|  |  |
| --- | --- |
| C:\Users\helene.matundu_luzol\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\8MKC54EL\Logo Schola Europaea - pour documents (2).jpg | **Schola Europaea**  Office of the Secretary-General  General Secretariat |

**Ref. : 2019-01-D-18-en-2**

**Orig.: EN**

**Audit Report - Heraklion European Schooling**

Board of Governors

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

**TABLE OF CONTENTS**

[I. General information 3](#_Toc530996758)

[II. Methodology of the audit 6](#_Toc530996759)

[III. Summary of main findings 7](#_Toc530996760)

[IV. Recommendations 9](#_Toc530996761)

[V. Final conclusion 9](#_Toc530996762)

[VI. Findings 9](#_Toc530996763)

ANNEX I: Communication between the Secretary-General and the Head of

the Greek Delegation, 28.11.18 - 18.12.18 ………………………………....41

ANNEX II: History of the main findings of previous audits……..…………...…………..43

ANNEX III: Remarks from the school Director about the draft report of

the 2018 Audit………………………………………………..…………….…..49

ANNEX IV: Communication between the Secretary-General and the school

Directors, January 2019…………………………………………………….....51

ANNEX V: Concluding remarks from the Secretary-General ………………………….55

# I. General information

A. Current audit

|  |  |
| --- | --- |
| Aim of audit | In April 2018 the Board of Governors approved the Report of the Audit (October 2017) of the School of European Education Heraklion, but took note of the negative comments made by the members of the audit team and of the information subsequently requested of the school by the Secretary-General, jointly with the Greek Authorities (2018-01-D-7). The Board of Governors decided to mandate the Secretary-General to renew the accreditation agreement for one year only and to arrange for an audit of the nursery, primary and secondary cycles up to S5 and of S6-S7 to be conducted at the beginning of the next school year.  This Report reflects the findings of this follow-up Audit. |
| Inspectors | Mrs Tuulamarja Huisman and Mrs Linde van den Bosch |
| Dates of audit | 19 – 23 November 2018 |

B. General information about the school

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the school | Heraklion European Schooling | | | Organization  (School provider) | | Supervisory body:  Regional Directorate for Primary and Secondary Education of Crete | | | |
| Street address | 8, Savathianon &A. Nioti Street, 71202, Heraklion Crete-Greece | | | Postal address | | 6, Leoforos Knossou  71306 Heraklion  Crete - Greece | | | |
| Postal address | P.B. 2099 - Neo Stadio- Heraklion- Crete- Greece | | | Telephone | | +302810302440 | | | |
| Contact person | | Manolis Stavrakakis,  Regional Directorate | | | |
| Telephone | +302810301780 | | | E-mail | | mail@kritis.pde.sch.gr | | | |
| Contact person | Konstantina Batala  Director | | |
| Telephone | +30 6944888599 | | |
| E-mail | [mail@sch-eur-education.ira.sch.gr](mailto:mail@sch-eur-education.ira.sch.gr) | | |
| Website | <http://www.seeh.eu> | | |
| Legal status of the school (independent / public funding of school etc.) | State (public sector) school | | | | | | | |
| Reason for the introduction of European schooling | The School of European Education (SEEH) was established in Heraklion, Crete in the 2005-2006 school year, pursuant to Law No 3376/2-8-05. It belongs to the Greek State and responsibility for it lies with the Crete Regional Director of Primary and Secondary Education. It was set up to provide schooling in particular for children of the staff of the European Network and Information Security Agency (ENISA). | | | | | | | |
| Language sections | Nursery  EL, EN | Primary  EL, EN | | | Secondary  EL, EN | | | Total number of different language sections  2 |
| Number of classes | Nursery | Primary | | | Secondary | | | Total |
| 2 | 10 | | | 12 | | | 24 |
| Number of pupils | Nursery | Primary | | | Secondary | | | Total |
| 33 | 135 | | | 111 | | | 279 |
| Number and (%) of Category 1 pupils | Nursery | Primary | | | Secondary | | | Total |
| 0 | 3 | | | 5 | | | 8 |
| Number and (%) of SWALS pupils | Nursery | Primary | | | Secondary | | | Total |
| 0 | 0 | | | 0 | | | 0[[1]](#footnote-1) |
| L1 taught in the school | Nursery | Primary | | | Secondary | | | Total number of different L1 taught in school |
| EL, EN | EL, EN | | | EL, EN | | | 2  There are no SWALS in Cat. 1.  SWALS receive educational support in EL/EN when needed. |
| Subjects taught in L2 in S 3-5 | Human Sciences, History, Geography, Economics, Ethics | | | | | | | |
| S Subjects taught in L2 in S 6-7 | History, Geography, Economics, Ethics | | | | | | | |
| Tuition in the language of the country (compulsory / optional | Provided after schooling, for free (Primary)  Provided as an option for the Secondary English Section (L3) | | | | | | | |
| Composition of management and middle management staff | Director: Konstantina Batala  Deputy director Secondary: Ioannis Konstantinou  Deputy director Primary: Georgia Schiza (ad interim)  There are 14 Coordinators in Primary (2 of them are Principal Coordinators) and 22 in Secondary (2 of them are Principal Coordinators), but they are not Middle Management Staff. | | | | | | | |
| **Number of teachers**  Full time/part time NEEDED on the 2018/2019 | Nursery / Primary | | Secondary | | | | Total | |
| Nursery: 4 Class Teachers: 8 + extra teacher 1 Physical Education: 2 L1 (EL/EN): 6 L2 EN: 3 L2 FR: 4 L2 DE: 3 L3/4 SP: 1 L3/4 IT: 1 Mathematics: 3 Sciences: 3 (physics) Human sciences: 4 (geogr. 3 + econ. 1) Music: 2 Art: 2,5 PE: 2 Religion: 0,5 ICT: 1 Support: 2 Some language teachers also teach Human sciences and Ethics | | | | | | 52\* | |
| Number and (%) of qualified teachers | Nursery/Primary  13 (100%)\*\* | | Secondary  20 (100%)\*\*\* | | | | Total  33 (100%) | |

\* Numbers based on overview school (Posts required for 2018-2019)

\*\* Class teachers – this number does not include teachers of other subjects, such as L2, who teach in both cycles

\*\*\* REMARK OF THE INSPECTORS: some teachers are partially qualified, e.g. an L2 teacher qualified for the language involved, also teaches Geography without a specific qualification in that area.

REMARK OF THE SCHOOL: Locally Recruited Teachers Qualifications were considered adequate by the Regional Directorate of Primary and Secondary Education of Crete.

C. Information about previous audits and accreditations (Filled in by the Central Office)

|  |  |
| --- | --- |
| Dates of first accreditation of the school | Accreditation agreement signed on 15/10/2008 (period covered: 01/09.2008-31.08.2010). |
| Dates of first accreditation of years 6 and 7 | Additional Agreement signed on 14/05/2014 (period covered: 01.09.2013 to 31.08.2015) |
| Dates of previous audits | 20-22 March 2007 (Ms Coelho, Ms Huisman, Ms De Graaf)  09-12 March 2010 (Ms Mattossie, Ms Zanatta) 16-20 December 2011 (Ms Wijgh, Ms Nilsson) 08-22 November 2013 (Ms Wijgh, Ms O’Sullivan)  04-08 May 2015 (Ms Laczynska, Mr Guerreiro and Mr Anastasiades);  21-27 October 2017 (Ms Huisman, Ms Schumacher, Mr Garralon) |
| Recommendations from the last audit | See doc. 2018-01-D-7 |

# II. Methodology of the audit

The Audit was carried out within the framework of the document “Accredited European Schools” (2013-01-D-64-en-4) and according to the decision of the Board of Governors in April 2018 (2018-04-D-11-en-3, Decisions of the enlarged meeting of the Board of Governors of the European Schools: B7).

The Audit Team focused on the follow-up of the main recommendations of the Audit Report 2018-01-D-7 as explained in chapter IV. Besides that, the Audit Team updated its general Findings in chapter VI of the Audit Report 2018-01-D-7.

**The school forwarded the following documents to the inspectors, which were analysed before the school visit:**

* Self-evaluation of the S.E.E.H.
* Risk analysis, including attachment (Clarifications regarding hiring procedure of educators at the S.E.E.H.)
* Teacher qualifications and Language evidence
* Timetables for Nursery-Primary-Secondary
* Overview of required posts (teachers) in 2018-2019, including starting date, number of years in the S.E.E.H.
* Overview of classes and numbers of pupils in Greek and English section and of Seconded and Locally Recruited Teachers
* Agenda for the visit 19-23 November 2018.

**During the audit, folders including the following documents and notes was offered:**

Updated Multi-Annual Planning, Year Planning 2018-19, School Calendars 2018/2019, overview of participation in training outside of the school, list of internal training, overview of activities regarding the New Marking System, overviews of Coordinators in Nursery/Primary and Secondary, overview of Students’ Representation, rules regarding Absences, internal guidelines/documents for Support/Assessment/Homework/ICT/Transition, documents regarding ‘Child safety’, KiVa and Anti Bullying, document School Constitution, BAC-documents and a document on Careers Guidance, documents regarding ‘European Identity’ and ‘Integration’, documentation about current projects, document regarding presence of parents.  
Also the documents the school already forwarded beforehand, were present in hard copy.

**The audit activities included:**

Meetings with

* Information meeting with the management
* Parents and Guardian Association
* A representative of ENISA parents
* Bac Coordinator
* Principal coordinators (Primary and Secondary)
* Support coordinators for Primary and Secondary
* Students Committee
* Mayor of Heraklion, Mr. Labrinos
* Regional Director of Crete, Mr Arnaoutakis
* Regional Director of Education, Crete, Mr. Terzakis
* Feedback meeting with the management

**Lesson observations in all the language sections and of different subjects:**

* 2 lessons in the Nursery Cycle
* 6 lessons in the Primary Cycle
* 6 lessons in the Secondary Cycle

Mainly classes of in September 2018 newly started teachers have been visited.

# III. Summary of main findings

**1 School**

The Audit Team noticed several positive developments in the pedagogical area. With several measures the ensurance and continuity of pedagogical knowledge and expertise has been strengthened, for example by transfer procedures regarding planning and materials and mentorships of new teachers. Steps in self- and peer assessment of pupils have been observed, the level of facilities has been increased (more ICT tools, science equipment) and a serious investment in the European dimension could be noticed.

In 2017 the Audit Team recommended the school to create structures which guarantee efficient and effective use of teaching time. This situation has been improved significantly on the school side. The informative timetables and their thorough implementation are a good example in this respect. Despite these measures of the management, there is still loss of teaching time due to late and even no arrival of some teachers, without offering an alternative solution. As a consequence, pupils have a reduced timetable. Currently no music is taught, neither in Primary nor in Secondary. Art is offered only in a few classes in Primary and in Secondary year 4-5-6-7. Also, Religion is not offered in Secondary.

The school has made a Risk Analysis that demonstrates the challenging context in which the school has to operate and its future perspectives. The Multi-Annual and Annual Plans that are based on this analysis have to be strengthened in transparent, coherent cyclical procedures which can help the school to set priorities and develop action plans.

**2 Broader context**

In the Audit in 2017 general findings in the broader context of the school were summarized in three areas: the premises, teacher recruitment and transition to tertiary education in Greece. Findings of the Audit of 2018 are presented in the same areas:

* Premises  
  Since 2007 plans have been made to change the school premises (see Tables in chapter 4). Two options were presented to the 2018 Audit team. The first one, presented mainly by the Regional Director of Crete, being an ambitious visionary plan for the long term. The other one, presented mainly by the Mayor of Heraklion, being an intermediate solution. Both options were not presented with written documents or concrete plans.
* Teacher recruitment  
  Compared to 2017, the school had a better start in 2018. Most teachers were present at the beginning of the School Year. Explanations mentioned that this year overall in Greece responsible authorities could dispose of financial budgets earlier so that recruitment procedures could be finalized earlier as well. More specifically for the S.E.E.H. the rules regarding teacher qualifications from abroad and language requirements were applied in a more flexible way. No physical evidence could be supplied that this year's good practice will be repeated next year.
* Admission Tertiary education in Greece  
  In their Dossiers of Conformity for Secondary years 1-5 and years 6-7 (Ref.: 2011-01-D-1 and 2013-01-D-22) the Greek authorities mention that they acknowledge the BAC-diploma as an entrance document for tertiary education in their country. However, according to Greek law, every graduate from an international school in Greece, including S.E.E.H., has to sit the whole Panhellenic exams[[2]](#footnote-2). As a consequence, the number of pupils from S4 to S5 drops significantly (more than 50%), which affects the management and even future existence of the school. An intended Reform of the Greek educational system might help solving this issue but is not foreseen for the next 5 or 6 years. Currently it's possible for S.E.E.H. graduates to sit the Panhellenic exams in September of the same year as they graduated for their BAC, so that they don't lose a year. However, this would imply that students have to prepare for two full exams in the same period.

The tables in Annex 2 sum up the main findings of the successive Audits in the three areas mentioned above.

# IV. Recommendations

The Audit was carried out within the framework of the document “Accredited European Schools” (2013-01-D-64-en-4) and according to the decision of the Board of Governors in April 2018 (2018-04-D-11-en-3, Decisions of the enlarged meeting of the Board of Governors of the European Schools: B7).

As the Audit Team focused on the follow-up of the main recommendations of the Audit in 2017 (Ref.: 2018-01-D-7), no new recommendations are put forward in this Report.

# V. Final conclusion

The audit team repeats its appreciation of the efforts made by the school. However, it also finds that the problems in the three areas: the premises, teacher recruitment (and loss of teaching time) and transition to tertiary education in Greece, still remain unsolved.

Regarding the quality of Teaching and Learning in S.E.E.H. an in-between inspection visit will have no added value. For the three remaining issues evidence-based agreements have to be made between the Board of Governors and the responsible Greek authorities. The fact that the Presidency of the Board of Governors is currently held by the Greek, might facilitate necessary contacts at the required political and governmental level.

# VI. Findings

In the tables below, there are three columns:

1. Indicators/criteria;
2. Findings of the Audit in 2017 (copied from previous Report, Ref: 2018-01-D-7);
3. Findings of the Audit in 2018.

In case criteria were already met in 2017 and no major changes occurred in the meantime, in the third column you will only find statements of the following nature:  
“Indicators checked. No change. School meets the criteria.”

|  |  |  |
| --- | --- | --- |
| **I. Pedagogical equivalence** | | |
| **I.1 Organisation of studies and subjects correspond to the European Schools (ES) system until S5** | | |
| **Indicators/Criteria** | **Audit Report 2017** | **Audit Report 2018** |
| * Time allocation to the different subjects and cycles (nursery, primary, S1–5) corresponds to the ES system. * Syllabuses used in different subjects (nursery, primary, secondary S1–5) corresponds to the ES system. * Three vehicular languages as L2 are offered. * L3 tuition is offered. | Nursery is scheduled to operate from 8.30 to 15.45 (including meal time and rest). At the beginning of the audit week 25 periods were realized, later the week all periods were taught.  Thirty-three (33) periods per week realized in Primary. Time allocation to the different subjects in primary differs from ES:  On P1/P2:   1. 1h DoW instead of 1.30 2. 6h free time instead of 3.30 (\*breaks adjusted with the Secondary cycle timetable because of the better use of school yard and shared use of L2 teachers.) 3. 5.30 h Art/Music Physical Education instead of 5   On P3/P4:   1. 4h free time instead of 2.30 (\*)   On P5:   1. 4h free time instead of 2.30 (\*)   The periods offered to Secondary pupils were 31-35 per week, as provided in European Schools. During the audit week, six weeks after the start of the school year, all teachers were not employed yet.  EN, FR, DE languages are taught as L2.  FR, IT, EN, GR and ES are offered as L3. The number of teaching periods correspond the ES regulations.  Ancient Greek is taught.  IT and ES are taught as L4. | Time allocation corresponds to the ES system except for Music and Art. Also see II.5.  The school respects the ES curriculum and uses the ES Syllabi.  EN, FR, DE languages are taught as L2.  FR, DE, IT, GR and ES are offered as L3. The number of teaching periods correspond the ES regulations.  FR, IT and ES are taught as L4. |
| **I.2. Organisation of studies and subjects correspond to the ES system on S6–7** | | |
| * The school organises / has an intention to organise the European Baccalaureate. * Organisation of studies in S6–7 corresponds to the regulations of the European Schools system. * Time allocation to the different subjects in S6–7 corresponds to the regulations of the ES system. * Teaching in S6–7 is entirely consistent with the European Schools syllabuses. * Three vehicular languages as L2 are offered. * The school offers L3 tuition. * The range of options in S6–7 is conducive to pupils’ subsequent admission to the higher education courses. * All students preparing for the European Baccalaureate have had European schooling in S6–7. | The school has organized European Baccalaureate examinations on 2014/15, 2015/16 and 2016/17.  The school gives tuition in EL and EN as L1 and the periods in timetable correspond to the ES regulations.  EN, FR are taught as L2.  DE and IT are taught as L3.  IT and ES are taught as L4.  The number of teaching periods in languages correspond the ES regulations.  Time allocation to the different subjects in the timetable corresponds to the ES regulations.  The range of the options in S6-7 is offered.  All pupils on S7 have had European Schooling on S6-7. | Indicators checked. No change. School meets the criteria. |
| **II. Management and Organisation** | | |
| **II.1 The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology** | | |
| * There is a plan for continuous pedagogical development both at school and personal level. * Records of activities of continuous pedagogical development are kept at school and personal level. | The school has an annual planning for the teachers / coordinators in-service trainings outside the school; in other European schools or for European Erasmus projects and to national formations. The planning lacks clearly stated dates. | The school has an annual overview of attended training at the system level and/or AES Conferences. Also an overview of internal in-sets is available. |
| The outcomes of the trainings are distributed to the rest of the staff and discussed in the staff meetings.  Records of activities are kept at school level. | Checked. No change. |
| In 2016/2017 representatives of the primary teachers participated to the following meetings/trainings: AESN meeting in Culham and Bad Vilbel, Intermath, Educational Support, Early Education Curriculum and Ant-bulling Policy “KIVA-Days”. | Management and team really make an effort to keep up-to-date in pedagogical developments. |
| Representatives of the secondary teachers participated to the following meetings/trainings: AESN meeting in Culham and Bad Vilbel, training of the ES for L1 EL, L2 EN, DE, FR, L3 ES, career guidance, chemistry, new marking scale and KIVA days (Anti bulling program). |  |
|  | School administration participated to: AESN network at Culham and Bad Vilbel, Educational Advisors seminar in Strasbourg and directors meeting in Brussels.  Some teachers visit other European Schools and to bring new proven pedagogical practices to the school. |  |
| **II.2 The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles** | | |
| * There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles. * There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc. * There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles. | Cooperation and harmonization across sections and between cycles can be observed. The management organizes level (per cycle) meetings and minutes of them are collected. Teachers are exchanging their professional experience in regular meetings, the minutes are collected in the folders. Teachers exchange information informally.  Each section and a subject has a coordinator who takes care of subjects taught in their section. | Indicators checked. No change. School meets the criteria. |
| **II.3 The school has guidelines for transition of pupils from nursery to primary and from primary to secondary** | | |
| There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc.). | Guidelines for transition in N/P1 and P5/ S1 exist and they are discussed every year. The school organizes numerous activities between transition year levels to assure good transition. | Indicators checked. No change. School meets the criteria. |
| **II.4 The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section** | | |
| * There is evidence of school organising mother tongue tuition (including allocated time, grouping etc.). * The school follows the ES L1 syllabuses. | At the beginning of the school year 2017/2018 there is no SWALS students within category I pupils. | This is still the case in 2018-2019. |
| Needs of language support of pupils in Greek and French can be taken in consideration as soon as all teachers have taken their function and the school management have an overview of time available for language support. | 2018-2019: SWALS receive educational support in EL/EN when needed. |
| **II.5 The school management ensures an effective use of teaching time** | | |
| * Timetabling ensures an equitable distribution of subject time through the week/half term. * Measures are taken to make best use of teaching time (including replacements). | This school year started on the 11th of September. Some teachers arrived at the school then but many not.  Until all the teachers have arrived at school the timetable is shortened in all levels and cycles. This had not happened until October 27. When all teachers have taken their positions, the timetable is respected. Catch ups are organized in order to cover the lost teaching time. | Just as last year, the school year started on the 11th of September 2018.  The school required 50 posts for 2018-2019, 33 of them fulltime and 17 part-time.  Four of the required posts (2x fulltime Music, 1x fulltime Art and 1x part-time Religion) are still not filled and there is no perspective on fulfillment yet.  Eight of the posts have been filled after the start of the school year, varying from the 14th of September until the 4th of October. These posts included: Art, L2, L3/L4, Mathematics, physics, Geography (3).  The above implies in general loss of teaching time. Currently no music is offered in the school, neither in Primary nor in Secondary. |
|  | When teachers are absent, there is no replacement foreseen but pupils attend other classes lessons and work with tasks given by the absent teacher in a specific folder. In utmost situations the timetable can be shortened as well. | Art is offered only in a few classes in Primary and in Secondary year 4-5-6-7. Also Religion is not offered in Secondary. |
| Checked. No change. |
| Both in primary and secondary level teaching time is lost because of the ineffective administration of the rooms. In primary rooms are not fixed for the language lessons and teachers must look for a free room for each lesson. In Secondary the allocation of rooms is inefficient. When the class is split the teacher and the pupils must look for a vacant room in the beginning of the lesson. This takes too much time and a lot of teaching time is lost. | This situation has been improved, both in Primary and in Secondary. Classrooms have been clearly labeled and timetables have been adjusted accordingly. |
| **III. School Ethos and Climate** | | |
| **III.1 A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting** | | |
| * The European dimension is integrated in subjects’ syllabuses, teachers planning and lessons. * A rich provision of European language courses and high standards in them is ensured (L3, L4). * Pupils work together across language sections. * There is evidence of celebration of national festivals and reference to national current affairs. * School organises communal events which bring together pupils and teachers (and parents) from different language sections. | The management’s and the staff’s goal is to foster of mutual understanding and acceptance for diversity, with respect for the cultural identity of each student. Cultural experiences are shared through joint activities and events. Teachers are encouraged to integrate the European dimension in their planning and in lessons.  The languages taught are Greek, English, French and German, for the Primary, and Greek, English, French, German, Italian and Spanish, for the Secondary.  The following languages are taught as L2: English, French, and German.  French, Italian, Spanish and Greeck are taught as L3, Italian and Spanish as L4.  The students of the two language sections work together in some programs of Innovative Actions, Erasmus+ KA2 projects and joint activities organized by the coordinators of the various subjects.  Language sections participate jointly in events like celebrations of the National Holidays, Christmas, Mardi Gras, Halloween, Europe Day or Book Day, Sporting events and school competitions, Programs of Innovative Actions (Environmental Education, and Cultural Affairs), Social Actions, Concerts and Art expositions (Photo club).  Moreover, various special events are organized for the presentation of the students’ different cultural and ethnic backgrounds. | Indicators checked. No change. School meets the criteria. See previous Report.  The many initiatives, events and projects, e.g. regarding Integration or the project ‘Let’s play together’, have been recognized and are much appreciated. |
| **III.2 The physical environment reflects the purpose of teaching and learning** | | |
| * There are an adequate number of rooms of appropriate size. * Classrooms and public areas are clean, safe, and tidy and are in good repair. * There are displays of work and other materials in corridors and classrooms related to the European dimension. | The school is close to the sea, in the city center and within walking distance of the Museums and historic sites of the city. The number and size of classrooms is clearly insufficient and some of them are inadequate to teaching and learning. The few specific rooms, such as the library and science laboratory cannot fully be used for their key purpose, as they are occupied with regular classes.  The equipment in the rooms could be much more improved, especially in the library.  The public areas are clean and safe. | Since the Nursery has moved to another building two years ago, Primary and Secondary benefit from more space. However, some of the designated rooms, such as the library can still not be fully used for their key purpose, as they are occupied with regular classes.  The public areas are clean and safe. Moreover, with relatively small budget, but creative efforts, the team and pupils manage to create a positive, European environment. This supports a warm and friendly atmosphere. |
| However, students from Primary and Secondary education are mixed up during breaks. The playground is very small. The playground is also used for P.E. by both Primary and Secondary, sometimes even at the same time. The short distance to large sports facilities makes them accessible for the use by the Secondary pupils in the educational process. Nevertheless, pupils have to walk with the teacher for about ten minutes to reach them, which means a considerable waste of time and energy. | This situation has not been changed.  Since 2007 plans have been made to change the school premises. In this context two options were presented to the Audit team. The first one being an ambitious visionary plan for the long term. The other one being an intermediate solution. Both options still lack a basis for developing more concrete plans. |
|  | On the other hand, the small size of the school makes the atmosphere familiar, warm and friendly. |  |
| **III.3 The social climate promotes successful learning and fosters tolerance and mutual respect** | | |
| * There is evidence of -mutually respectful relations between members of the school community, in particular across language sections. * Pupils’ behaviour and attendance is monitored. | The school management is open to the members of the school community (teachers, students, parents) and there is a climate of mutual respect amongst them. The legal framework, the ES Regulations and the school regulations are acknowledged and respected. Regarding the School Regulations, they are posted on the classroom walls.  The school is able, in general, to deal with conflict issues and with bullying. The small size of the school helps to identify any infringing conduct. In the course of the previous year, the secondary cycle took part in a project about bullying, organized by the national agency.  Furthermore, the S.E.E.H. staff is going to become a KIVA school, after the in-service training of its staff delivered by a KIVA specialist in the European Schools. Moreover, the approval of an Erasmus+ΚΑ1 Project regarding the Differentiation will facilitate the participation of 5-6 teachers in European in-house seminars, in other EU countries (September 2017-june 2018).  So far, no serious incidents of misbehavior have been reported, this is evident from the very few to nonexistent meetings of the Disciplinary Board.  On the other hand, the fact that there are classes with very small number of students of the secondary cycle (one or two, in some cases) impoverishes the communication inside the class and makes the procedure of teaching and learning less rich and productive. | Indicators checked. No change. School meets the criteria. |
| **III.4 Communication is rapid and appropriate** | | |
| * There are formal and informal communication channels within the school community. * There are formal and informal communication channels with stakeholders outside the school. | The small size of the school facilitates communication within the school community. Further emphasis is given to the good cooperation with the Parents and Guardians Association that actively collaborates of the school life, co-organizes actions and events. | The small size of the school facilitates communication within the school community. However, due to the fact that the Nursery Cycle is located in another building, extra efforts have to be made to maintain contacts. The team is aware of this and specific activities are put in place in this respect. |
|  | There is lack of communication between the teachers leaving the school at the end of the school year and those who arrive for the next school year, when those do not share information, materials, planning etc. with the newcomers. | Besides regular formal and informal meetings, some specific measurements have been taken to improve this situation. For example: digital and hardcopy planning are available for all classes (Nursery/Primary) and subjects and levels (Secondary) and a mentorship for new teachers is put in place. |
|  |  | Due to the specific challenges that have to be faced, the school maintains regular communication with all stakeholders, including parents, the local authorities and the broader community. |
|  |  | The new website of the school that was recently launched, will surely facilitate the communication of information. At the same time an attractive website can serve as an importance means of promotion of the school. |
|  | The fact that some locally recruited teachers are hired in October or November or even later makes also difficult for them to receive all the information they need for their work. |  |
| **III.5 Co-operation with the society** | | |
| There is evidence of co-operation with   * local community, * local schools, * trade and industry, * schools abroad (including European Schools, international co-operation). | The school cooperates with:  The European Network and Information Security Agency (ENISA), The University of Crete Non-Governmental Organizations (NGOs) which deal with cultural and environmental issues (University of mountains, Mission Penelope Gandhi).  Students visit the ENISA and find out about its duties and tasks in detail. Scientific specialists of the above Agency visit the school to give presentations to the students about ENISA’s work in fields that are of students’ interests (i.e. safe Internet, Cyber Addiction...)  Regarding the cooperation with European Schools, communication, exchanges and visits are repeated every year. Moreover, in the context of “Mutual Learning” and exchange of experiential knowledge, the students of the S.E.E.H. visit rural schools where they are introduced to agricultural production, cottage industry and domestic economy. This is performed in the framework of the cooperation formed between the school, as a pilot school, and the Pedagogical Department of the University of Crete and the University of Mountains. | No change. There is clear evidence of co-operation with the stakeholders mentioned here. Also see previous Report.  In addition, it must be mentioned here that the director of the school puts a lot of effort in bringing the future of the school to the attention of stakeholders. |
| **IV. Curriculum and Planning** | | |
| **IV.1 There is a long term and short term planning based on the curriculum** | | |
| * Teachers have their short term and long term planning based on the curriculum. * The planning of the curriculum is regularly reviewed and revised. * Teachers hand over their planning to the management. | It has been observed that teachers generally plan their lessons in the short and in the long term based on the curriculum. However, there are cases when a teacher has just arrived at the school -having been hired recently- in which there is not a clear planning according to official the syllabi. | Currently planning is available for all classes (Nursery/Primary) and subjects and levels (Secondary) |
|  | There is no evidence of the harmonization of the short-term and long-term planning. |  |
|  | Teachers submit their annual planning of their teaching to the management.  The school management notifies the teachers of any change in the curriculum and the management keep archives of teachers planning in their office. | This is still the case and today planning is not only available in hard copy, but also digitally. |
| **IV.2 There is continuity and progression from year to year** | | |
| * There is evidence of transfer of planning documents from teacher to teacher. * Planning is easily accessible to the substitute teachers. | Even though the planning is stored in the Deputies offices, some new teachers complain about not receiving the planning documents from the previous teacher who has left the school. The lack of continuity in a big part of the staff makes this especially harmful for the teaching process.  In principle, when one absence is expected, there is a folder with materials that may be used by the replacement teacher and the planning is accessible to them as well. For the moment teachers are not replaced.  The teachers who undertake a class during a school year can access (read only) the teachers’ planning provided by the teachers during the previous years. Planning are stored in the office of the Deputy Directors. | Both of these criteria are met. |
| **IV.3 The planning within and across the sections is harmonised** | | |
| * The school has guidelines for short and long term planning which are followed by the teachers. * The school has planning templates which are used by the teachers. | Respective coordinator organizes regular meetings with teachers who teach the same subject. Information is shared and distributed then. There is no evidence of the harmonization of the short-term and long-term planning.  The content of document 2013-05-D-34-en-4 on harmonized exam applies to the S5th grade of the EL and EN sections.  Discussion has been taken about the issue of harmonizing teaching and evaluation of L1 in S5. The result of this discussion was that harmonization is done in goal-setting and in the form of the test questions. | In the Nursery/Primary the team has agreed upon templates for annual and period planning. During the Audit these were in place in all classes visited. In Secondary annual and period planning (for the first term) was available, but the content and quality differed. |
| **IV.4 Individual needs of pupils are respected in planning** | | |
| * Differentiation is taken into account in planning. | Differentiation is seen in some teachers’ planning but because the planning is not harmonized the practice is variable. In secondary, this was rarely seen, in Primary few planning took differentiation in count. | Checked. No change. |
| **V. Resources** | | |
| **V.1 Human resources are managed efficiently** | | |
| * Teachers are appropriately qualified. * Subject teachers (art, music, PE, science subjects, mathematics, L2–L4, history, geography, etc.) have the required language skills according to the ES system. * L1 teachers are native speakers of the language they teach. * Authorities of the country in which teachers are qualified to teach, are consulted in recruitment. | There is a clear policy and a set of procedures for the recruitment of seconded Greek teachers: public announcement of job opening, made by the Greek Ministry of Education, Research and Religious Affairs: evaluation of qualifications (point system) – interview – final points awarded – recruitment.  The Staff Selection Committee consists of the Director of the Regional Directorate of Education, the competent National Inspector of the ES., the school’s management, two directors of education and two trade union members – teachers’ representatives. During the process any clarifications from the Ministry of Education as well as the responses of Certification Authorities of foreign degrees are considered. Recognition of qualifications and professional rights by an official institution of the country of origin or obtaining a degree, and equivalents of such foreign official agencies are taken into account.  In the case of locally recruited teachers, the legal framework in Greece allows only ten months’ contracts for teachers. This makes the post less attractive to keep the teachers in the school for a long time. It may happen too that, being hired for just one school year, a new candidate with better marks will replace the previous teacher for the next year.  Primary class teachers are native speakers, but language teachers are not all native.  This year, there is not a native English L1 teacher so far in Secondary.  Another major issue is that most of the locally recruited teachers are not hired until the middle of October or November or later, even if they have been selected before the summer holidays. This fact, due normally to financial and budgetary reasons, prevents the students from getting their regular classes from the very beginning of the school year and leads to the loss of a significant number of lessons.  Furthermore, the lack of several teachers during the first months of the school year makes the timetable rather unstable. The inspectors have observed that there is not a clear allocation of teachers, students and subjects to the different classrooms and periods (in the given timetables there is not the classroom number where the class should take place). For that reason, in every period some teachers must look for their students and then look for a place to have their lesson. | **Background information regarding teachers in the S.E.E.H.**   1. Seconded teachers Only Greek teachers can be seconded in the S.E.E.H. The Ministry of Education in Greece is responsible for their recruitment. 2. Locally Recruited Teachers (LRT) – A All teachers who teach in the English section, or who teach L2-3-4 in other languages than Greek can only be LRT.  The Regional Directorate of Education in Heraklion is responsible for their recruitment. 3. Locally Recruited Teachers (LRT) - B In case posts cannot be filled by organizations above, the Heraklion Directorate of Primary and Secondary Education can try to recruit teachers.   In Category 1 teachers are recruited solely on the basis of written documents (Curriculum Vitae, diplomas and certificates, etcetera). A secondment can be granted up to 9 years. In Category 2 a more extended procedure is used, including an interview, for two different ‘lists’: Native speakers and Non-native speakers. For Category 3 again only written information about a relevant degree and language proficiency is used.  The above procedures lead to a ranking and teachers are appointed according to the order on this list. According to the Greek law, a contract for a LRT will only be granted for 10 months.  **Implications**:  - Due to the interdependent procedures in above categories, delays in fulfillment of posts occur every year, resulting in loss of teaching time;  - Not for all posts the most suitable candidate is appointed (depends on ranking);  - There is a lot of turnover of teachers (10 Months contracts). Besides this, because of lack of interest not all posts can be filled. As reasons for lack of interest are mentioned: workload in S.E.E.H. and need to move without extra financial compensation.  **Indicators** In general teachers are qualified for their maintask/subject. In some cases teachers teach subjects they are not qualified for. However, the L1 teachers for English in Secondary are not native speakers. As far as could be established, subject teachers have the required language skill. Before recruitment, candidates have to submit certificates to the Regional Directorate of Primary and Secondary Education of Crete from their national educational authorities confirming the subjects they are qualified for.  Available overviews did not offer information about consultation of the country where the teachers are qualified to teach. |
| **V.2 A range of adequate equipment is available** | | |
| * There is an adequate supply of subject-related equipment. * There is an adequate supply of ICT equipment. * There is a school library / media centre with adequate range of relevant books and ICT-material. | In primary cycle, in contrary to secondary cycle, the school has an adequate supply of equipment. It is to underline that all the classrooms have a smartboard, although not all of them are actually working or being used. Each classroom has some didactical material displayed or resources that can be used. | Overall there is an adequate supply of subject-related and ICT equipment. This is an improvement compared to the previous Audit. |
|  | In Primary cycle the well-organized class folders were found in the class rooms. |  |

|  |  |  |
| --- | --- | --- |
|  | The school library, with e-library connection, is being normally used as a classroom. | This happens less than before. |
|  | There is one room to be used for sciences and to laboratory work, to support experimental learning. This room is very small and used also to other lessons. | The school has invested in science equipment. |
|  | The school does not have a real gym and a room for changing clothes before/after activities. The number of quality of sport facilities isn’t enough. The courtyard is too small and must be shared by primary and secondary pupils during the P.E. classes. | No change.  Small rooms in use for Language or Support, do not have ICT resources, but teachers can borrow the (5) available laptops in the school for their lessons. |
|  | In most cases, pupils don't have at their disposal enough books and other didactic materials in the classrooms. Text books are very seldom used and the teachers produce their own materials, mainly photocopies.  When the groups and the classrooms are small, the language teachers may bring a laptop to the class to use videos and other ICT resources.  In general, teachers do their best to optimize the resources they have at their disposal. |  |

|  |  |  |
| --- | --- | --- |
| **V.3 A range of European dimension resources is used** | | |
| European, multicultural and national resources are used appropriately and integrated into the teaching. | The European dimension is integrated in subject curricula. However, it is seldom visible at the planning level, or even in the lessons. During the lessons observed, the contents developed were mostly related to the Greek domain.  The nursery and primary classrooms are equipped with different maps of Europe and the world. The origin of pupils or their families and their languages are fixed on maps.  In secondary, there is a lack of materials related to Europe and European issues, namely maps and other artefacts, even though some can be seen on the walls of the main hall and corridors.  Pupils of the two existing sections do not really work together, apart from some mixed classes EN and EL and the joint participation in some common events and projects. Th European Cook Book is an example of common project done.  There is evidence of the celebration of national festivals of different countries. | The school has invested seriously in the European Dimension. In classrooms and corridors a lot of evidence of these efforts have been observed.  Some common projects such as ‘Let’s play together’ and ‘Integration’ are worthwhile mentioning. A lot of national and European days are jointly celebrated, not only by pupils and teachers but also the parents. Pupils describe themselves as ‘one big family’. |

|  |  |  |
| --- | --- | --- |
| **VI. Teaching and Learning (based on class-visits)** | | |
| **VI.1 Teachers realise the ES syllabuses** | | |
| * Teachers show knowledge of the subject and the European School syllabuses. * Lessons are planned, well-structured andrelated to the syllabus. * Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant. * Cross curricular links are emphasized. | During the visit, most teachers showed that they master well the subjects they teach and the lessons were related to the syllabi. Whenever possible, most teachers try to integrate several areas of knowledge in the lessons they teach. Additionally, they used situations of the everyday life to illustrate and exemplify the lesson subject.  In some cases, they also maintain communication and exchange material and good practices with teachers with respective specialties from other European Schools.  Due to the fact that a good number of teachers change every year and, in addition, are hired after one or two months after the start of the school year, they may have difficulties to become familiar with the syllabi and, in general, with the ES system.  Besides that, the lack of proper science laboratories can prevent the teachers of subjects like IS, physics, chemistry or biology from developing their syllabi satisfactorily. | Indicators checked. Overall the teachers observed met the criteria. Cross curricular links could be emphasized more.  N.B. Due to the aim of the Audit, a limited number of lessons was observed and the sample of teachers was not-representative for the whole team (focus on teachers in their first year at the S.E.E.H.). |

|  |  |  |
| --- | --- | --- |
| **VI.2 Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught** | | |
| * Teachers communicate the objectives and competences to be accomplished to their pupils. * When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson. * Teachers use variable methods (work in pairs, groups, teams, individually etc. * Teachers involve all pupils actively. * Teachers integrate ICT into their lessons. | In primary, the communication of the learning objectives and competences was not seen. The common teaching methods observed were based on the teacher’s communication, frontal teaching, single working, peer working and group work. Smartboard was used in English, DoW, Maths and Music lessons. | In primary, in the attended lessons, teachers used variable methods and involved pupils actively into their lessons. Communication of objectives and competences to be accomplished and presenting content in a broader context was not observed in many cases. |
| In secondary teachers try to involve pupils actively in their lessons. The fact that most groups of pupils are very reduced (1, 2 or 3 students in many cases) makes it easy to attract and keep their attention during the classes. Often teachers support their teaching with examples from the context outside the classroom – the real world - and encourage pupils to do the same. On the contrary, the reduced number of pupils has an impact on the range of teaching and learning methods used. In primary and in secondary, despite having the pupils sitting in pairs or in small groups, they mostly develop individual work. | Checked. Similar findings as in previous Audit. |
|  | Some teachers integrate ICT into their lessons, but very seldom pupils are invited to use ICT during the lessons. There is a smartboard in almost every classroom but it is not used very often. In most cases, textbooks are not used during the classes. | The use of ICT has been expanded. Both teachers and pupils make more use of digital possibilities. In Secondary the use of ICT by pupils in regular classes could be increased. |
|  | Neither in primary or in secondary classes self-evaluation, peer correction and assessment of other pupils were seen. |  |
| **VI.3 Pupils are active learners** | | |
| * Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.). * Pupils get feedback in order to improve their learning. * Pupils are responsible for aspects of their own learning. * Pupils use ICT in learning. | Positive participation of the pupils was seen in classes, both in primary and in secondary. Pupils usually participate orderly and actively, they have good work routines and autonomy, showing responsibility for their own learning. When the group is very small (1, 2 or 3 pupils) there can be difficulties to organize some learning and teaching activities. In general, pupils were happy with the situation. | Checked. Similar findings as in previous Audit. |
|  | Some teachers use ICT in the classes, but the pupils very seldom have the opportunity to use such devices in the classroom. The teachers sometimes use a laptop. | Pupils have more opportunities to use ICT in learning. In Secondary the use of ICT by pupils in regular classes could be increased. |
| **VI.4 Teachers take care of pupils' individual needs in their teaching** | | |
| Differentiation is practiced in lessons. | Teachers are invited to apply a differentiated curriculum for each student depending on their specific needs. The primary goal is to respect and meet the specific needs of each pupil individually. The educational support coordinators help the teachers to fulfill that task.  In cooperation with the national inspectors of the European Schools, teachers were instructed in Differentiated Teaching. An In-service training was conducted by a lecturer from the Pedagogical Department of the University of Crete; in addition, an Erasmus+ KA1 program was approved and launched (teacher training) on a relevant topic. | In the S.E.E.H. classes differ considerably in numbers of pupils. Especially in Secondary mostly small classes have been attended. In teaching groups of 1, 2, 3 pupils differentiation is present by nature. In Primary, some groups were quite large and differentiation was not observed to an expected extent. |
| **VI.5 Teachers show effective class room management** | | |
| * Teachers create a stimulating learning environment. * Teachers use resources effectively. * Teachers use teaching time effectively. | Teachers of the school are required to manage the classroom effectively and to ensure that the learning process is maximized. The management, through regular visits to classes and the monitoring of some courses, ensures his process. If any indication of mismanagement by a teacher is perceived, a meeting with the Deputy Director is arranged and with the appropriate support it is requested of them to improve.  A stimulating learning environment was more observed in the classrooms which are permanently used by the same class-teacher. In very few little rooms which are mainly used for language tuition, the environment was stimulating. | In this area overall the Teaching Standards of the European Schools for Teaching and Learning were met. |
|  | In primary, some teachers use the technical equipment such as smart-boards effectively. L2 teachers have no this opportunity in the little rooms because of the lack of equipment but have CD players, laptop, Wifi-connection and video cameras in their use.  In secondary the Smartboards are mainly used as black boards. | The school has labeled all classrooms with numbers and the numbers are included in timetables and a Ground Plan. Rooms that are used for different lessons, have a clear programme on the door that demonstrates what is taught, when. These measures support an effective use of teaching time. |
|  | As long as there is no fixed plan for the distribution of the classrooms for all subjects/hours taught, the teaching time will not be used effectively. |  |
| **VII. Assessment and achievements** | | |
| **VII.1 Teachers apply the school guidelines on assessment** | | |
| * School has guidelines on assessment. * Teachers apply the school guidelines on assessment. * Teachers assess pupils´ progress (formative and summative) on a regular basis. * A range of different assessment methods is used to provide a broad picture of pupils’ competences (knowledge, skills and attitudes). | The school has some guidelines based on assessment policy for the ES.  Oral and written self- and peer evaluation of the pupils was not observed at all.  Students are assessed in four periods during the school year according to the Greek system with the assessment regulations of the E.S.  The portfolio exists from nursery on to P5 with a same structure for both cycles. A chapter with assessment documents was not found. | The school respects the Assessment Policy of the European schools and the teachers use the obligatory ES tools. In addition other assessment methods are applied.  For Secondary school specific guidelines are available and up to date, including references to the New Marking System. |
| **VII.2 The European Schools´ assessment system is used** | | |
| * Record of child´s development, portfolio in Nursery cycle. * School report in Primary cycle and S1–5. * Harmonised tests and exams in S5. * The European Schools´ marking system in S6–7. | The European assessment system with the School Report is followed in primary. One teacher and the Deputy Director share the function of an assessment coordinator.  Portfolios are organized in nursery and pupils participate actively in the selection of materials. Nursery teachers keep the pupils’ portfolio and give it to the 1st grade of the primary school. In the primary, a yellow work file and a portfolio exists for each pupil. The working papers are not always well organized in them.  The secondary cycle follows the current system of the European Schools in terms of pupil evaluation, numerically and descriptively.  The management and the appointed representative of the school teachers attend all briefings organized for the implementation of the ES New Marking Scale in the secondary cycle. | Indicators checked. School meets the criteria. |

|  |  |  |
| --- | --- | --- |
| **VII.3 Assessment methods are valid, reliable and transparent** | | |
| * Assessment is clearly related to the learning objectives. * Information about learning objectives, assessment criteria, and time of assessment is available for pupils. * Records of pupils’ progress are maintained. * Pupils’ results are analysed. * Pupils’ attainments are communicated to their parents regularly. | Assessment practices respect the regulations of the European Schools.  Pupils results are discussed in class councils.  Pupils’ records are recorded and maintained. The pupils’ attainments are communicated to parents four times during the year, before having four school reports.  Parents confirm that the communication with the teachers and management about the progress of their children is easily done also on daily basis. | Indicators generally checked. No change. See previous Report. |
| **VII.4 Pupils develop the ability to assess their own work and that of their peers.** | | |
| There is evidence of self-assessment and peer assessment. | There were no observed cases of peer assessment or self-assessment neither in Primary nor in Secondary*.* | Self- and peer evaluation have clearly been developed since the previous Audit. Especially in Nursery-Primary self-evaluation forms have been implemented successfully. |
| **VIII. Educational Support** | | |
| **VIII.1 Pupils individual needs are recognised and pupils get educational support** | | |
| * School has guidelines on educational support. * There are harmonised procedures to identify pupils individual learning needs. * Pupils individual needs are appropriately supported. * Pupils receive support in learning the language of the section into which they are integrated when needed. * ILPs (Individual Learning Plans) are compiled, reviewed and updated. * Given support is monitored, progress and results are registered. | Educational support has been on the focus of recent development in the school. The school has nominated two support coordinators per cycle, the other for the EN section and the other for the EL section.  The school has local guidelines for educational support for nursery, primary and secondary cycles, updated September 2017. The main principles, structures and procedures are defined and harmonized between these three cycles. Guidelines are communicated to the parents in the first parent evening in autumn.  Pupil’s individual needs are supported by general, moderate or intensive support as well as with special arrangements for tests and examinations. This provision is depending on the availability of appropriate teaching staff.  Pupils receive support in learning the language of the section into which they are integrated when needed.  ILPs (Individual Learning Plans) for the pupils with intensive support are compiled, reviewed and updated by support teachers).  For the support provision and special arrangements only the assessment reports composed by the KEDDY of Heraklion (Centre of Differential Assessment, Diagnosis and Support of Special Education Needs) are recognized.  Given support is monitored, and results are registered. The documentation is kept in the offices of the deputy directors. | Indicators checked. School meets the criteria. Also see previous Report.  In this area it deserves mentioning that the school has managed to build a structure that integrates the demands of both the ES and the Greek system. The school has embraced Support as a natural part of Teaching and Learning. |
| **VIII.2 Resources for educational support are in place** | | |
| * Support materials are available (ICT, national materials etc.) and easy to access. * Time allocation of support is transparent and flexible. * Relevant services for educational support are available. | Educational support provision is planned and offered in collaboration with the K.E.D.D.Y. of Heraklion. Relevant teachers are informed about the needs of the pupils. | Indicators checked. Overall school meets the criteria. Also see previous Report. |
| **IX. Quality Assurance and development** | | |
| **IX.1 The school has described its vision and its areas of improvement in the school development plan or related document** | | |
| * The school has clearly stated its aims and objectives. * The school development plan is compiled in consultation with the different stakeholders of the school. * The development activities are linked to the objectives and to the short and long term plans on areas of improvement. | The school prepares yearly planning for the Regional Directorate of Education of Crete regarding the following school years (Multi Annual Plan and School year educational plan). These plans list the critical challenges which the school has: the possible relocation of ENISA and its consequences to the school, the need for new school premises which would better meet the needs of SEEH and European Education, institutional changes, staff problems and much more.  Challenges have been identified and listed but a clear prioritizing is not done. In the school’s MAP and AP it is not identified who is the responsible stakeholder of the issue, what is the scheduled timeframe to tackle them, resources needed and other actions which are needed in order to solve the problems. Concrete action plans are missing.  Many of the critical challenges and risks depend on the local or national educational authorities.  Some development aims and objectives the school has listed which can be solved on the school level like In-service training, Child safety, European Identity etc. A clear scheduled timeframe and allocation of responsibilities and resources are missing.  The representatives of Parents and Guardians Association and ENISA parents are aware about the MAP and AP and they are supporting and helping the school to solve the problems. | During the last months the school has made a Risk Analysis. This analysis goes beyond the quality of teaching and learning and beyond the authority and responsibility of the school. The Risk Analysis demonstrates the challenging context in which the school has to operate and its future perspectives.  In this chapter the focus is on Teaching and Learning. In chapter III a description is given of the broader context.  Regarding pedagogical development, the school has drafted an updated annual and multi-annual plan. These plans present an overview of topics and activities the school wants to focus on. Some priorities have been distinguished.  However, these documents could be strengthened by elaborating: a) measurable objectives (what should be the outcomes), b) concrete description of intended actions, c) responsibilities (who is going to do what), d) timeframe (when) and e) estimated costs.  School priorities and professional development would benefit from a strong link between them. |
| **IX.2 There is an integrated system of quality assurance and development** | | |
| * There is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act). * Different stakeholders (staff, pupils, parents) are involved in evaluation. * The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country). * Results of evaluations are communicated to the school community and key stakeholders. | Systematic, cyclic procedure to plan and evaluate the school’s development and progress, is missing.  The school management reports about the progress made to the Regional Directorate of Primary & Secondary Education of Crete yearly with the documents mentioned in point IX.1. This Evaluation Report is submitted to the Ministry of Education.  There is no structured, transparent overview of all procedures, reports, scheduled activities and meetings available. | Meetings with stakeholders, questionnaires amongst pupils and feedback of teachers offer input for quality assurance and development. However, the input as such is not yet embedded in a transparent, cyclical procedure. |
|  | The collection of feedback is done mainly “in person” discussions with the Regional Director of Education of Crete and with scheduled meetings at the Ministry of Education.  Students said that there are no effects on teaching after their evaluation questionnaires. |  |
|  | Annual audits are performed by the Regional Directorate of Primary & Secondary Education of Crete as well as the competent department of the Ministry of Finance in Crete. | Checked. No change. |

**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the Report on the Audit conducted from 19 to 23 November 2018. It recommended that the BoG approve it and mandate the Secretary-General to renew the Accreditation Agreement covering the nursery cycle up to S5 and to renew the Additional Agreement covering S6 and S7.**

**Annex 1**: **Communication between the Secretary-General (Mr Giancarlo Marcheggiano) and the Head of the Greek delegation (Mr Konstantinos Batsilas)**

On the 28/11/2018, from the Secretary General:

Dear Mr Batsilas,

I am contacting you on the specific problem of the access to Universities for the pupils having received an European Baccalaureate diploma at Heraklion European Schooling.

I would be really grateful, if you could clearly illustrate me which is the link between the reported problems and the Greek legislation for the access to the Universities.

Based on an informal conversation held with the Inspector, Ms Kalogridou, my understanding would be that it is not the "recognition of the diploma" that would be in question, but rather that the legislation for the access to Greek Universities for pupils of Greek nationality having done their studies in the Greek territory would be the origin of the problem.

I would be really grateful, if I could get a clear explanation from you on this topic, accompanied by the relevant documentation, that I could then share with the Inspectors in charge of the Audit at the school this year.

This might help to clarify this long-lasting recommendation in the last reports.

Thanking you, in advance, for your kind attention

Giancarlo MARCHEGGIANO

Secrétaire général

Response, on the 18.12.2018, from the Head of Delegation:

Dear Mr. Secretary-General,

Dear Mr. Marcheggiano,

On behalf of the competent authorities of the Greek Ministry of Education, Research and Religious Affairs, and in response to your request, I would like to notify you of the following:

Greek students' admission to the Greek universities:

The European Baccalaureate, is equivalent to the leaving certificate (apolytireion), awarded at the end of public secondary school education.

Greece does not apply a policy of free access to higher education for Greek nationals, but applies strict numerus clausus in all study fields. Therefore, aaccording to the Greek legislation (Law No 4186/2013, as amended - [Greek Government Gazette A΄ 193 / 17-09-2013], all the holders of leaving certificate (apolytireion) have to sit for special national entrance exams for University admission. The "Numerus Clausus" provision shall apply to all candidates, without exception, in order to ensure equal access conditions.

Consequently, Greek students who complete the European BAC in Heraklion are entitled to seek admission to any Greek university on the same terms as nationals (Ministerial Decision No 251/49728/A5/23-03-2016, [Greek Government Gazette B΄ 994 / 11-04-2016];this means that they have to do the Greek entrance examinations.

This Arrangement is fully in accordance with article 5.2. of the Convention:

"Holders of the European baccalaureate obtained at the SEEH are entitled to seek admission to any university in the territory of any Member State on the same terms as nationals of that Member State with equivalent qualifications".

Greek students, holders of a leaving certificate awarded by Greek or foreign schools operating abroad, fall under specific category, taking specific entrance examinations (Ministerial Decision No 151/20049/B6/2007, as amended [Greek Government Gazette B΄ 272 / 01-03-2007].

I remain at your disposal should you require any further information.

Yours sincerely,

Dr Konstantinos BATSILAS

Head of the Greek Delegation

**Annex II: History of the main findings of previous audits**

|  |
| --- |
| **1 SCHOOL PREMISES** |
| **Audit from 20th to 22nd March 2007**  The structures available are adequate at present. Relocation of the school to a newly built building is planned starting from the school year 2009-2010. This new building is needed to provide the secondary cycle. At the moment, the Mayor of Heraklion has offered the school two possible plots for erecting the new school building. Budget for a new school building is already been made available and the new building is foreseen to be operational in the school year 2009-2010. (2007-D-77-en-2).  **Audit from 9th to 12th March 2010**  The SEEH is still temporarily accommodated in a building recently erected in the district of Agia Triada, very close to downtown Heraklion. Due to growing pupil numbers as a result of the growing population of existing year levels and the opening of new ones in Secondary, the building is now filled to capacity. The Regional Director and the Representative of the Prefect have provided assurances that a decision would be taken very soon. They have also stated that the Minister of Education has made this issue a priority and wants a decision to be taken quickly. (2010-D-265-en-2).  SEEH is facing a serious lack of accommodation. Despite this issue, management has been able to provide good working conditions. It is working on a timely decision regarding the future of the school and is cooperating actively and positioning itself properly with the different stakeholders to bring the project to a successful conclusion soon. Recommendation is that the Greek authorities reach a decision about the future school soon. (2010-D-265-en-2).  **Audit from 18th to 22nd November 2013**  The present school building is too small and barely appropriate for its purpose although major improvements have been carried out last year. In 2015 a new school building will be opened according to expectation. The plans are concrete. The site, located at the campus of the University of Crete, has been approved of by the Commit-tee. Funding for this purpose has been put aside and is guaranteed by the Head of the Regional Administration of Crete. In September this year the final decision will be made about the future building and the construction can start. The building is intended to accommodate Nursery (60 pupils), Primary (300 pupils) and Secondary (420 pupils).  The building is far from suitable to provide proper education for all its pupils. There are not enough classrooms, sport facilities or playgrounds. There is no proper workspace for teachers. No nursery 1 class could be opened this year. This will have consequences for the next years (if any). The provision of a suitable school building would help to encourage pupil enrolment and parental belief in the school. The verbal commitments given by the Regional Director of Crete and the Regional Director of Education in Crete to support the building project are acknowledged. (2014-01-D-20-en-2).  **Audit from 4th to 8th May 2015**  School building - There are no vacant classrooms and the laboratories, ICT room or library are all the time occupied with regular lessons. The lack of specific rooms and resources has prevented the adequate provision of the syllabuses of some subjects (e.g. PE, Music, Biology, Chemistry and Physics). As a result, the students of Secondary cycle mainly, cannot reach the goals described in the syllabuses and experience the same curricula that other European School students do. The building is far from being suitable to provide proper education. In addition to the lack of classrooms, there is no gym and the number of sport facilities isn’t enough, the playground attended by Primary and Secondary pupils is very small. There is no courtyard for Nursery. There is no proper workspace for teachers.  The audit team, the Greek primary and secondary inspectors, the school deputies, the Regional Director of Crete and the Mayor of Heraklion participated in a meeting hosted by the Governor of Crete. The Greek authorities accepted as a feasible and fast solution the adaption of an empty building where the University of Heraklion was formerly settled. A visit to the premises was organised for the next day, with the participation of one engineer from the municipality, some technical staff and the press. All entities showed verbal commitment with the project. One week after the inspectors were on the site, a phone call from a member of the Municipal Board, who is also a representative of the parents, reported orally to the audit team the conclusions of a meeting held in Athens: the necessary amount to adapt the building (estimated € 300.000) was guaranteed, the works would start in Summer and one of the cycles – either the Primary or the Secondary – could move to the new building in January 2016. (2015-07-D-13-en-2).  **Visit of the Secretary-General 11th November 2015**  Recommendation of the Secretary-General: The current school infrastructure is not sufficient for the nursery, primary and secondary school. A concrete solution should be found. (2015-07-D-13-en-3-Annex).  **Audit from 23th to278th October 2017**  *Greek education authorities* must immediately find a solution for the lack of proper school premises to meet the standards of European Schools education. |
| **2 STAFF RECRUITMENT AND PEDAGOGICAL CONTINUITY** |
| **Audit from 20th to 22nd March 2007**  Teachers for the English section have to apply every year for a renewal of their contract. Therefore yearly interviews are arranged by the directorate. It is not easy to recruit suitably qualified teachers, who are competent both academically and pedagogically, in the current context of The School of European Education. (2007-D-77-en-2).  **Audit from 9th to 12th March 2010**  When it comes to Greek teachers the school faces competition for appointments from other Greek public schools since wages are identical. Therefore, a substantial share of young junior teachers change posts at the beginning of every school year. It is difficult to establish routines for any length of time and this constant renewal means that management and senior teachers need to spend considerable amounts of time inducting, supporting and training newcomers. Politicians are aware of this issue, which arises both from wages and the status of the school. This aspect is presently under review.  The authorities are aware of forthcoming issues arising from deployment of secondary education up to the Baccalaureate. They are looking for solutions allowing staff stabilisation and to review the rules applying to categories in order to better manage enrolments.  Recommendation: Teacher stabilisation in their assignments for several years through financial recognition of their specific provision. (2010-D-265-en-2).  **Audit from 16th to 20th December 2011**  The lack of continuity in the appointments of teachers and staff could be a risk in building up the expertise to properly prepare the pupils for the BAC. The appointment of teachers and management for a limited time, one and three years respectively, constitutes a risk for the continuity of education (negatively in various ways). This is according to Greek legislation. In order to be able to build up the knowledge and experience necessary to offer a complete curriculum and the BAC, the school, directors and teachers should have long-term contracts.  It is therefore fortunate that the Greek authorities – the Regional Director of Crete and the Regional Director of Education in Crete – support the proposal to suggest to the Minister of Education that teachers should be appointed for three years and directors and deputy directors for four years with the possibility of prolongation of another year. This proposal is part of the proposal to reform the institutional frame-work (legal basis) of the school and is dressed up by the management and the parents. Acceptance of the proposal will guarantee the continuity of the quality of education. (2012-01-D-16-en-2).  **Audit from 18th to 22nd November 2013**  All teachers have a contract on a yearly basis only. This is a very serious risk for the continuity of education, especially for a school that hopes to provide the BAC exam within two years. New teachers have to become familiar with the curriculum and to ensure the building up of competences of their pupils. It is obvious that experienced teachers are required in order to prepare the students adequately for the BAC. This cannot be the case when teachers are insecure or unable to continue their task in the following school year.  An extra problem was caused this year by the delay in recruitment of teachers. The school year could only start in October! This caused a lot of insecurity and anger in the school and for the parents, which resulted in a considerable loss of students. There is no guarantee that this situation will not repeat itself in the next school year, the year of the first BAC!  *1. Teacher recruitment*  The recruitment and appointment process for teachers should conclude by July each year, at the latest. This should be guaranteed by the responsible authorities.  *2. Continuity*  School directors and teachers should have longer-term contracts of at least three years so that the knowledge and experience necessary to offer the BAC and a complete curriculum is provided.  The verbal commitments given by the Regional Director of Crete and the Regional Director of Education in Crete to explore this proposal with the Minister of Education in Athens are acknowledged. This will require reform of the institutional framework (legal basis) of the school. Firm, written commitments are required. This is crucial: the future of the school depends on this. (2014-01-D-20-en-2).  **Audit from 4th to 8th May 2015**  Continuity: the new legal framework on the secondment of teachers, approved coincidently with the school audit and already published in the National Gazette (ΦΕΚ), ensures a secondment for seven years. Professional stability will create the conditions for teachers to be more committed with their work and to prepare properly the provision of the European School Curricula. Staff stability is also a necessary condition to offer the BAC, because it needs experienced staff to prepare the students. Nevertheless the legal framework refers only to the seconded teachers and not the locally recruited ones.  As a recommendation from the previous audit report that was partly met: Teacher  recruitment - it is to underscore that in the school year 2014-2015 the replacement of teachers ran in a smoother way than in a previous school year. Nevertheless there was a delay (more than half a month) in starting school activities for pupils due to the long and time consuming procedure of teachers’ recruitment. There is no guarantee that this situation will not repeat itself in the next school year and in the future. Several stakeholders agreed that there is still room to make the teachers’ placement faster. (2015-07-D-13-en-2).  **Visit of the Secretary-General 11th November 2015**  Recommendation of the Secretary-General: It is essential to find a solution which allows the local authorities to sign contracts with all the required teachers on the first day of school. (2015-07-D-13-en-3-Annex).  **Audit from 23th to 278th October 2017**  *Greek education authorities* must immediately find a solution for the late hiring, short contracts of the teachers and the continuous rotation of teachers.  *The school management* should avoid lack of continuity in a big part of the staff due to the fact that some teachers are hired weeks after the start of the school year. The school management should build up structures and processes to minimize the loss of the competence, knowledge and expertise. Allocation of subjects taught according the qualifications, INSET plan would be helpful in this. |
| **3 GREEK STUDENTS ADMISSION TO THE GREEK UNIVERSITIES \*** |
| **Audit from 18th to 204h November 2013**  They feel privileged to be a pupil of a European school: they know that it will give them a good start at universities *abroad* and they appreciate the breadth of the curriculum.  Pupils are offered the whole range of choices conducive to their admission to universities. However, for Greek universities an extra exam is required.  (2014-01-D-20-en-2).  **Audit from 4th to 8th May 2015**  The European Baccalaureate, is equivalent to the leaving certificate (apolytireion), awarded at the end of public Greek secondary school education, so they are entitled to seek admission to any university in the territory of any Member State on the same terms as nationals of that Member State with equivalent qualifications.  According to the Greek legal framework, all the holders of leaving certificate (apolytireion), awarded at the end of public secondary school education in the country or of an equivalent qualification, obtained in the territory of the state, have to sit for special national entrance exams for University admission.  The above Greek exams take place between mid-May and June, whilst the Baccalaureate exams come out in July. The above mismatch of dates forces the BAC students to wait one more year until they have the opportunity to do the Greek examinations, in order to seek admission to a Greek university. Therefore, SEEH students have not only to be examined the following year but also in different material, since in most of the subjects the curriculum is significantly different.  As a consequence of such situation, SEEH students hardly will enrol in S6 and S7, which may contribute to the shortage of students attending this level.  The number of pupils in total is lower comparing to the previous school year. The number of pupils in the English section tends to decrease especially in Nursery and Primary. It is important to underline that some of Secondary students leave earlier the school, because of the problem mentioned above, regarding the dates of the Baccalaureate exams and Greek Universities’ entrance examinations, and due to the recent re-allocation of the staff of the European Union Agency for Network and Information Security (ENISA) in Athens.  The competent authorities should find a solution to overcome the barriers that prevent the students who complete the European BAC in Heraklion from fulfilling the necessary conditions to apply to a Greek university the same year. (2015-07-D-13-en-2).  *\* Article 5*  *1. Years of study successfully completed at the School and diplomas and certificates in respect thereof shall be recognized in the territory of the Member States, in accordance with a table of equivalence, under conditions determined by the Board of Governors as laid down in Article 11 and subject to the agreement of the competent national authorities.*  *2. The European baccalaureate, which is the subject of the Agreement of 11 April 1984 amending the Annex to the Statute of the European School laying down the regulations for the European baccalaureate, hereafter referred to as the 'European baccalaureate Agreement`, shall be awarded upon completion of the cycle of secondary studies. The Board of Governors, acting by a unanimous vote of the Member State representatives, shall be able to make any adaptations to that Agreement which may prove necessary.*  *Holders of the European baccalaureate obtained at the School shall:*  *(a) enjoy, in the Member State of which they are nationals, all the benefits attaching to the possession of the diploma or certificate awarded at the end of secondary school education in that country;*  *(b) be entitled to seek admission to any university in the territory of any Member State on the same terms as nationals of that Member State with equivalent qualifications.*  *For the purposes of this Convention, the word 'university` applies to:*  *(a) universities;*  *(b) institutions regarded as of university standing by the Member State in whose territory they are situated.*  **Audit from 23th to 27th October 2017**  *Greek education authorities* must immediately find a solution for the request of holders of the European Baccalaureate Diploma to be directly admitted into Greek universities, without passing a whole national exam. |

**Annex III: Remarks from the school Director about the draft report of the 2018 Audit**

Dear Inspection team

I am sending you the Comments of the Management of the SEEH in response to the Draft Audit Report which we received from you.

Many thanks for the clear assessment.

The Director

Batala Konstantina

**AUDIT COMMENTS**

**PAGE 4:** The name of the Deputy Director of Primary (ad Interim) is Georgia Schiza instead of Zeta (nickname).

**PAGE 5:** \*\*\*REMARKS OF THE INSPECTORS

If you refer to the Geography/DE teacher, she has a degree in German Literature and language. She teaches L2/DE and Geography because there were no other candidates. The German education system allows assignments of other courses to teachers who have a German-language degree. In other languages ​​(EL, EN, FR) Geography is taught by Science Teachers at SEEH. As far as I know, in other E.S., Geography is taught by teachers of different specializations.

Αll other teachers taught subjects for which they are fully certified.

**PAGE 8:**Α report was submitted to the Secretary General by the Head of the Greek Delegation regarding the entry into the tertiary education of S.E.E. H.’s graduates.

Premises: Plans regarding the short-term, solution which is the more realistic one ( renting the building of the previous private school) are progressing well.

**PAGES 8, 9**: SEEH Instead of HSEE

**PAGE 19:** The two posts of Music teachers have since been filled. As far as art and religion are concerned, temporarily are covering with intercuricular activities.

**PAGE 22 & 31:** Τhe interactive boards are used for accessing libraries online. Students can borrow books and educational material from the school library and some activities to promote reading are organized every year.

**PAGE 25:** The web site has been permanently uploaded and is being enriched

**PAGE 26:** With the support and some samples provided by the National Inspector, the teachers and the management prepared a Planning Sample for the Secondary Cycle that you will soon receive.

**PAGE 29:**

This year there is not a native English L1 Mr Chliavoras /native and Mrs Kasmirli /similar are the two L1/ EN teachers in secondary. **…………………………………………………………………………………………………**

In category 1, the secondment of teachers to the School is done not only by submitting a CV, but by submitting diplomas, certificates and evidence based on criteria published in the Government Gazette. In addition, at least five years of teaching experience is required for seconding, and only if there are no candidates fulfilling this requirement, requests from teachers with less teaching experience are considered. If there are more candidates for a position, the candidate with the most points is preceded.

In category 1, teachers are assessed according to the E.S. criteria.

The ranking on the list depends on the number of points a candidate is granted Comment: in cat.2, there is an interview and the points gained are added to the points awarded for their qualifications.

Teachers are appointed according to their ranking; non according to their profile…..it refers to 3rd cat., without interview. Staff is hired on the basis of priority order. Staff is only required to have relevant to the position B.A. and certified knowledge of English.

The 10 months contract is according to the Greek law for the LRT.

**PAGE 30:** Available overviews did not offer…..to teach. The relevant documentation is kept in the office of the Regional Directorate of Primary and Secondary Education of Crete. Before their recruitment all candidates submitted a certificate from an educational authority from their country confirming the subjects they can teach in their country according to their qualifications.

**PAGE 31**: Small rooms in use… I.C.T. resources Laptops : 5 Laptops are kept in Mr Konstantinou/ Deputy Director’s office. These are available for the small rooms. Teachers can borrow the laptops from the deputy's office when teach in any of the four multipurpose rooms (small classes).    Their use depends on the teachers planning and willing of the teachers to involve NT to their lesson.

Internet connection is available at the entire school. Additionally, each classroom is equipped with a P.C.

**Annex IV: Communication between the Secretary-General and the school Directors, January 2019**

Dear Ms Batala,

First of all, my best wishes for the year 2019 which started a few days ago.

I am contacting you to seek some clarifications, which might be useful to share when discussing the report of the audit conducted in your school last autumn.

I read in the report that at the time of the audit, namely 19-23 November 2018, “2 full-time Music, 1 full-time Art and 1 part-time Religion (posts) are still not filled and there is no perspective on fulfilment yet.”

This sentence can be found on page 19 of the provisional report.

On pages 28 and 29, there is a description of the different procedures that are followed in order to fill all posts.

I understand from that description and from your comments that the Ministry of Education can second only teachers already holding a permanent full-time contract in Greece and teaching subjects to be taught in the Greek language.

All other positions are covered by a recruitment procedure organised by the Crete (regional) Directorate.

Candidates need to correspond to the profile and are then awarded points according to their profile, interviewed and awarded other points, and finally ranked.

You also say in your comments on the report that the two full-time positions for Music were filled after the audit visit.

I therefore have the following requests and questions and would be grateful if you could provide a clear answer to each of them, which I could then make available for the meeting of the Joint Board of Inspectors in February.

1) I would request you to provide me with evidence that these two positions have been filled.

2) I also wish to know on the basis of which evidence the inspectors were able to conclude in their report that “there is no perspective on fulfilment” if the posts have now been filled

3) I wish to be reassured that the process to fill the vacant positions will go ahead and to know when all positions can be expected to have been filled and when pupils will be taught the full curriculum

4) I would also request an explanation of how the school plans to catch up all the lessons missed because of the late appointment of teachers

5) How will the school manage if some of the positions still vacant remain vacant until the end of the school year?

6) How does the school manage replacement of absent teachers and so delivery of the curriculum for:

a. Short absences (a few days)

b. Longer absences (more than one week –several months)

c. Positions vacant throughout the whole year?

As for the school premises, I notice in your comments on the provisional report that you say “Premises: Plans regarding the short-term, solution which is the more realistic one (renting the building of the previous private school) are progressing well. “

7) Finally, I would be grateful if you could provide me with any proof that “plans regarding the short-term solution” are progressing well.

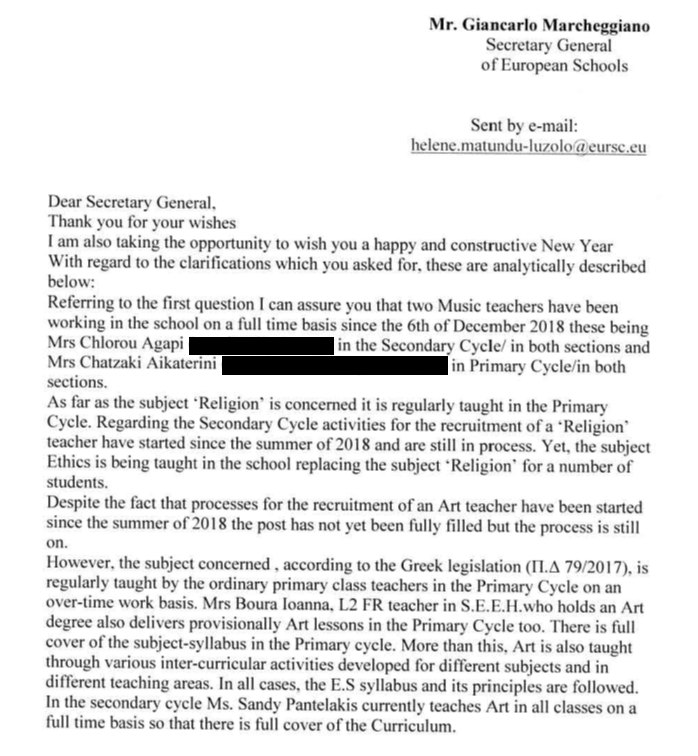
Thanking you in advance for your kind attention and reply,

Best regards,

Giancarlo Marcheggiano

Secretary-General

Response from Mrs Batala, 25.01.2019





**Annex 5: Concluding remarks from the Secretary-General**

As shown in Annex 2, analysis of the previous audit reports for the School of European Education in Heraklion (SEEH) shows the following three points being raised regularly:

1. School premises: these are considered to be too small; there are not enough facilities for the teachers and pupils e.g. lack of sports facilities, lack of workspace for staff. Despite many recommendations, the school has still not re-located. In her letter of 25.01.2019, Mrs Batala (the Director of SEEH) states that the procedures for renting new school premises are still going smoothly. As a national school, the responsibility for providing appropriate school premises lies with the Municipality.

2. Late recruitment: as a national school, the school is not in charge of hiring teachers. 2018 saw a much timelier approach to advertising and hiring, although annual contracts still continue to cause concerns with regards to a lack of pedagogical continuity. Hiring staff remains the responsibility of the Greek National authorities.

3. Admission to Greek Universities: all Greek students having studied in Greece who wish to study in Greek universities have to sit entrance exams, which are not at a compatible time with the European Baccalaureate exams. This cannot be considered an infringement of article 5.2 of the Convention.

The conclusion reached, for all three points above, is that responsibility for rectifying the situation lies outside the remit of the school itself. In any case, slight improvements have already been registered in all three areas and the Greek National and Local Authorities have communicated their commitment to deploy all possible initiatives in order to further improve the situation.

In this respect there seems to be no reason to further request more frequent audits in the school, since these problems do not enter into the scope of the audits. It is proposed that the Board of Governors follow the opinion expressed by the Joint Board of Inspectors and mandate the Secretary General to pursue a dialogue with the National and Local Greek Authorities, in view of a more structural intervention, so as to further alleviate the critical situations.

1. Due to a different definition of SWALS, the information provided by the school in their self-evaluation form states that there are 17 SWALS pupils. Using the European Schools definition of SWALS, there are, in fact, zero. [↑](#footnote-ref-1)
2. After the Audit the Head of the Greek Delegation has submitted a letter to the Secretary General of the European Schools regarding the entry into Tertiary Education in Greece (Annex I) to explain the Greek Regulations in this respect. [↑](#footnote-ref-2)