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|  | **Schola Europaea / Office of the Secretary-General** |

Ref.: **2019-01-D-10-en-2**

Orig.: EN

**Towards a Futureproof Framework for Audits of Accredited European Schools**

**Board of Governors**

**Meeting of 9-12 April 2019 – Athens (Greece)**

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# INTRODUCTION

More than ten years after the accreditation of the first two schools, the Board of Governors agreed on the need to clarify the terms and conditions for accreditation.

A mandate (2017-04-D-23-en-2) was given to a Working Group to study:

- The access to data

- The format of official school reports

- The monitoring of compliance with requirements

- The conditions for accreditation (number of sections, organisation of studies, qualifications of teachers, etc.)

- Composition of the audit team and aspects to be covered by the audit

- The procedure for initial accreditation

- The procedure for renewal of accreditation

- Rules for termination of accreditation

- The cost neutrality of Accredited European Schools (audits, administrative work at the Office, etc.)

- Services that might be made available for the Accredited Schools and their cost

- The possibility of accrediting schools outside EU territory

The Working Group has now met 8 times and a sub-group, to discuss the following points, has met 5 times:

- The monitoring of compliance with requirements

- The conditions for accreditation (number of sections, organisation of studies, qualifications of teachers, etc.)

- Composition of the audit team and aspects to be covered by the audit

- The procedure for initial accreditation

- The procedure for renewal of accreditation

It was felt that a new framework was required in order to manage the rapid growth of the AES sector and to ensure equivalence of education provided between the ES and the AES. The new framework must reflect the roles and responsibilities of the national authorities and the ES system regarding the quality of education in the AES whilst ensuring that audits check pedagogical equivalence and compliance with the individual Dossiers of Conformity approved by the Board of Governors.

# ACCREDITATION PROCESS

In this chapter the accreditation process, the stakeholders with their responsibilities are presented.

Steering Committee Audits

The tasks of the Steering Committee are to:

* monitor the audit process and to make proposals for adjustments
* make a meta-analysis of the results of the audits
* make an advisory proposal for the next type of audit for accreditation renewals for individual schools (light or extended, see chapter 3) on the basis of recommendations of the previous audit.

The Committee is composed of two inspectors, representing Nursery/Primary and Secondary, a representative of the ES-directors and a mandated representative of the Office of the Secretary General.

Flow chart of Accreditation Process

General Interest File → Check → YES?

Dossier of Conformity → Check → YES?

Audit → Check → YES?

If criteria are met → AGREEMENT

General Interest File (GIF)

What is it:   
Official request of the Member State to open an Accredited European School (AES).

The AES belongs to a national educational network and can deliver a diploma that is recognised in the country and gives access to tertiary education in Europe.

Purpose:

* to inform the Board of Governors (BoG) of the wish to create an AES;
* to provide the member state with the necessary information/template to submit a Dossier of Conformity (DoC).

Consists of:

* the reasons for European Schooling on its territory:
  + Added value for the member state
  + Advantages on the education level;
* a description of the project;
* a description of the resources to carry out the project;

A template can be found in Annex 1.

To be checked by the AES Assistant in the OSG:

- Is the applicant a member state?

- Does it provide the necessary information (see previous bullet)?

- Is it submitted in time (not too late to be examined) → proposal: at least 4 weeks before JBI.

Decision-making process:

- Opinion: Joint Board of Inspectors (JBI);

- Opinion: BoG → if the BoG is positive about the project, the representatives of the project can present a DoC.

Dossier of Conformity (DoC)

What is it:   
A document in which it is laid down how the school is going to conform to the criteria for European schooling[[1]](#footnote-1) set in the Regulations.

Purpose:

- to offer a basis for the audit;

- to offer a basis for accreditation;

- to offer a basis for the agreement.

Consists of:  
- information that is necessary for an audit to take place.

A proposed template for the DoC for Nursery to s5 is presented in Annex 2.

A proposed template for the DoC for s6-s7 is presented in Annex 3.

To be checked by the AES Assistant in the OSG

- Depending on purpose of the Audit;

- Is it submitted in time (not too late to be examined and adjusted in case needed) → proposal: at least 6 weeks before JTC;

- Pre-check of DoC by a member of the AES assistant at the OSG who checks if the DoC is in line with rules and regulations of AES; (template to be developed).

Decision-making process:

- Opinion: JTC with 2/3 majority (on the basis of DoC and checklist completed by the AES Assistant);

- Decision: BoG with 2/3 majority → in case of positive outcome, an audit will be carried out.

Audit process

What is it:  
Collection and analysis of data/information and reporting, needed to decide on accreditation.

Consists of:  
- Preparatory phase using desk research by an Inspector or an External Expert[[2]](#footnote-2), (a member of the audit team) of:

* Data available at a central level (e.g. BAC data);
* Information/data offered by the school.

- Audit visit, resulting in recommendations and opinion (by the audit team)

Decision-making process:

- Opinion: JTC with 2/3 majority;

- Decision: BoG with unanimity.

# TYPES OF AUDITS

Each type of audit is based on the official regulations for Accredited European Schools (2013-01-D-64-en-4 and the proposed new version of the document (2019-01-D-12) + annexe 2014-04-D-6-en-1) and consists of four parts:

1. What is the purpose of the audit;
2. What has to be checked during the audit;
3. How will this be checked. What methodology/scenario has to be used;
4. By whom will the check be done.

Regarding the ‘purpose’, the following kind of audits can be distinguished:

* audits for the first accreditation
  + Audit for the Nursery/primary Cycle and Secondary S1-S5
  + Audit for the additional Secondary BAC Cycle accreditation
* Audit for the renewal of the accreditation (every 3 years)   
  Depending on previous audit and desk research:
  + Light version
  + Extended version
* Audits for a special purpose

Regarding ‘how’:

* a methodology/scenario has to be chosen according to the purpose of the audit;
* every audit consists of 2 phases:
  + preparatory phase: desk research of necessary documents (including the previous report, if applicable) and data analysis which will create a document to be used by the visiting team and could result in a modification of the renewal audit type previously chosen;
  + the visit.
* a minimum of 3 and a maximum of 5 days will be set, depending on the purpose of the audit and the size of the school.

The following tools will be available:

* General checklist of the information needed for the audits.
* Template for the analysis by an external expert.
* Template for the school that prescribes the information that has to be provided.
* Desk research → checklists and templates;
* Meetings → checklists and templates (clear guidelines on the aims and contents of the different meetings will be made available for the audit teams);
* Lesson observations according to approved Teaching Standards in the European Schools→ the Toolkit (2015-09-D-3) will be used;

Regarding ‘by whom’ we distinguish:

1. External expert  
   See Chapter 2.
2. Audit team that visits the school  
   Team size depending on number of Cycles, Language Sections and pupils.

* Small team   
  A team will always consist of at least 2 members, either 2 inspectors or 1 inspector and 1 external expert.
* Large team  
  A team will always consist of at least 3 members, including at least two inspectors. In case all Cycles are involved, the team will consist of at least 1 inspector Nursery/Primary and 1 inspector Secondary. The team can be expanded with 1 or 2 external experts.

Inspectors in a team must have done at least one Whole School Inspection before they participate in an audit, so that they are accustomed to the working method. At least one of the inspectors must have had previous experience as a member of an audit team.

The Steering Committee, with assistance from the AES Assistant, will present a proposal for the composition of audit teams to the Secretary General, who will take a final decision.

In the tables below, the four types of audits are set out in more detail. References are made to the articles in the Accredited School regulations (2013-01-D-64-en-4).

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| **methodology 1:**  **First Audit N/P/S5** | **methodology 2:**  **first Audit bac S6-s7** | **methodology 3:**  **RENEWAL AUDIT, LIGHT** | **methodology 4:**  **renewal audit, EXTENDED** |
| * Accreditation Conditions[[3]](#footnote-3): * Pedagogical Equivalence (art. 3) * Language conditions (art. 4) * Teachers Qualifications (art. 6) * Conditional (art. 7) | * Accreditation Conditions: * Pedagogical Equivalence (art. 3) * Language conditions (art. 4) * Pedagogical content (art. 5) * Teachers Qualifications (art. 6) * Conditional (art. 7) | * Accreditation Conditions: * Pedagogical Equivalence (art. 3) * Language conditions (art. 4) * Pedagogical content (art. 5) * Teachers Qualifications (art. 6) * Follow-up recommendations previous audit * Conditional (art. 7) | * Accreditation Conditions: * Pedagogical Equivalence (art. 3) * Language conditions (art. 4) * Pedagogical content (art. 5) * Teachers Qualifications (art. 6) * Follow-up recommendations previous audit * Conditional (art. 7) |
| **Pedagogical Equivalence**  **What has to be checked?**  Do pupils in Nursery/Primary and Secondary S1-S5 receive the same type of education as pupils in a ES?  **How to be checked?**   1. Desk research on documents/ website: timetables Nursery, Primary, Secondary, subjects offered, forward planning of teachers. 2. Lesson observations: reliable sample of year levels, languages and subjects (minimum N=X in N/P + N=X in S and more in case time permits within the limits of a 3, 4 or 5-day audit).   **Checked by whom?**   1. Inspector or External Expert 2. Audit team in the school | **Pedagogical Equivalence**  **What has to be checked?**  Do pupils in S6-S7 receive the same type of education as pupils in a ES?  **How to be checked?**   1. Desk research on documents/ website: timetables S6-S7, subjects and options offered, forward planning of teachers. 2. Lesson observations: reliable sample of s6 & s7, languages and subjects (N=X and more in case time permits within the limits of a 3 or 4-day audit).   **Checked by whom?**   1. Inspector or External Expert 2. Small audit team in the school | **Pedagogical Equivalence**  **What has to be checked?**  Do pupils in Nursery/Primary and Secondary receive the same type of education as pupils in a ES?  **How to be checked?**   1. Desk research on documents/website: timetables Nursery, Primary, Secondary, subjects offered, forward planning of teachers. 2. A limited number of lesson observations as ‘examples’.   **Checked by whom?**   1. Inspector or External Expert 2. Small audit team in the school | **Pedagogical Equivalence**  **What has to be checked?**  Do pupils in Nursery/Primary and Secondary receive the same type of education as pupils in a ES?  **How to be checked?**   1. Desk research on documents/ website: timetables Nursery, Primary, Secondary, subjects offered, forward planning of teachers. 2. Lesson observations: reliable sample of year levels, languages and subjects (minimum N=X in N/P + N=X in S and more in case time permits within the limits of a 3, 4 or 5-day audit).   **Checked by whom?**   1. Inspector or External Expert 2. Audit team in the school |
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| **LANGUAGE CONDITIONS**  **What has to be checked?**   * Do the number and type of language sections comply with the AES-Regulations? * Is mother tongue tuition in accordance with the DoC? * Do pupils without a language section receive support to learn the language of the section they join? * Does the language learning provision for L2, L3, L4 comply with the ES-Regulations? Or with the stated exceptions in the DoC and approved by BoG? * Does the school offer three vehicular languages as L2 or in accordance with the DoC?   **How to be checked?**   1. Desk research of DoC and documents/website that reflect current state of education, like an annual report or an attainment contract. 2. Lesson observations 3. Meetings with management, teachers (language referents and language support referent) and either pupils or parents.   **Checked by whom?**   1. Inspector or External Expert 2. Audit team in the school | **LANGUAGE CONDITIONS**  **What has to be checked?**   * Do the number and type of language sections comply with the AES-Regulations? * Is mother tongue tuition in accordance with the DoC? * Do pupils without a language section receive support to learn the language of the section they join? * Does the language learning provision for L2, L3, L4 comply with the ES-Regulations? Or with the stated exceptions in the DoC and approved by BoG? * Does the school offer three vehicular languages as L2 or in accordance with the DoC?   **How to be checked?**   1. Desk research of DoC and documents/website that reflect current state of education, like an annual report or an attainment contract. 2. Lesson observations 3. Meetings with management, teachers (language referents and language support referent) and either pupils or parents.   **Checked by whom?**   1. Inspector or External Expert 2. Small audit team in the school | **LANGUAGE CONDITIONS**  **What has to be checked?**   * Do the number and type of language sections comply with the AES-Regulations? * Is mother tongue tuition in accordance with the DoC? * Do pupils without a language section receive support to learn the language of the section they join? * Does the language learning provision for L2, L3, L4 comply with the ES-Regulations? Or with the stated exceptions in the DoC and approved by BoG? * Does the school offer three vehicular languages as L2 or in accordance with the DoC?   **How to be checked?**   1. Desk research of DoC and documents/website that reflect current state of education, like an annual report or an attainment contract.   **Checked by whom?**   1. Inspector or External Expert 2. Small audit team in the school | **LANGUAGE CONDITIONS**  **What has to be checked?**   * Do the number and type of language sections comply with the AES-Regulations? * Is mother tongue tuition in accordance with the DoC? * Do pupils without a language section receive support to learn the language of the section they join? * Does the language learning provision for L2, L3, L4 comply with the ES-Regulations? Or with the s exceptions in the DoC and approved by BoG? * Does the school offer three vehicular languages as L2 or in accordance with the DoC?   **How to be checked?**   1. Desk research of DoC and documents/website that reflect current state of education, like an annual report or an attainment contract. 2. Lesson observations 3. Meetings with management, teachers (language referents and language support referent) and either pupils or parents.   **Checked by whom?**   1. Inspector or External Expert 2. Audit team in the school |
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| **Pedagogical content**  **What has to be checked?**   * Does the school offer a curriculum in compliance with the AES regulations?     **How to be checked?**   * Desk research of DoC and documents/website that reflect the curriculum provisions of the AES. * Lesson observations: reliable sample in Nursery, Primary and Secondary S1-S5, spread over languages and subjects. * Meetings with management.   **Checked by whom?**   1. Inspector or External Expert 2. Audit team in the school | **Pedagogical content**  **What has to be checked?**   * Does the school strictly apply the provisions laid down by the regulations pertaining to the European Baccalaureate (article 3) * Does the school offer a curriculum that prepares pupils effectively for the BAC? (article 5.1) * Does the school strictly follow the BAC Regulations in S6 and S7? (article 5.2) * Does the range of options, particularly in S6 and S7, offer admission to courses in Higher Education? (article 5.3)     **How to be checked?**   * Desk research of DoC and documents/website that reflect the BAC provisions of the AES, including special arrangements procedures. * Analysis of BAC-results. * Lesson observations: a reliable sample in S6 and S7, spread over languages and subjects. * Meetings with management and BAC-coordinator.   **Checked by whom?**   1. Inspector or External Expert 2. Small audit team in the school | **Pedagogical content**  **What has to be checked?**   * Does the school offer a curriculum in compliance with the AES regulations? * Does the school strictly apply the provisions laid down by the regulations pertaining to the European Baccalaureate (article 3) * Does the school offer a curriculum that prepares pupils effectively for the BAC? (article 5.1) * Does the school strictly follow the BAC Regulations in S6 and S7? (article 5.2) * Does the range of options, particularly in S6 and S7, offer admission to courses in Higher Education? (article 5.3)   **How to be checked?**   * Desk research of DoC and documents/website that reflect the curriculum and BAC provisions of the AES, including special arrangements procedures. * Analysis of BAC-results. * Lesson observations: a limited number of lesson observations as ‘examples’.     **Checked by whom?**   * Inspector or External Expert * Small audit team in the school | **Pedagogical content**  **What has to be checked?**   * Does the school offer a curriculum in compliance with the AES regulations? * Does the school strictly apply the provisions laid down by the regulations pertaining to the European Baccalaureate (article 3) * Does the school offer a curriculum that prepares pupils effectively for the BAC? (article 5.1) * Does the school strictly follow the BAC Regulations in S6 and S7? (article 5.2) * Does the range of options, particularly in S6 and S7, offer admission to courses in Higher Education? (article 5.3)   **How to be checked?**   * Desk research of DoC and documents/website that reflect the curriculum and BAC provisions of the AES, including special arrangements procedures. * Analysis of BAC-results. * Lesson observations: a reliable sample Nursery/Primary and Secondary, spread over languages and subjects. * Meetings with management and BAC-coordinator.   **Checked by whom?**   * Inspector or External Expert * Audit team in the school |
| **methodology 1:**  **First Audit N/P/S5** | **methodology 2:**  **first Audit bac S6-s7** | **methodology 3:**  **RENEWAL AUDIT, LIGHT** | **methodology 4:**  **renewal audit, EXTENDED** |

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| **Teachers qualification**  **What has to be checked?**   * Qualification of the teachers (qualified for the cycle, for the subject and for teaching)? * Language competence equivalent to those required for the teachers in the ES[[4]](#footnote-4)?   **How to be checked?**   * Desk research of written information offered by the school. The schools have to report:  1. number of teachers in each  cycle; 2. percentage qualified for each cycle, percentage qualified for the subjects/teaching; 3. percentage of teachers with the required language competence.  * The audit team checks a random sample (minimum: N = 10; max 25% of the teachers) of diplomas and certificates in the school.   **Checked by whom?**   1. Inspector or External Expert 2. Audit team in the school | **Teachers qualification**  **What has to be checked?**   * Qualification of the teachers (qualified for the cycle, for the subject and for teaching)? * Language competence equivalent to those required for the teachers in the ES?   **How to be checked?**   * Desk research of written information offered by the school. The schools have to report:  1. number of teachers in each cycle; 2. percentage qualified for each cycle, percentage qualified for the subjects/teaching; 3. percentage of teachers with the required language competence.  * The audit team checks a random sample (minimum: N = 10; max 25% of the teachers) of diplomas and certificates in the school.   **Checked by whom?**   1. Inspector or External Expert   2 Audit team in the school | **Teachers qualification**  **What has to be checked?**   * Qualification of the teachers (qualified for the cycle, for the subject and for teaching)? * Language competence equivalent to those required for the teachers in the ES?   **How to be checked?**   * Desk research of written information offered by the school. The schools have to report:  1. number of teachers in each cycle; 2. percentage qualified for each cycle, percentage qualified for the subjects/teaching; 3. percentage of teachers with the required language competence.   **Checked by whom?**   1. Inspector or External Expert   2 Audit team in the school | **Teachers qualification**  **What has to be checked?**   * Qualification of the teachers (qualified for the cycle, for the subject and for teaching)? * Language competence equivalent to those required for the teachers in the ES?   **How to be checked?**   * Desk research of written information offered by the school. The schools have to report:  1. number of teachers in each cycle; 2. percentage qualified for each cycle, percentage qualified for the subjects/teaching; 3. percentage of teachers with the required language competence.  * The audit team checks a random sample (minimum: N = 10; max 25% of the teachers) of diplomas and certificates in the school.   **Checked by whom?**   1. Inspector or External Expert   2 Audit team in the school |
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| **CONDITIONs in article 7**  **What has to be checked?**   * Support (art 7.1) * Ethics and religion courses (civics) (art 7.2) * Minimum and maximum length per teaching period and number of periods per subject per week and per year level (Primary and Secondary S1-S5) (art 7.3)   **How to be checked?**   * Desk research of written information on each topic, offered by the school. * Meeting with support-coordinator   **Checked by whom?**   1. Inspector or External Expert   2 Audit team in the school | **CONDITIONs in article 7**  **What has to be checked?**   * Support (art 7.1) * Ethics and religion courses (civics) (art 7.2) * Minimum and maximum length per teaching period and number of periods per subject per week and per year level (Secondary S6-S7) (art 7.3)   **How to be checked?**   * Desk research of written information on each topic, offered by the school.   **Checked by whom?**  1 Inspector or External Expert  2 Audit team in the school | **CONDITIONs in article 7**  **What has to be checked?**   * Support (art 7.1) * Ethics and religion courses (civics) (art 7.2) * Minimum and maximum length per teaching period and number of periods per subject per week and per year level (all cycles) (art 7.3)   **How to be checked?**   * Desk research of written information on each topic, offered by the school.   **Checked by whom?**   1. Inspector or External Expert | **CONDITIONs in article 7**  **What has to be checked?**   * Support (art 7.1) * Ethics and religion courses (civics) (art 7.2) * Minimum and maximum length per teaching period and number of periods per subject per week and per year level (all cycles) (art 7.3)   **How to be checked?**   * Desk research of written information on each topic, offered by the school. * Meeting with support-coordinator   **Checked by whom?**  1 Inspector or External Expert  2 Audit team in the school |

Methodologies 3 and 4 are used in a flexible way. E.g.:

- In a case where a previous audit resulted in a positive outcome, the light version of the audit could be chosen for the  
next one. This decision is taken by the Secretary-General based on advice received from the Steering Committee.

- In the case where the Nursery-s5 cycles have already been audited (within the last 2 years), a newly opened s6-s7 cycle could be  
audited with methodology 2 whilst a simultaneous audit, using methodology 3, could be used for the N-s5 cycle. This would enable an alignment of Agreement and Additional Agreement dates.

- In the case where, for a methodology 3 audit, the pre-audit report from the external expert raises areas of concern, the Secretary General can make the decision to change the audit type from a methodology 3 to a methodology 4.

- In whatever way the methodologies are used, once all cycles are running, an extended audit should be performed every 6 years.

**4.** **PROGRAMME PROPOSAL FOR THE AUDITS**

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| PHASE | TASK | BY WHOM | ESTIMATED TIME |
| Preparation, before visit | Analysis of basic documents  + completing checklist  Analysis of pedagogical documents + report | Inspector or External Expert | 1.5 days |
| School visit | Desk research in the school, Lesson observation, meetings | Audit team | 3-5 days |

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| Proposal for the 3-day visit | | |
|  | Time | Activity |
| Day I | 09:30 – 11:00  11:00 – 12:30 13:30 – 15:30  15:30 – 17:00 | Meeting with management  Analysis of documents  Lesson observations  Meeting with teachers/coordinators |
| Day II | 08:30 – 12:30  13:30 – 15:30  15:30 – 17:00 | Lesson observations Analysis of documents  Meetings |
| Day III | 08:30 – 10:30 10:30 – 12:30  13:30 – 15:00  15:00 – 16:30 | Lesson observations  Final analysis + report  Report  Feedback meeting management |
|  |  |  |
| Proposal for the 4-day visit | | |
|  | Time | Activity |
| Day I | 09:30 – 11:00  11:00 – 12:30 13:30 – 15:30  15:30 – 17:00 | Meeting with management  Analysis of documents  Lesson observations  Meeting with teachers/coordinators |
| Day II | 08:30 – 12:30  13:30 – 15:30  15:30 – 17:00 | Lesson observations Analysis of documents  Meetings with teachers/pupils |
| Day III | 08:30 – 12:30 13:30 – 15:30  15:30 – 17:00 | Lesson observations  Analysis of documents  Meetings |
| Day IV | 08:30 – 12:30  13:30 – 15:00  15:00 – 16:30 | Final analysis + report  Report  Feedback meeting management |

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| Proposal for the 5-day visit | | |
|  | Time | Activity |
| Day I | 09:30 – 11:00  11:00 – 12:30 13:30 – 15:30  15:30 – 17:00 | Meeting with management  Analysis of documents  Lesson observations  Meeting with teachers/coordinators |
| Day II | 08:30 – 12:30  13:30 – 15:30  15:30 – 17:00 | Lesson observations Analysis of documents  Meetings with teachers/pupils |
| Day III | 08:30 – 12:30 13:30 – 15:30  15:30 – 17:00 | Lesson observations  Analysis of documents  Meetings |
| Day IV | 08:30 – 12:30 13:30 – 15:30  15:30 – 17:00 | Lesson observations  Analysis of documents  Meetings |
| Day V | 08:30 – 12:30  13:30 – 15:00  15:00 – 16:30 | Final analysis + report  Report  Feedback meeting management |

As a lot of work, in this approach, is done in the preparatory phase, it is not expected that 5-day visits will be frequently scheduled.

# 5. TOOLS

Toolkits for the audits are in the process of being developed for use by inspectors, experts, and the AES Directors.

Toolkit contents:

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| **Inspectors** | **Experts** | **AES Directors** |
| - Summary of the key features of the audit  - Checklists for meeting: who to meet and the aim of the meeting  - Audit activities list    - Lesson observation form[[5]](#footnote-5)  - Audit report template  - Expenses rules for audit team | - Summary of the key features of the audit  - List of information that will be provided by the school  - Checklists of activities to be carried out  - Template for the pre-inspection report | - Summary of the key features of the audit  - Timetable for the audit process  - Checklist for school: information that needs to be provided  - Self-evaluation form  - How to share documents with external experts and inspectors  - The audit: what provisions to make for the inspecting team |

The pre-report template, the audit report template and the self-evaluation template will be based on the key areas of focus for every audit, presented in Chapter 3 of this document, namely:

* Pedagogical content & equivalence
* Language conditions
* Quality assurance
* Conditions in Article 7

The toolkits will be developed and then discussed in the sub-group of the AES Working Group, before being presented to the appropriate boards in October and December 2019.

# 6. CALENDAR AND PLANNING

In light of the proposed change to Article 15 in the Regulations on Accredited European Schools, Member States will be required as soon as possible to request accreditation renewal 18 months before the end of the accreditation agreement. The following planning therefore works in months, where X = the end of the Accreditation Agreement.

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| Time | Action | Who |
| X-18 | Delegations contact the Secretary-General to request renewal of the agreement  Assessment of the types of audit needed for each school (see chapter 3) | Relevant Heads of Delegation  AES Steering Group |
| X-17 | Schools inform the OSG of the weeks that they can not welcome audit teams | Schools whose accreditation is up for renewal |
| X-16 | OSG requests dates from Inspectors when they can make themselves available | Assistant for the AES  Inspectors |
| X-15 | OSG creates audit teams and schedules based on the information received from the steering committee, the schools and the inspectors.  Approval is requested from the future Presidency.  Schools informed about which documents to submit and the deadline for submission. | Assistant for the AES and Secretary-General  Presidency for the upcoming year.  AES management |
| X-14 | Inspectors, Experts and Schools are informed of the planning | Assistant for the AES |
| X-12 | Documents received from the AES  Pre-audit reports written | AES management  External Experts |
| X-11 | Pre-audit reports written  Audits carried out | External Experts  Inspectors (& experts) |
| X-10 | Audits carried out | Inspectors (& experts) |
| X-9 | Audits carried out | Inspectors (& experts) |
| X-7 | Audit reports presented to the JBI | Inspectors |
| X-5 | Audit reports presented to the Board of Governors | Board of Governors |
| X-2 | All new agreements drawn up and signed by the legal representative of the school and the SG | Secretary-General  Assistant for the AES  Legal assistant of the SG |

As regards tracking the dates for accreditation renewals and first accreditations, the Assistant for the AES will maintain, and update, a forward planning document covering at least 5 years in to the future.

Opinion of the Joint Board of Inspectors

The JBI expressed a favourable opinion on the document, which was presented without the current sections 5 & 6.

Proposal

The Board of Governors is invited to:

- give feedback on the proposed changes to the audits of Accredited European Schools, as presented in this document, signalling any further work required.

- extend the mandate for the group and sub group of the AES Working Group to continue work on the missing parts of this document, notably the Toolkits.

Annex 1 – General Interest File Template

General Interest File Template

Article 8: “[…] the Member State shall present a General Interest File, whereby the Member State sets out the project, explains the reason for it and describes the resources which it is prepared to deploy to carry out the project.” *(2013-01-D-64 and replaced by 2019-01-D-12, if accepted)*

The General Interest File should be sent to the Secretary-General for the European Schools by 1 January (for inclusion in the February Joint Board of Inspectors) and 1 September (for inclusion in the October Joint Board of Inspectors)

1. Introduction

|  |  |
| --- | --- |
| Submitted by: | *(Name of delegation)* |
| Project: | *(School name)* |
| Intended location or school address: |  |
| Contact details[[6]](#footnote-6): | |  |  | | --- | --- | | Title and name of main contact: |  | | Role of main contact: |  | | Phone number: |  | | Email address |  | | School website, if possible. |  | |

1. Reasons for European Schooling
2. What is the main reason for applying for an Accredited School?

|  |  |
| --- | --- |
|  | Please name it |
| Presence of an EU institution |  |
| International businesses |  |
| Other |  |

1. i. Advantages at an educational level

|  |  |
| --- | --- |
| Who is the target for this schooling? |  |
| Why do they require European Schooling? |  |

ii. Advantages for the Member State

|  |  |
| --- | --- |
| Is there any European Schooling already on the territory? |  |
| How does the Member State envisage that having an Accredited European School on their territory will be advantageous for them? |  |

1. Description of the project

|  |  |
| --- | --- |
| Briefly state the origins of this project. |  |
| In what year will the school open? |  |
| Please give a 5-year overview of the year groups and language sections you expect to open. |  |
| What is the predicted maximum size (student numbers) of the school? |  |
| Does the school plan to offer the Baccalaureate? If so, what year is the first session planned for? |  |

1. Description of the resources offered to carry out the project
2. Does the school already have a building/site? Yes

No

1. Is the building/site ready for immediate use? Yes

No

1. If no, what resources will be used and when will the building be ready to be used?
2. What other resources will be available to the school?

|  |  |
| --- | --- |
| Source of financing *(please add detail)* |  |
| Other *(please add detail)* |  |

1. Explain clearly how links will be established and maintained between the school and the national delegation.
2. Any other essential information deemed necessary

Annexes can be attached if required. However, please limit to the strict necessities as further information can be submitted in the Dossier of Conformity.

Annex 2 – Dossier of Conformity template for Nursery to s5

**Dossier of Conformity: N-S5**

**<< School name, Requesting Delegation >>**

Section 1: General information

1. **Contact information**

|  |  |
| --- | --- |
| School name |  |
| Address |  |
| Phone |  |
| Fax |  |
| Email |  |
| Website |  |

1. **School status**

|  |  |
| --- | --- |
| State |  |
| Private (please provide details) |  |
| Mixed (please provide details) |  |

Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:

1. **Reason for the introduction of European Schooling**

|  |  |
| --- | --- |
|  | Please give details |
| European Institution or Agency? |  |
| International Institution? |  |
| Other? |  |

1. **Students**

Number of pupils predicted over the next 5 years:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 20xx | 20xx | 20xx | 20xx | 20xx |
| Nursery |  |  |  |  |  |
| Primary |  |  |  |  |  |
| Secondary |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

1. **Management**

|  |  |  |
| --- | --- | --- |
| Role *(can be renamed)* | Name | Qualifications |
| Director |  |  |
| Deputy director (secondary) |  |  |
| Deputy director (primary) |  |  |
| Administrator |  |  |
| Principle educational advisor |  |  |
| Other |  |  |
| Other |  |  |

1. **Connected authorities[[7]](#footnote-7)**

|  |  |
| --- | --- |
| Name of authority and its connection to the school | Members (names and functions) |
|  |  |
|  |
|  |
|  |  |
|  |
|  |

1. **Monitoring**

Will the school be inspected or monitored by national inspectors or other authorities? Yes/No

If yes, please describe the main principles of this inspection/monitoring.

Section 2: Pedagogical Equivalence

1. **Summary**

What part of the school is devoted to European Schooling? Whole part

Section / part of school

If ‘section/part of school’, please explain.

1. **Organisation of European Schooling**

Complete the table below to show which teaching levels are planned.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year group | Planned year of first opening | In which sections?  How many students? | | |
| Nursery |  | *[[8]](#footnote-8)* |  |  |
| [[9]](#footnote-9) |  |  |
| Primary 1 |  |  |  |  |
|  |  |  |
| Primary 2 |  |  |  |  |
|  |  |  |
| Primary 3 |  |  |  |  |
|  |  |  |
| Primary 4 |  |  |  |  |
|  |  |  |
| Primary 5 |  |  |  |  |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Secondary 1 |  |  |  |  |
|  |  |  |
| Secondary 2 |  |  |  |  |
|  |  |  |
| Secondary 3 |  |  |  |  |
|  |  |  |
| Secondary 4 |  |  |  |  |
|  |  |  |
| Secondary 5 |  |  |  |  |
|  |  |  |

Are you planning on offering the European baccalaureate[[10]](#footnote-10)? Yes

No

Planned date of first Baccalaureate exam session: Summer \_\_\_\_\_\_\_\_\_\_

If some teaching levels are not provided by the school, please explain links to other schools which do provide this missing provision:

1. **Languages**
2. Language sections

*Article 4.1: [The school] offers a minimum of two language 1 sections, including at least one in one of the vehicular languages and one in the language of the host country or of another country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.*

If deviating from article 4.1, please state how and why.

|  |  |  |  |
| --- | --- | --- | --- |
| Section | Language | | |
| Section in vehicular language *(at least one is compulsory)* | DE | EN | FR |
|  |  |  |
| Section in host county language, if different from vehicular language (please specify) |  | | |
| Section in other language (please specify) |  | | |

1. Provision of a first foreign language (L2)

**Regulation reminder: all three vehicular languages must be offered**

Will the school offer all three vehicular languages (English, French and German) as L2?

Yes/No

If no, please provide a justification here.

1. Language of the country (Non-binding objective)

Do pupils learn the language of the country in which the school is based? Yes, compulsory

Yes, optional

No

1. Which mother tongue languages, not covered by the language sections offered, do you anticipate having in your student population?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

1. Mother tongue and language support

*Article 4.2: It offers mother tongue courses to pupils without their own language section. The minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School, but will be indicated in the conformity file.*

Will mother tongue provision be made for students who do not have their own language section? Yes/No

If yes, under what conditions? E.g. minimum class numbers

*Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.*

Will the school organise language support for the pupils without their own language section to learn the language of the section which they join? Yes/No

If yes, under what conditions? E.g. minimum class numbers

If yes, how do you plan to provide this tuition?

|  |  |
| --- | --- |
| Provider | Frequency |
| Teacher at the school |  |
| Distance learning techniques |  |
| In cooperation with the European Schools |  |
| In cooperation with other school or embassies |  |
| Other (please specify) |  |

1. Subjects taught through the L2 up to s5

|  |  |  |
| --- | --- | --- |
| Subject | Number of hours per week | Requires good communication skills? |
| History & Geography |  |  |
| Other (please specify) |  |  |
| Other (please specify) |  |  |
| Other (please specify) |  |  |

1. Subject taught through the host country language (HCL) up to s5

*According to the ‘Organisation of Studies’ of the European Schools (2011-01-D-33-en-9) Article 2.5 b, Art, Music and PE can be taught in EITHER the L2 or the host country language (HCL).*

|  |  |  |
| --- | --- | --- |
| Subject | Number of hours per week | Requires good communication skills? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. L3 (second foreign language) and L4 (third foreign language)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school make any exception to the regulations in place in the European Schools for L3 and L4 language learning provision? Yes/No

If yes, please state what exceptions are planned:

1. **Pedagogical content**

i. If the school will vary from the European School curriculum in the years N-s5, please state what variations will occur and why.

ii. If the school will deviate from the European School syllabi in any subject in the years N-s5, please fill in the table below (which may be enlarged if necessary.)

|  |  |  |  |
| --- | --- | --- | --- |
| Subject involved | Year group(s) involved | Description of deviation | Reasons for deviation |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Schedules

How long are lessons? ­­­­\_\_\_\_\_\_\_\_\_\_ minutes

How many teaching days per year? \_\_\_\_\_\_\_ days

Please include, as an annex, a generic schedule i.e. subjects and numbers of hours only, for:

Nursery

Primary 1

Primary 3

Secondary 3

Secondary 5

**e. Communication with parents**

|  |  |
| --- | --- |
| Type of communication | How frequently? |
| School reports |  |
| Meetings |  |
| Email |  |
| Post |  |
| Newsletter |  |
| Website |  |

**f.** **Links with the European Schools system**

Please outline here, briefly, any links that the school already has with the ES system.

Section 3: resources

1. **Teaching staff**

i. Outline below how many teaching staff you plan to employ over the next 5 years.

|  |  |  |
| --- | --- | --- |
| **Year** | **Full-time** | **Part-time** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

ii. Who pays the teaching staff? National Authority

School

iii. Who recruits the teaching staff? National Authority

School

Other (please name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Combination of groups (please explain)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Evaluation, recruitment and in-service training**

i. Complete the table to describe how teaching will be evaluated.

|  |  |
| --- | --- |
| Evaluation by | Frequency |
| Director |  |
| National inspectors |  |
| Other (specify and *add lines as necessary.)* |  |

ii. Does the school have a Professional Development Policy? Yes/No

If yes, please outline the policy here.

1. **Buildings and facilities**

|  |  |
| --- | --- |
|  | Number of rooms |
| Nursery classrooms |  |
| Primary classrooms |  |
| Secondary classrooms |  |
| Library |  |
| Gym |  |
| ICT room |  |
| Art room |  |
| Music room |  |
| Equipped science labs |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. **Assessment**

What assessment guidelines will be used at the school?

|  |  |  |  |
| --- | --- | --- | --- |
|  | National | European Schools | Other (please specify) |
| Nursery |  |  |  |
| Primary |  |  |  |
| Secondary 1-5 |  |  |  |

Section 4: Educational Support

i. Is there an Educational Support policy in place? Yes

No

ii. What is the policy in place to support children with special educational needs?

National

European Schools

Tailor-made

iii. Outline the main principles of the Educational Support policy in the box below.

iv. Who is in charge, in the school, of implementing the Educational Support policy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

v. What are their qualifications? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

vi. Who is in charge of preparing SEN requests for students for the Baccalaureate? (See document 2015-05-D-12, Annex VII.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section 5: Ethics and Religion courses

*Article 7.2: Accreditation shall also be conditional upon: The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.*

i. Will religion/ethics be taught? Yes/No

ii. If not, please outline what will be taught in its place.

Section 6: The European Dimension

|  |  |
| --- | --- |
| How will the school ensure that the European Dimension is fulfilled: | |
| in the nursery? |  |
| in the primary? |  |
| in the secondary? |  |
| in extra-curricular activities? |  |

Annexes (as requested)

Annex 3 – DoC template for s6-s7

**Dossier of Conformity: S6-S7**

**<< School name, Requesting Delegation >>**

N.B. The OSG will already possess a large amount of essential information, from the N-s5 DoC and previous audits, so this DoC is exclusively related to the Baccalaureate level.

Section 1: General information

1. **Contact information**

|  |  |
| --- | --- |
| School name |  |
| Address |  |
| Phone |  |
| Fax |  |
| Email |  |
| Website |  |

1. **School status**

|  |  |
| --- | --- |
| State |  |
| Private (please provide details) |  |
| Mixed (please provide details) |  |

Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:

1. **Reason for the introduction of European Schooling**

|  |  |
| --- | --- |
|  | Please give details |
| European Institution or Agency? |  |
| International Institution? |  |
| Other? |  |

1. **Brief history**

|  |  |
| --- | --- |
| Date school first opened |  |
| Year groups at first opening |  |
| Date of first accreditation agreement signing |  |
| Dates of subsequent signings |  |
| Briefly outline the growth of the school since it first opened | *Graphs/statistics can be added in an Annex* |

1. **Management**

|  |  |  |
| --- | --- | --- |
| Role *(can be renamed)* | Name | Qualifications /Employment history? |
| Director |  |  |
| Deputy director (secondary) |  |  |
| Person responsible for the Baccalaureate |  |  |
| Principle educational advisor |  |  |
| S6/7 Cycle co-ordinator |  |  |
| Other |  |  |
| Other |  |  |
| Other |  |  |

1. **Students**

Number of students predicted over the next 5 years:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 20xx | 20xx | 20xx | 20xx | 20xx |
| s6 |  |  |  |  |  |
| s7 |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

Section 2: Pedagogical Equivalence

1. **Summary**

What part of the school is devoted to European Schooling? Whole part

Section / part of school

1. **Organisation of European Schooling**

Which teaching levels are planned?

Secondary 6

|  |  |  |
| --- | --- | --- |
| Language section | Planned first year of opening | Number of students |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Secondary 7

|  |  |  |
| --- | --- | --- |
| Language section | Planned first year of opening | Number of students |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Languages:** Mother tongue and language support

*Article 4.2: It offers mother tongue courses to pupils without their own language section. The minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School, but will be indicated in the conformity file.*

In s6 & s7, will mother tongue provision be made for students who do not have their own language section? Yes/No

If yes, under what conditions? E.g. minimum class numbers

*Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.*

In s6 & s7, will the school organise language support for the pupils without their own language section to learn the language of the section which they join? Yes/No

If yes, under what conditions? E.g. minimum class numbers

If yes, how do you plan to provide this tuition?

|  |  |
| --- | --- |
| Provider | Frequency |
| Teacher at the school |  |
| Distance learning techniques |  |
| In cooperation with the European Schools |  |
| In cooperation with other school or embassies |  |
| Other (please specify) |  |

1. **Pedagogical content**
2. Which subjects will be offered to S6 & s7 students?

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Level (e.g. Advanced, Basic, complementary etc) | Language offered in | How many lessons per week? |
| Language 1 |  |  |  |
| Language 2 |  |  |  |
| Language 3 |  |  |  |
| Language 4 |  |  |  |
| Language 5 |  |  |  |
| Maths |  |  |  |
| Biology |  |  |  |
| Chemistry |  |  |  |
| Physics |  |  |  |
| Economics |  |  |  |
| Geography |  |  |  |
| History |  |  |  |
| Philosophy |  |  |  |
| Sociology |  |  |  |
| Political Science |  |  |  |
| Ancient Greek |  |  |  |
| Latin |  |  |  |
| Sport |  |  |  |
| Music |  |  |  |
| Art |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

(Religion and ethics considered separately in section 5.)

1. What is the school’s policy for class creation in relation to number of students? E.g. will classes be created with 1 student? Will there be combined teaching? (e.g. Geography 2-period and 4-period together, Maths 5 in L2)
2. Schedules

How long are lessons? \_\_\_\_\_\_\_\_\_\_ minutes

How many teaching days per year? \_\_\_\_\_\_\_\_\_\_\_ days

Please include, as an annex, a generic schedule (subjects and hours) for an S6 student.

1. **Links with the European Schools system**

Please outline here, briefly, any links that the school has with another European School, with a specific focus on the Baccalaureate cycle.

1. **Careers guidance and orientation**
2. Who is in charge of careers guidance and orientation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Fill in the table below for orientation in s4 and s5.

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Time of year | Topic | Who delivers the sessions? |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

How do these sessions ensure a smooth transition from s5 to s6?

1. Fill in this table for orientation sessions in s6 and s7.

|  |  |  |  |
| --- | --- | --- | --- |
| Session | Time of year | Topic | Who delivers the sessions? |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

1. **Pupil attendance**

How will pupils’ attendance be monitored?

|  |  |
| --- | --- |
|  | Attendance |
| S6 |  |
| S7 |  |

Section 3: resources

**a. Teaching staff**

i. Outline below how many additional teaching staff you will need for s6 & s7 over the next 5 years.

|  |  |  |
| --- | --- | --- |
| **Year** | **Full-time** | **Part-time** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

ii. Who pays the teaching staff? National Authority

School

iii. Who recruits the teaching staff? National Authority

School

Other (please name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Combination of groups (please explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**b. Evaluation, recruitment and in-service training for s6 and s7 teachers**

i. How will teachers be evaluated?

ii. What are the roles and tasks of the person responsible for the Baccalaureate?

|  |  |
| --- | --- |
| Evaluation by | Frequency |
| Director |  |
| National inspectors |  |
| Other (specify and *add lines as necessary.)* |  |

iii. How will teachers be trained to teach the Baccalaureate courses? and follow the regulations?

|  |  |
| --- | --- |
| In-service training by | Frequency |
| School |  |
| National organisation (specify) |  |
| European School (specify) |  |
| Other (specify and *add lines as necessary.)* |  |

iv. How will teachers be informed about the organisation and regulations of the Baccalaureate?

|  |  |
| --- | --- |
| In-service training by | Frequency |
| School (specify person) |  |
| European School (specify) |  |
| Other (specify and *add lines as necessary.)* |  |

**c. Buildings and facilities for s6 and s7 courses**

|  |  |
| --- | --- |
| Room | Number |
| Secondary classrooms |  |
| Library |  |
| Gym |  |
| ICT room |  |
| Art room |  |
| Music room |  |
| Equipped science labs |  |
|  |  |
|  |  |
|  |  |
|  |  |

**d. Assessment**

How will the school ensure harmonisation of pre-baccalaureate exams?

Section 4: Educational Support

1. **Educational Support policy**

i. Is there an Educational Support policy in place for Baccalaureate level students? Yes

No

ii. What is the policy in place to support children with special educational needs at the Baccalaureate level?

iii. Who is in charge, in the school, of implementing the Educational Support policy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iv. What are their qualifications? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Provisions for student with SEN**

How will you guarantee implementation of the Special Arrangements for the Baccalaureate exams? (See document 2015-05-D-12, Annex VII.)

Section 5: Ethics and Religion courses

*Article 7.2: Accreditation shall also be conditional upon: The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.*

i. Will religion/ethics be taught? Yes/No

ii. If not, please outline what will be taught in its place.

Section 6: The European Dimension

|  |  |
| --- | --- |
| How will the school ensure that the European Dimension is fulfilled: | |
| in s6? |  |
| in s7? |  |
| in extra-curricular activities? |  |

Annexes (as requested)

1. Any DoC needs to state that they will meet the Pedagogical Standards of the ES (so also respecting future changes). In case of structural changes in an AES, the BoG has the right to ask for an update of the DoC which will then follow the process, set out in Article 9 of the Regulations on AES (Ref: 2013-01-D-64). (Or 2019-01-D-12, if approved.) [↑](#footnote-ref-1)
2. External experts would be recruited from former Directors and Deputy Directors with recent experience of the European Schools system. [↑](#footnote-ref-2)
3. Accredited European Schools, Ref. 2013-01-D-64 (Or 2019-01-D-12, if approved) [↑](#footnote-ref-3)
4. *Control of the level of linguistic competence as part of the procedure for recruitment of non-native speaker teaching and educational support staff* (2018-01-D-65-EN-3). [↑](#footnote-ref-4)
5. From the WSI Toolkit 2015-09-D-3 [↑](#footnote-ref-5)
6. Ideally, these should be for the school. If not, please put in details for a contact person and state their function. [↑](#footnote-ref-6)
7. For example, regional/city educational authorities or private educational organisations [↑](#footnote-ref-7)
8. Name language sections here [↑](#footnote-ref-8)
9. Write the number of students here [↑](#footnote-ref-9)
10. Please note, a separate Dossier of Conformity must be presented for the Additional Accreditation Agreement for the Baccalaureate Cycle. [↑](#footnote-ref-10)