper level of knowledge were not recognised.

Mr MARCHEGGIANO denied seeking to penalise students, especially if their standard of attainment was higher than the requirement. A compensation system recognising the standard of attainment should simply be introduced, without penalising those students over the others.

Mr BORDOY commented that in the system, there were students with many talents, going beyond those that they had to demonstrate to take and pass the Baccalaureate. Ideally, there should be a move towards an assessment system of the portfolio type, under which there was recognition of different forms of merits in students, such as solidarity, artistic talent, group work, etc.

Quoting Ms RUIZ-ESTURLA, he acknowledged that virtually no students in the European School system could boast an average of 10. Yet it was possible in the national systems. The marks awarded should also take account of those values highlighted through a portfolio.

Looking outside the secondary context, it could be seen that the university system used what were called Massive Online Courses, which allowed independent and autonomous study and which used electronic platforms, something which was in line with the eight key competences.

It should not be forgotten that the European Schools were an organisation connected with the national systems, which often provided online courses.

Ms VERMEIRE feared that a series of quick-fix solutions might be decided on, without engaging in reflection beforehand. There was a risk of overlooking the more general structure, which ought to encompass the following topics:

- 'What's Worth Learning?'
- the system's values
- language policy.

Ms RUIZ-ESTURLA doubted that it would be possible to find quick-fix solutions in a system such as that of the European Schools. As for distance learning courses, creativity would be welcome. A course could conceivably be organised on a weekly basis, on a monthly basis, by continuous module, by cycle, etc.

INTERPARENTS considered that distance learning might be a good pilot project. The same applied to portfolio-based assessment, a practice which, incidentally, was recommended by the external evaluators.

Mr MARCHEGGIANO noted that the question of portfolio-based assessment (credits) interested the WG. He drew attention in that connection to the existence of a WG which was studying the assessment issue. He summed up the WG's discussions and drew the conclusion from the participants' comments that there was something of a positive attitude towards the proposal put forward.

Mr MARCHEGGIANO requested Mr WOLFF to look into the question of revision of the Science syllabuses and to report back at the forthcoming pedagogical meetings in October. The objective was to ascertain whether the revision work undertaken so far was sufficient and, if need be, to determine the direction in which work should proceed.

Mr MARCHEGGIANO would therefore take the related proposal of Annex III to the BIS. If the latter approved it, the JTC would be informed.

An effort will be made to synthesize the debate within a proposal to be discussed to the pedagogical meetings of October 2015.

IV. Other business

Mr MARCHEGGIANO was delighted that the WG had succeeded in discussing and covering a very large number of subjects at this meeting. He thanked the members most sincerely for their positive contributions. He closed the meeting at 16.00.

Annexes:

- I. Letter from Mr Kari KIVINEN
- II. External Evaluation of the proposal of the 'Organisation of Studies' WG – Final Report (Institute of Education) Final Report (EN)
Executive
Summaries (DE, EN,
FR)
- III. Possible ways forward for the reorganisation of secondary studies
- IVa. Messages from Inspector COENEN
- IVb.
- v. Proposal for a summary document of previous meeting discussions on HCL/L2 and SWALS 2015-08-D-9-en-1