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

Ref.: **2019-01-D-12-en-4**

Orig.: EN

Regulations on Accredited European Schools

Board of Governors

Meeting on 9-12 April 2019 – Athens

# INTRODUCTION

More than ten years after the accreditation of the first two schools, and four years after the first set of ‘Regulations for the Accredited European Schools’ (2013-01-D-64) were adopted, the Board of Governors agreed on the need to clarify the terms and conditions for accreditation.

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

1. The access to data
2. The format of official school reports
3. The monitoring of compliance with requirements
4. The conditions for accreditation (number of sections, organisation of studies, qualifications of teachers, etc.)
5. Composition of the audit team and aspects to be covered by the audit
6. The procedure for initial accreditation
7. The procedure for renewal of accreditation
8. Rules for termination of accreditation
9. The cost neutrality of Accredited European Schools (audits, administrative work at the Office, etc.)
10. Services that might be made available for the Accredited Schools and their cost
11. The possibility of accrediting schools outside EU territory

The Working Group for the Accredited European has met eight times. As a result of their discussions, and the changes proposed in document 2019-01-D-10, it has been necessary to revisit the aforementioned Accredited School Regulations currently in place.

**MAIN AREAS OF INTERVENTION**

The Working Group meetings showed that, as a result of the rapidly increasing number of Accredited Schools, the two main areas for intervention needed to be:

1. Clarifying the framework and essential conditions for accreditations, audits and national involvement.

2. Ensuring that the Accredited Schools system does not have a financial consequence for the European Schools system and that the original concept of cost neutrality is maintained.

The proposed new regulations start on page 5 and the proposed changes are underlined. They are preceded by a justification for the changes suggested, linked to the lettered points of the mandate, above.

**PROPOSED CHANGES**

|  |  |
| --- | --- |
| Article altered /added | Link to mandate (see list on page 2.) |
| Article 2: the third paragraph existed in Article 3 before, but has been moved to link in with the new final paragraph. With an increasing number of Accredited Schools locating near to traditional European Schools, it was thought necessary to clarify that moving between the two types of school cannot defeat decisions made in either about repeating a year. | c |
| Article 3, paragraph 1: this provision was already implicit in Article 1 but has been made explicit here. | d |
| Article 3, paragraph 2: introduced to clarify the role of the national inspectors and national inspections within the accreditation process. | e |
| Article 4.1: as languages are an essential part of the European Schooling system, this article was altered to clarify that a minimum of two language 1 sections are required, except in exceptional circumstances which must be notified as outlined in the article. | d |
| Article 6: added to improve parity between teaching standards in the Accredited Schools and the traditional European Schools. As languages are addressed in the second sentence of this article, the mention of languages is no longer required in the first sentence. | d |
| Article 7: the word ‘may’ has been altered to ‘shall’ to clarify that the 3 conditions listed in the article are essential to accreditation, and not optional. | d |
| Articles 8 & 9: sentence added to clarify and harmonise the initial procedure for accreditation. | f |
| Article 10, 11 & 12: linked to the proposed audit changes in document 2019-01-D-10 | e |
| Article 15, paragraph 1: altered to eighteen months for practical reasons. If an accreditation expires in August 2021, the new audit report will need to be approved by the Board of Governors in April 2021 via the Joint Board of Inspectors in February 2021. In order to allow time for the audit reports to be written by the inspectors and formatted and translated by the OSG, the audit visits need to take place between September 2020 and November 2020. If visits are going to take place in September 2020, the inspectors need to be booked at least by the end April 2020. Eighteen months before August 2021 is March 2020, which gives the staff in the OSG time to find compatible dates between the schools and the inspectors. | g |
| Article 15, paragraph 3: linked to the proposed audit changes in document 2019-01-D-10. | e |
| Article 17: it was considered that in the previous version, the costs listed did not accurately reflect the real costs of the Accredited European School to the system. This links with document 2018-10-D- 63, also in the process of being discussed. Similarly related to 2018-10-D-63, two paragraphs (between the present paragraphs 3 and 4) in Article 18 have been deleted as ‘all costs’ is now clearly stated in Article 17. | i |
| Article 18: to emphasise here, as is already stated in the Regulations for the European Baccalaureate and the Arrangements for implementing the Regulations for the European Baccalaureate, that Accredited Schools are obliged to use the same technological tools (e.g. SMS) when offering the Baccalaureate. | a |
| Article 19: to clarify and improve data sharing. | a |
| Article 20: to enhance the connection between the Dossier of Conformity and the accreditation process. | c |
| Article 22 & 23: to introduce binding procedures for suspending / cancelling accreditation in order to clarify that this is possible and to increase the significance of the accreditation procedure. | h |

**Regulations on Accredited European Schools**

Title I General principles and definitions

Title II Accreditation Agreement

Chapter I Accreditation conditions

Chapter II Accreditation procedure

Section 1 Preliminary documents

Section 2 Accreditation audit

Section 3 Decision of the Board of Governors

Section 4 Renewal of accreditation

Title III Implementation of the Accreditation Agreement

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Annex I General Interest File form

Annex IIa Dossier of Conformity form, N-s5

Annex IIb Dossier of Conformity form, s6-s7

Annex III Audit form

Annex IV Procedures for conducting audits: minimum checks

Annex V Catalogue of general criteria and indicators for the accreditation

Annex VI Model Accreditation Agreement (up to secondary year 5)

Annex VII Model Additional Agreement (for secondary years 6 and 7)

Annex VIII Model for the renewal of the Accreditation Agreement

Annex IX Model for the renewal of the Additional Agreement

Annex X Data transfer

**Title I: General principles and definitions**

**Article 1**

Accredited European Schools are schools which, without forming part of the network of European Schools organised by the intergovernmental organisation ‘The European Schools’, offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject.

**Article 2**

Under the conditions and within the limits laid down by these Regulations and the particular agreements concluded pursuant to them (hereinafter referred to as ‘Accreditation Agreements’), the European Schools may, subject to reciprocity, grant to Accredited European Schools equivalence between the pedagogical standard, year group by year group, of the education provided by the Accredited European School and that provided by the European Schools.

It follows therefrom that subject to reciprocity, passing a school year in the Accredited European School shall be regarded, automatically and without any formality, as equivalent to passing the corresponding school year in a European School, it being understood, however, that this success does not result in entitlement to enrolment at or admission to a European School, one and the other remaining subject in particular to the decisions of the Board of Governors of the European Schools, to the relevant provisions of the General Rules of the European Schools and, where applicable, to the enrolment policies enacted by the competent organs.

The pedagogical equivalence, year group by year group, of the education provided by the Accredited European School and that provided by the European Schools shall be ensured in such a way that it confers on pupils of Accredited European Schools the same rights as those granted to pupils of the European Schools by Article 5 of the Convention defining the European Schools signed at Luxembourg on 21 June 1994.

Years of study successfully completed in both pedagogical systems shall be recognized in the territory of the Member States of the European Union in accordance with the table of equivalence as determined by the Board of Governors for the validation of years of study. In no case may a decision of admission to the Accredited European School have the effect of defeating a decision to repeat the year made by the European Schools and vice versa.

**Title II: Accreditation**

**Chapter I  Accreditation conditions**

**Article 3**

Only schools which undertake to enhance and promote their European specificity, by guaranteeing firstly, to provide their pupils with the same type of education as that provided in the European Schools and secondly, equality of opportunity for pupils in terms of preparation for the European Baccalaureate, subject, as far as secondary years 6 and 7 are concerned, to strict application of the provisions laid down by the Regulations pertaining to the European Baccalaureate can be considered for accreditation. The ‘same type of education’ implies using, inter alia, the same curriculum and syllabuses, and the same marking and promotion criteria, as used in the European Schools.

Quality assurance of the Accredited European Schools’ education and compliance with the conditions of accreditation shall be subject to scrutiny by the National Inspectors of the Member State which applied for the accreditation, by the audit team designated and mandated by the Office of the Secretary-General and through the control exercised over the European Baccalaureate Exam.

Where inspections exist in the National system, the scrutiny performed by the audit committee may in no way be used as a substitute for the inspections of the National Inspectors. It may, however, be adjusted according to the checks already carried out by the National Inspectors.

**Article 4**

As far as the linguistic conditions of the education provided are concerned, a school may be accredited only if, within the meaning of the General Rules of the European Schools:

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

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

3. Pupils without their own language section receive support to learn the language of the section which they join.

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

**Article 5**

As far as the pedagogical content of the education is concerned, when it is envisaging offering the European Baccalaureate certificate, a school may be accredited only if,

1. It undertakes to prepare pupils effectively to take the European Baccalaureate examinations in the last year of the secondary cycle, respecting the particular features which characterise European schooling and delivering a curriculum matching and consistent with that objective.

2. It undertakes, for years 6 and 7 of the secondary cycle, to abide by the Regulations for the European Baccalaureate, as signed on 11 April 1984 and amended by the Board of Governors at its meeting in Helsinki of 15 and 16 April 2008, and by the Arrangements for implementing those Regulations and the other decisions of the Board of Governors concerning the European Baccalaureate.

3. It offers a range of options, particularly in secondary years 6 and 7, which is conducive to pupils’ subsequent admission to courses in higher education.

**Article 6**

Teachers should hold a pedagogical qualification in the subjects which they have been employed to teach. The qualification, or recognition of same for non-EU qualifications, should be from one of the EU member states. Teachers must have language competences equivalent to those required for the teachers in the European Schools[[1]](#footnote-1). The final decision concerning the pedagogical qualifications of a teacher rests with the national inspectorate of the EU member state in which the Accredited School is situated.

**Article 7**

Accreditation shall also be conditional upon:

1. The existence of a support system for special needs pupils, within the meaning of the legislation of the country in which the Accredited European School is located.

2. The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.

3. Compliance with a minimum and maximum length per teaching period, it being understood that this length will be judged in relation firstly, to the general teaching timetable and secondly, to the scale of the subject and the pedagogical requirements.

**Chapter II: Accreditation procedure**

***Section 1: Preliminary documents***

**Article 8**

In accordance with the form appearing in Annex I to these Regulations, the Member State shall present a General Interest File, whereby the Member State sets out the project, explains the reasons for it and describes the resources which it is prepared to deploy to carry out the project.

The File shall be submitted to the Board of Governors accompanied by the opinion of the Joint Board of Inspectors, which shall give its opinion by a two-thirds majority.

The European Schools reserve the right to postpone the examination of a General Interest File if it is incomplete, not in conformity with the model in Annex I, whose use is mandatory, or if it has been submitted too late to be examined at the nearest meeting.

**Article 9**

If the Board of Governors’ opinion is positive, the school which is a candidate for accreditation shall, in accordance with the form constituting Annex II to these Regulations, present a Dossier of Conformity.

The Dossier shall be submitted to the Board of Governors accompanied by the opinion of the Joint Teaching Committee, which shall give its opinion by a two-thirds majority.

The European Schools reserve the right to postpone the examination of a Dossier of Conformity if it is incomplete, not in conformity with the model in Annex II, whose use is mandatory, or if it has been submitted too late to be examined at the nearest meeting.

***Section 2: Accreditation audit***

**Article 10**

If the Board of Governors’ opinion on the Dossier of Conformity is positive, the school which is a candidate for accreditation shall undergo a prior audit, conducted by the Joint Board of Inspectors.

The Joint Board of Inspectors shall form an audit committee comprising a maximum of four inspectors.

The European Schools decide on the composition of the audit team according to the profile and structure of the school. In addition to inspectors, the team may include the Head of the Baccalaureate Unit at the Office of the Secretary-General and external experts.

In no case, for any type of audit, will members of the audit team be nationals of the country in which the audit is taking place. These regulations, regarding composition of the audit teams, are valid for audits concerning both initial accreditation and renewals of accreditation.

**Article 11**

The candidate school shall send a self-evaluation report to the audit team before the latter’s visit; this report shall be produced in accordance with the form constituting Annex III to these Regulations.

**Article 12**

After having scrutinised the self-evaluation, the audit team shall visit the candidate school, where it shall carry out the minimum checks required by the Board of Governors in accordance with the forms and methods laid down for an ‘extended’ audit (see Annex IV). In addition, the audit team shall obtain full information and shall ask any question which it deems relevant with regard to the objectives of the audit.

**Article 13**

The audit team shall produce an audit report, taking account of the catalogue of general criteria and indicators appearing in Annex V to these Regulations.

The report shall be submitted to the candidate school, which may make known its observations thereon.

The final audit report, accompanied by the candidate school’s observations and the opinion of the Joint Board of Inspectors, shall be submitted to the Board of Governors and to the legal representative of the candidate school.

***Section 3: Decision of the Board of Governors***

**Article 14**

The candidate school shall be accredited only if the Board of Governors grants accreditation unanimously.

Accreditation shall be granted for a period of three years, which shall be renewable, and shall necessarily take effect on the first day of the school year.

The decision to grant accreditation shall automatically carry with it the power for the Secretary-General to sign the Accreditation Agreement, the template for which appears in Annex VI to these Regulations.

The aforementioned template relates to accreditation and hence, recognition of pedagogical equivalence between the education provided by the Accredited European School and that provided by the European Schools for the first years of schooling up to secondary year 5 inclusive.

For reasons connected with the specificity of that recognition at the level of secondary years 6 and 7 and having regard to the Regulations pertaining to the European Baccalaureate, there shall be a procedure for secondary years 6 and 7 which is separate from the one leading to accreditation of the other year groups.

The accreditation for years 6 and 7 shall be granted by the Board of Governors, on submission of a Dossier of Conformity, at the end of the procedure referred to in Articles 9-14 of these Regulations.

The decision to grant accreditation for secondary years 6 and 7 shall automatically carry with it the power for the Secretary-General to sign the Additional Agreement, the template for which appears in Annex VII to these Regulations.

***Section 4: Renewal of accreditation***

**Article 15**

Subject to an application made at least eighteen months before expiry of the period, the European Schools may renew accreditation for successive periods of three years.

The application for renewal may be granted only on the basis of an audit report produced by the audit team designated and mandated by the Office of the Secretary-General to check the Accredited European School’s compliance with the conditions laid down by the Dossier of Conformity during the period which has elapsed and its ability to comply with them over the following three years.

The audit for renewal shall, in principle, cover the minimum checks required by the Board of Governors in accordance with the forms and methods laid down for a ‘extended’ audit (see Annex IV). By way of a derogation, the Accredited European School may request a ‘light’ audit to take place, provided that:

- the School has been inspected by its National Inspectors within 3 years preceding the request;

- it has been the subject of a positive report following a ‘extended’ audit within 6 years preceding the request.

The Secretary-General has sole competence to assess whether these conditions are complied with. His/her assessment is not subject to appeal.

The draft audit report shall be sent to the Management of the Accredited European School, which may make its observations and produce any additional documents that it deems relevant. The report, as possibly amended following examination of those observations and documents, shall be submitted to the Board of Governors, accompanied by a certified copy of the latter.

The Board of Governors shall take a decision on the renewal application by the 30 June preceding the date of expiry of the Accreditation Agreement.

The decision to renew accreditation shall automatically carry with it the power for the Secretary-General to renew, as the case may be, the Accreditation Agreement or the Additional Agreement, the templates for which appearing, respectively, in Annex VIII and Annex IX to these Regulations.

**Title III: Implementation of the accreditation agreement**

**Article 16**

The teachers of the Accredited European School may receive any in-service training provided by the European Schools subject to the conditions laid down in Article 17.

Teaching material specific to the European Schools, and in particular the documents Intermath, Eurobio and File for Europe, shall be supplied to the Accredited European School at cost price, plus any tax of any kind generally levied, for whatever reason, by the public authorities. This material shall be transported under the responsibility and at the expense, risk and peril of the Accredited European School.

**Article 17**

All the costs entailed by accreditation and its effects, without reservation or exception, shall be borne solely by the Accredited European School.

These costs will be reimbursed to the European Schools on submission of receipted expenses.

**Article 18**

In secondary years 6 and 7, the Accredited European School must follow exclusively the curriculum and the structure of studies specific to the European Schools system, so as to allow full recognition of the qualification of European Baccalaureate certificate-holder.

Pupils’ registration for and participation in the European Baccalaureate examinations shall be subject to regular and consecutive attendance at classes in years 6 and 7 of the secondary cycle of the Accredited European School or of a European School.

Pupils of the Accredited European School who, at the end of year 7, fulfil the academic conditions for access to the European Baccalaureate shall be eligible to take the examination, subject, firstly, to registration at the School and secondly, to payment of the registration fee fixed by the Board of Governors.

Organisation of the European Baccalaureate in each examination centre is presented in the Regulations for the European Baccalaureate and the Arrangements for implementing the Regulations for the European Baccalaureate, as referred to in Article 5 of these Regulations.

This organisation includes the use of the same technological tools as the European Schools when it cannot be done otherwise, as is the case, for example, with respect to the technical constraints associated with the printing of the diploma.

The European Baccalaureate is awarded by the Secretary-General of the European Schools, on behalf of the Board of Governors, at the end of secondary year 7 of the European School, or of the corresponding year of a school accredited by the Board of Governors, to pupils who have passed the Baccalaureate examinations.

Pupils of the Accredited European School may lodge an administrative appeal, on procedural irregularity grounds, against the European Baccalaureate examinations under the same conditions as pupils of the European Schools, in accordance with the provisions of Article 12 of the Arrangements for implementing the Regulations for the European Baccalaureate.

Appeals must be lodged with the Chairman of the Examining Board through the Director of the Accredited European School. A contentious appeal against the decision of the Chairman of the Examining Board may be lodged with the Complaints Board of the European Schools, as established by Article 27 of the Convention defining the Statute of the European Schools.

**Article 19**

The Accredited European School shall inform the European Schools at the earliest possible moment of any matters which could affect the proper implementation of the Accreditation Agreement and shall transfer its data, including personal data, as far as they are necessary to this implementation.

On a yearly basis, by 15 October at the latest, the Accredited European School shall provide the European Schools, as minimum requirement, with the data as referred to in Annex X to these Regulations.

All data transferred by the Accredited European School shall be processed solely for the purposes of the performance, management and monitoring of the Accreditation without prejudice to possible transmission to the bodies charged with monitoring or inspection task in application of Union law.

The European Schools ensure that data protection rules pursuant to the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 (General Data Protection Regulation) shall be strictly observed when handling the data received from the Accredited European School.

**Article 20**

The Accredited European School, through their Head of Delegation, shall inform the European Schools, in writing, of any departure from the Dossier of Conformity with respect to its structure (including, but not limited to: creation or closure of a language section, opening or closure of a cycle, use of another building). It is the responsibility of national inspectors to report such changes to the committees where they sit. The Secretary-General shall present these changes to the Board of Governors at the next scheduled meeting. The decision of the Board of Governors shall be annexed to the Dossier of Conformity of the concerned Accredited School, along with the notification detailing the changes. The compliance of the changes with these Regulations shall be checked at the nearest audit.

**Title IV: Expiry of accreditation**

**Article 21**

Without prejudice to the right to withdraw accreditation enjoyed by the Board of Governors pursuant to Article 22, and unless renewal has been applied for and obtained under the conditions set out in Article 15, accreditation shall automatically be terminated, without notice or compensation, at the end of the three-year period laid down in the second paragraph of Article 14.

**Article 22**

In the event of a serious breach, and without prejudice to any damages, the Board of Governors may, on a proposal from the Secretary-General, withdraw accreditation on the basis of a reasoned decision. In exceptional cases left to the discretion of the Secretary-General, the withdrawal may be preceded by a suspension of the accreditation up to and including secondary year 6 for a one-year period.

The following shall be regarded as serious breaches:

a. non-payment of the sums due under Article 17;

b. the existence of serious risks to pupils’ safety and security or health on the Accredited European School’s premises or on account of its staff;

c. clear infringement of one or more of the conditions laid down in the Dossier of Conformity;

d. non-compliance with the provisions of the Accreditation Agreement or of these Regulations.

**Article 23**

When he/she finds that there has been a serious breach within the meaning of Article 22, the Secretary-General shall send to the Accredited European School formal notice to desist from any further such breach; he/she shall notify the Board of Governors without delay of the sending of such formal notice.

The formal notice shall contain an invitation from the Secretary-General to desist from the serious breach found, within one month of the notification of it.

However, depending on the nature and seriousness of the breach found and on the time required for the Accredited European School to desist from any further such breach, the Secretary-General of the European Schools may extend this one-month period up to six months.

If the Accredited European School fails to comply with the demands made in the formal notice, the Secretary-General shall propose to the Board of Governors to either suspend the accreditation for a one-year period of time – in exceptional cases - or withdraw it.

The Board of Governors shall take a decision on the request unanimously with the abstention of the Member State in which the Accredited European School is located in order to avoid any conflict of interest, whether actual, apparent or potential.

The Secretary-General shall notify the Accredited European School of the Board of Governors’ decision without delay.

In the event where a suspension is decided, the Accredited European School shall be required to submit an action plan to the Board of Governors whose implementation shall take place during the one-year period of time. At the end of it, based on a self-evaluation report and, where relevant, after commissioning an audit team on site, the Board of Governors shall decide to either cancel the suspension with retroactive effect or withdraw the accreditation.

Withdrawal of accreditation shall automatically involve a maximum period of notice of three months. In any event, this period of notice shall expire not later than the day before the first day of the school year following the one in which notification of the period of notice was given.

**Title V Disputes**

**Article 24**

The Courts and Tribunals of the Brussels judicial district shall have sole jurisdiction in any dispute between the European Schools and Accredited European Schools regarding the granting, implementation or withdrawal of accreditation.

The law applicable to these Regulations shall be Belgian law.

**Title VI: Transitional and repeal provisions**

**Article 25**

Schools currently accredited pursuant to agreements concluded prior to adoption of these Regulations shall continue to qualify for accreditation until the end of the current accreditation period, under the terms and conditions laid down by those agreements.

**Article 26**

These Regulations repeal all previous regulatory provisions which are contrary to them.

**Opinion of the Joint Board of Inspectors**

**The JBI expressed a favourable opinion on the document, subject to making some adaptations to it.**

**Opinion of the Joint Teaching Committee**

**The JTC expressed a favourable opinion on the Regulations on the Accredited Schools. The document would be presented to the Budgetary Committee, then to the Board of Governors for decision.**

**Opinion of the Budgetary Committee**

**The Budgetary Committee expressed a favourable opinion on the document.**

**Proposal**

**The Board of Governors is requested to:**

**- give feedback on the proposed modifications to the regulations and the annexes to the regulations**

**- extend the mandate for the sub-group of the AES Working Group to complete the missing annexes notably, but not exclusively, Annex 4 and to keep the AES WG members informed on the work being done.**

Annex I: General Interest File Template

Article 8: “[…] the Member State shall present a General Interest File, whereby the Member State sets out the project, explains the reason for it and describes the resources which it is prepared to deploy to carry out the project.” **(Current regulations)**

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

1. Introduction

|  |  |
| --- | --- |
| Submitted by: | *(Name of delegation)* |
| Project: | *(School name)* |
| Intended location or school address: |  |
| Contact details[[2]](#footnote-2): | |  |  | | --- | --- | | Title and name of main contact: |  | | Role of main contact: |  | | Phone number: |  | | Email address |  | | School website, if possible. |  | |

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

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

1. i. Advantages at an educational level

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

ii. Advantages for the Member State

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

1. Description of the project

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

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

No

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

No

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

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

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

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

Annex IIa: Dossier of Conformity, N-S5

<< School name, Requesting Delegation >>

Section 1: General information

1. **Contact information**

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

1. **School status**

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

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

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

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

1. **Students**

Number of pupils predicted over the next 5 years:

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

1. **Management**

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

1. **Connected authorities[[3]](#footnote-3)**

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

1. **Monitoring**

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

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

Section 2: Pedagogical Equivalence

1. **Summary**

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

Section / part of school

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

1. **Organisation of European Schooling**

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

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

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

Are you planning on offering the European baccalaureate[[6]](#footnote-6)? Yes

No

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

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

1. **Languages**
2. Language sections

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

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

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

1. Provision of a first foreign language (L2)

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

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

Yes/No

If no, please provide a justification here.

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

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

Yes, optional

No

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

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

1. Mother tongue and language support

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

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

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

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

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

If yes, under what conditions?

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

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

1. Subjects taught through the L2 up to s5

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

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

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

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

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

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

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

If yes, please state what exceptions are planned:

1. **Pedagogical content**

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

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

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

1. Schedules

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

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

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

Nursery

Primary 1

Primary 3

Secondary 3

Secondary 5

**e. Communication with parents**

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

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

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

Section 3: resources

1. **Teaching staff**

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

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

ii. Who pays the teaching staff? National Authority

School

iii. Who recruits the teaching staff? National Authority

School

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

Combination of groups (please explain)

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

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

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

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

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

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

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

If yes, please outline the policy here.

1. **Buildings and facilities**

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

1. **Assessment**

What assessment guidelines will be used at the school?

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

Section 4: Educational Support

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

No

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

National

European Schools

Tailor-made

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

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

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

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

Section 5: Ethics and Religion courses

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

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

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

Section 6: The European Dimension

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

Annexes (as requested)

Annex IIb: Dossier of Conformity, S6-S7

<< School name, Requesting Delegation >>

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

Section 1: General information

1. **Contact information**

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

1. **School status**

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

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

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

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

1. **Brief history**

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

1. **Management**

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

1. **Students**

Number of students predicted over the next 5 years:

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

Section 2: Pedagogical Equivalence

1. **Summary**

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

Section / part of school

1. **Organisation of European Schooling**

Which teaching levels are planned?

Secondary 6

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

Secondary 7

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

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

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

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

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

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

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

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

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

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

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

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

(Religion and ethics considered separately in section 5.)

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

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

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

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

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

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

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

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

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

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

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

1. **Pupil attendance**

How will pupils’ attendance be monitored?

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

Section 3: resources

**a. Teaching staff**

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

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

ii. Who pays the teaching staff? National Authority

School

iii. Who recruits the teaching staff? National Authority

School

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

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

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

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

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

i. How will teachers be evaluated?

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

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

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

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

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

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

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

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

**d. Assessment**

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

Section 4: Educational Support

1. **Educational Support policy**

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

No

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

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

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

1. **Provisions for student with SEN**

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

Section 5: Ethics and Religion courses

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

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

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

Section 6: The European Dimension

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

Annexes (as requested)

Annex III: Audit Form Template

DRAFT PROPOSAL Audit report N- s5

**(name of school)**

**Contents**

1. Overall Conclusions 3

2. Summary of main findings, recommendations 4

3. General Information 5

4. Methodology of the Audit 8

5. Findings 9

1. **Overall Conclusions**  (Suggested length: 300 words)
2. **Summary of main findings, recommendations**  (Suggested length: 500 words)

**3. General Information**

A. Current audit

|  |  |
| --- | --- |
| Aim of audit |  |
| Audit Team | Inspectors: |
| Expert: |
| Dates of audit |  |

B. General information about the school

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name of the school |  | | Organization  (School provider) | |  | | |
| Street address |  | | Postal address | |  | | |
| Postal address |  | | Telephone | |  | | |
| Contact person | |  | | |
| Telephone |  | | E-mail | |  | | |
| Contact person |  | |
| Telephone |  | |
| E-mail |  | |
| Website |  | |
| Legal status of the school (independent / public; funding of school etc.) |  | | | | | |
| Reason for the introduction of European schooling |  | | | | | |
| Language sections | Nursery | Primary | | Secondary | |  |
|  |  | |  | |  |
| Number of classes | Nursery | Primary | | Secondary | | Total |
|  |  | |  | |  |
| Number of pupils | Nursery | Primary | | Secondary | | Total |
|  |  | |  | |  |
|  |  | |  | |  |
| Number and (%) of SWALS[[7]](#footnote-7) pupils | Nursery | Primary | | Secondary | | Total |
|  |  | |  | |  |
| L1 taught in the school | Nursery | Primary | | Secondary | | Total number of L1 taught |
|  |  | |  | |  |
| Subjects taught in L2 in S 3-5 |  | | | | | |
| S Subjects taught in the HCL across the school |  | | | | | |
| Tuition in the language of the country (compulsory / optional) |  | | | | | |
| Composition of management and middle management staff |  | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Number of teachers | Nursery / Primary | Secondary | Total |
| Full time |  |  |  |
| Part time |  |  |  |
| Number and (%) of qualified teachers | Nursery/Primary | Secondary | Total |
| Full time |  |  |  |
| Part time |  |  |  |

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

N.B. Section C not necessary for a first audit inspection.

|  |  |
| --- | --- |
| Dates of first accreditation of the school |  |
| Dates of previous audits |  |
| Recommendations from the last audit |  |

**4. Methodology of the audit**

The audit was carried out according to the document “Towards a Futureproof Framework for Audits of Accredited European Schools” (2019-01-D-10-en-4).

Prior to the audit a school self-evaluation form, following the structure of the criteria and indicators for audits, was sent to the school.

Prior to the audit, the experts analysed the following documents:

*(fill in)*

and the pre-audit report can be found in annex 1.

**The audit activities included:**

Meetings with

* *mention all the meetings carried out during the audit visit*

Lesson observations in all the language sections and of different subjects

* *number* lessons in nursery cycle
* *number* lessons in primary cycle
* *number* lesson in secondary cycle

Analysis of relevant documents: ***mention all the*** *documents* ***scrutinized*** *by the inspection team during the inspection visit*.

Feedback meeting with the management

# 

# 5. Findings (Suggested length: 6 sides)

|  |  |  |
| --- | --- | --- |
| Areas for inspection | Self-evaluation | Audit findings |
| **Pedagogical Equivalence** |  |  |
| * Do pupils in Nursery/Primary and Secondary S1-S5 receive the same type of education as pupils in a ES? |
| **Language Conditions** |  |  |
| * Do the number and type of language sections comply with the AES-Regulations? * Is mother tongue tuition in accordance with the DoC? * Do pupils without a language section receive support to learn the language of the section they join? * Does the language learning provision for L2, L3, L4 comply with the ES-Regulations? Or with the approved exceptions in the DoC and approved by BoG? * Does the school offer three vehicular languages as L2 or in accordance with the DoC? |
| **Pedagogical Content** |  |  |
| * Does the school offer a curriculum in compliance with the AES regulations? |
| **Quality Assurance** |  |  |
| * Qualification of the teachers (qualified for the cycle, for the subject and for teaching)? * Language competence equivalent to those required for the teachers in the ES? * Quality of teaching and learning * The European Dimension |
| **Specific Conditions in Article 7** |  |  |
| * Support (art 7.1) * Ethics and religion courses (civics) (art 7.2) * Minimum and maximum length per teaching period and number of periods per subject per week and per year level (Primary and Secondary S1-S5) (art 7.3) |

Annex IV: Procedure for conducting audits: minimum checks

Both audit procedure and minimum checks are clearly outlined in the Futureproof Framework document (2019-01-D-10)

Annex V: Catalogue of general criteria and indicators for accreditation

|  |  |  |
| --- | --- | --- |
| **Criteria from the audit report form** | **Indicators/clarification** | |
| **I. Pedagogical equivalence** | | |
| Do pupils in Nursery/Primary and Secondary S1-S5 receive the same type of education as pupils in a ES? | To check:   * ES curriculum used * ES syllabuses used * ES promotion criteria enforced * ES marking scale used |  |
| Do pupils in S6-S7 receive the same type of education as pupils in a ES? | To check:  Is everything in strict compliance with the regulations pertaining to the Baccalaureate?  (See section III for further clarification.) |  |
| **II. Language Conditions** | | |
| Does the number and types of language sections comply with the AES-Regulations? | AES regulations: Article 4.1  Check DoC, section 2ci for exemptions, if necessary. | |
| Is mother tongue tuition in accordance with the DoC? | AES regulations: Article 4.2  DoC Section 2c*(v)* gives the schools accepted criteria for this provision. | |
| Do pupils without a language section receive support to learn the language of the section they join? | AES regulations: Article 4.3  DoC section 2c *(v)* outlines how the school will provide this provision. | |
| Does the language learning provision for L3 and L4 comply with the ES-Regulations? Or with the approved exceptions in the DoC and approved by BoG? | DoC section 2c *(viii)* states if the school will diverge from the ES standards for L3 and L4. Unless stated otherwise, to check:  - does teaching of L3 and L4 comply with the regulations in force for the European Schools? | |
| Does the school offer three vehicular languages as L2 or in accordance with the DoC? | DoC section 2c (ii) shows if the school has an agreed exemption from teaching all 3 vehicular languages at L2 level. To check:  - are all three vehicular languages **offered**?  - if all three vehicular languages are not **taught** as L2, is there evidence to show why this is not the case? | |
| **III. Pedagogical Content** | | |
| Does the school offer a curriculum in compliance with the Accredited European Schools regulations? | Applicable for Nursery to s5 | |
| Does the school strictly apply the provisions laid down by the regulations pertaining to the European Baccalaureate? | Only to be checked when an audit for an Additional Agreement is being conducted. | |
| Does the school offer a curriculum that prepares pupils effectively for the BAC? | Only to be checked when an audit for an Additional Agreement is being conducted. | |
| Does the school strictly follow the BAC Regulations in S6 and S7? | Only to be checked when an audit for an Additional Agreement is being conducted. | |
| Does the range of options, particularly in S6 and S7, offer admission to courses in Higher Education? | Only to be checked when an audit for an Additional Agreement is being conducted. | |
| **IV. Quality Assurance** | | |
| Qualification of the teachers (qualified for the cycle, for the subject and for teaching)? | To be checked during the visit as these cannot be sent due to GDPR. To check:  - are teachers qualified to teach?  - are teachers qualified to teach in the cycle in which they teach?  - are teachers qualified to teach the subject that they teach? | |
| Language competence equivalent to those required for the teachers in the ES? | To be checked during the visit as these cannot be sent due to GDPR. To check:  - do the teachers at the AES have the language competence equivalent to that required for ES teachers as laid out in document 2018-01-D-65-EN-3? | |
| Quality of Teaching and Learning | To check:  - does the quality of teaching and learning comply with the standards outlined in the document ‘Teaching Standards for the European Schools’ (2012-09-D-11)? | |
| The European Dimension | This should be integrated throughout and will thus be checked by checking syllabuses, curriculum etc. | |
| **V. Specific Conditions in Article 7** | | |
| Support | Is support being provided in accordance with the DoC, section 4? | |
| Ethics and religion courses (civics) | Is the subject being taught according to the syllabus, and in the language, stated in the DoC, section 5? | |
| Minimum and maximum length per teaching period and number of periods per subject per week and per year level | To check:  - over the academic year, are the students receiving exactly the same time for each subject as students in the European School system? | |

Annex VI: Accreditation Agreement Template

Changes from the previous version have been underlined.

|  |  |
| --- | --- |
|  | European Schools  Office of the Secretary-General |

**Accreditation and Cooperation Agreement**

**between**: the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;

appearing first, hereinafter called the ‘European Schools’;

**and:** the *[school]*, represented by *[the competent authority]*

appearing second, hereinafter called the ‘Accredited European School’;

**PREAMBLE**

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 9 - 11 April 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organized by the intergovernmental organization ‘The European Schools’, offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject.

The *[school]* is a *[state (public sector) or private]* institution forming part of the education system of *[member state].*

**ACCORDINGLY, HAVING REGARD TO**

The general interest file presented by the national authorities with responsibility for the Accredited European School;

The positive opinion of the Board of Governors of *[date];*

The dossier of conformity presented by the Accredited European School;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of *[date];*

**THE FOLLOWING HAS BEEN AGREED:**

***Article 1***

Subject to the conditions determined by this Agreement, the European Schools hereby recognise that the education provided by the Accredited European School conforms to the criteria for European schooling as laid down in Chapter 1 of the Regulations on Accredited European Schools approved by the Board of Governors at its meeting of 9-11 April 2019 referred to in the Preamble hereto. The award, renewal and withdrawal of this accreditation shall be conditional upon adherence to these criteria, subject to the conditions set out in the dossier of conformity, referred to in the preamble, lodged by the Accredited European School on **[date].**

It is, however, expressly agreed that these criteria may be revised, in so far as they result from regulations which may be changed unilaterally by the Board of Governors. Should that be the case, the Accredited European Schools will be required to conform without delay to the changes which might be made to these criteria.

Accreditation shall be awarded for European schooling provided in the nursery and primary cycles and in the secondary cycle up to year 5.

***Article 2***

The parties shall recognise, for the duration of the Agreement, the equivalence between the pedagogical standard, year by year, of the education provided by the Accredited European School and that provided by the European Schools for the nursery and primary cycles and the first five years of the secondary cycle.

Successful completion of a school year in the Accredited European School shall thus be regarded as equivalent to successful completion of the corresponding year in a European School, and vice versa.

It shall, however, be expressly agreed that the enrolment at and admissibility to a European School of a pupil coming from the Accredited European School shall remain subject to the directives on pupils’ enrolment and admission issued by the Board of Governors and to the enrolment policies drawn up for the European Schools or for some of them.

***Article 3***

Without prejudice to the right to terminate this Agreement unilaterally conferred on the European Schools by and in accordance with the rules laid down in Article 6, the accreditation resulting from the Agreement shall be granted for a period of three school years, taking effect on 1 September *[year]* and ending automatically, without notice or compensation, on 31 August *[year].*

Subject to an application made at least eighteen months before the period elapses, the European Schools may renew the Agreement for successive periods of three years.

The renewal application may be granted only on the basis of an audit report produced by the Inspectors of the European Schools duly appointed and mandated by the Office of the Secretary-General to check the Accredited European School’s compliance with the conditions laid down by the dossier of conformity during the period elapsing and its ability to meet them during the subsequent three years.

The draft audit report shall be sent to the Directorate of the Accredited European School, which may make its observations and produce any additional document which it deems relevant. The report, as it may have been amended following scrutiny of these observations and of these documents, shall be submitted to the Board of Governors, with a certified copy of the latter.

The Board of Governors shall take a decision on the renewal application by the 30 June preceding the date on which the Accreditation Agreement expires.

***Article 4***

The teachers of the Accredited European School may receive any in-service training provided by the European Schools subject to the conditions laid down in Article 5.

Teaching material specific to the European Schools, and in particular the Intermath and Eurobio schemes and the Human Sciences European File, shall be supplied to the Accredited European School at cost price, to which will be added, where applicable, any tax generally levied, for whatever reason, by the public authorities. The Accredited European School shall take responsibility for transporting this material at its own cost and own risk.

***Article 5***

All the costs to which implementation of this Agreement gives rise, without reservation or exception, shall be borne solely by the Accredited European School. These costs will be reimbursed to the European Schools on submission of receipted expenses.

***Article 6***

In the event of serious failure to comply with the obligations under this Agreement and without prejudice to any claims for damages, the European Schools shall be entitled to terminate the said Agreement unilaterally.

The following shall be regarded as serious breaches:

a. non-payment of the sums due under Article 5;

b. the existence of serious risks to pupils’ safety and security or health on the Accredited European School’s premises or on account of its staff;

c. clear infringement of one or more of the conditions laid down in the Dossier of Conformity;

d. non-compliance with the provisions of this Accreditation Agreement or with the Regulations on Accredited European Schools.

When he/she finds that there has been a serious breach, the Secretary-General shall send to the Accredited European School formal notice to desist from any further such breach; he/she shall notify the Board of Governors without delay of the sending of such formal notice.

The formal notice shall contain an invitation from the Secretary-General to desist from the serious breach found, within one month of the notification of it.

However, depending on the nature and seriousness of the breach found and on the time required for the Accredited European School to desist from any further such breach, the Secretary-General of the European Schools may extend this one-month period up to six months.

If the Accredited European School fails to comply with the demands made in the formal notice, the Secretary-General shall propose to the Board of Governors to either suspend the accreditation for a one-year period of time – in exceptional cases - or withdraw it.

The Board of Governors shall take a decision on the request unanimously with the abstention of the Member State in which the Accredited European School is located in order to avoid any conflict of interest, whether actual, apparent or potential.

The Secretary-General shall notify the Accredited European School of the Board of Governors’ decision without delay.

In the event where a suspension is decided, the Accredited European School shall be required to submit an action plan to the Board of Governors whose implementation shall take place during the one-year period of time. At the end of it, based on a self-evaluation report and, where relevant, after commissioning an audit team on site, the Board of Governors shall decide to either cancel the suspension with retroactive effect or withdraw the accreditation.

Withdrawal of accreditation shall automatically involve a maximum period of notice of three months. In any event, this period of notice shall expire not later than the day before the first day of the school year following the one in which notification of the period of notice was given.

***Article 7***

The law applicable to this Agreement shall be Belgian law.

The Courts and Tribunals of the seat of the European Schools, namely the Courts and Tribunals of the District of Brussels, shall have sole jurisdiction in disputes concerning the implementation of this Agreement.

***Article 8***

The nullity of a clause in this Agreement shall only result in the nullity of the Agreement in its entirety if, and in so far as, its purpose is thereby revoked.

Signed in Brussels, on *[date]*

In as many original copies as there are parties, each acknowledging that it has obtained its copy.

The Secretary-General of the The legal representative of the

European Schools Accredited European School

Annex VII: Additional Accreditation Agreement Template

Changes from the previous version have been underlined.

|  |  |
| --- | --- |
|  | European Schools  Office of the Secretary-General |

**Additional** **agreement to the**

**Accreditation and cooperation agreement signed on *[date]***

**between**: the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;

appearing first, hereinafter called the ‘European Schools’;

**and:** the *[school],* represented by *[the competent authority]*

appearing second, hereinafter called the ‘Accredited European School’

**Preamble**

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 9 – 11 April 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organised by the intergovernmental organisation ‘The European Schools’, offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject. The *[school]* is a *[state (public sector) or private]* institution forming part of the education system of *[member state].*

**accordingly, having regard to**

The Accreditation and Cooperation Agreement of *[date];*

The specific dossier of conformity presented by the Accredited European School;

The positive opinion of the Board of Governors of *[date];*

The specific audit report of the Board of Inspectors (Secondary);

The decision of the Board of Governors of *[date];*

**the following has been agreed**

***Article 1***

The equivalence of the teaching level recognised in Article 2 of the Accreditation and Cooperation Agreement signed on *[date]* shall be extended to include secondary years 6 and 7.

***Article 2***

Without prejudice to the right to terminate the Agreement unilaterally conferred on the European Schools by and in accordance with the detailed rules laid down in Article 6 of the Accreditation and Cooperation Agreement, this extension of equivalence shall be granted for a period of three years.

***Article 3***

The granting of this equivalence shall be conditional upon firstly, adherence to the conditions laid down by the Accreditation and Cooperation Agreement of *[date]*, and more particularly Article 1 thereof, and secondly, scrupulous application by the Accredited European School of the regulations and curricula in force in the European Schools for secondary years 6 and 7, and more particularly the Regulations for the European Baccalaureate, the Arrangements for Implementing the Regulations for the European Baccalaureate and the Memorandum on the European Baccalaureate.

In the case, however, of regulations and directives which may be amended unilaterally by the Board of Governors, the parties hereby agree that the Accredited European School shall be required to comply without delay with any changes which might be made to the documents in question, unless it decides to withdraw from the Agreement within one month of having been informed of the said changes. In the latter case, it shall be fully liable, the European Schools being discharged from any liability whatsoever, for the repercussions of this withdrawal and its consequences for its pupils’ schooling.

***Article 4***

The verification procedures organised by Article 3 of the Accreditation and Cooperation Agreement of [date] shall be fully applicable *mutatis mutandis* to the conditions laid down by this Agreement.

These procedures will, however, be implemented separately, in so far as continuing accreditation for the years prior to years 6 and 7 does not confer any right to continuing accreditation for the latter two years.

***Article 5***

In secondary years 6 and 7, the Accredited European School must follow solely the curricula and the structure of studies specific to the European Schools System in order to allow full recognition of the title of European Baccalaureate-holder.

Registration for and participation by pupils in the European Baccalaureate examinations shall be subject to regular and consecutive attendance at classes in years 6 and 7 of the secondary cycle of the Accredited European School or a European School.

Pupils of the Accredited European School who at the end of year 7 fulfil the educational conditions laid down for access to the Baccalaureate shall be eligible to take it, subject firstly, to registration for the examination at this school and secondly, to payment of the registration fee set by the Board of Governors.

***Article 6***

Article 5 of the Accreditation and Cooperation Agreement of *[date]* shall also be applicable to this Agreement.

***Article 7***

The law applicable to this Agreement shall be Belgian law.

The Courts and Tribunals of the seat of the European Schools, namely the Courts and Tribunals of the District of Brussels, shall have sole jurisdiction in disputes concerning the implementation of this Agreement.

***Article 8***

The nullity of a clause in this Agreement shall only result in the nullity of the Agreement in its entirety if, and in so far as, its purpose is thereby revoked.

Signed in Brussels, on *[date]*

In as many original copies as there are parties, each acknowledging that it has obtained its copy.

The Secretary-General of the The legal representative of the Accredited

European Schools European School

Annex VIII: Renewal of Accreditation Agreement Template

Completely new annex.

|  |  |
| --- | --- |
|  | European Schools  Office of the Secretary-General |

**Renewal of the Accreditation and Cooperation Agreement**

**between**: the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;

appearing first, hereinafter called the ‘European Schools’;

**and:** *[school],* represented by *[legal representative*];

appearing second, hereinafter called the ‘Accredited European School’.

**PREAMBLE**

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 9 -11 April 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organized by the intergovernmental organization ‘The European Schools’, offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the juridical, administrative and financial framework to which the European Schools are compulsorily subject.

The *[school]* is a *[state (public sector) or private]* institution forming part of the education system of *[member state]*.

**ACCORDINGLY, HAVING REGARD TO**

The general interest file presented by the national authorities with responsibility for the Accredited European School;

The positive opinion of the Board of Governors of *[date];*

The dossier of conformity presented by the Accredited European School;

The positive opinion of the Board of Governors of *[date]*;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of *[date]*;

The Accreditation and Cooperation Agreement signed on *[date];*

The last application for renewal made by the party appearing second in accordance with the second paragraph of Article 3 of the Agreement;

The audit report provided for by Article 3 of the Agreement;

The decision of the Board of Governors on *[date]*;

**THE FOLLOWING HAS BEEN AGREED:**

***Sole Article***

The Accreditation and Cooperation Agreement concluded on *[date]* and covering the period from 1 September *[year]* to 31 August *[year]*, is hereby extended for a period of three years, taking effect on 1st September *[year]* and ending on 31 August *[year]*

Signed in Brussels, on *[date]*

In as many original copies as there are parties, each acknowledging that they have retained a copy.

The Secretary-General The legal representative of the

of the European Schools Accredited European School

Annex IX: Renewal of Additional Agreement Template

Completely new annex.

|  |  |
| --- | --- |
|  | European Schools  Office of the Secretary-General |

**Renewal of the Additional Agreement to the Accreditation and Cooperation agreement**

**between**: the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;

appearing first, hereinafter called the ‘European Schools’;

**and:** *[school]* represented by *[legal representative]*;

appearing second, hereinafter called the ‘Accredited European School’.

**PREAMBLE**

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 9-11 April 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organized by the intergovernmental organization ‘The European Schools’, offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the juridical, administrative and financial framework to which the European Schools are compulsorily subject.

The *[school]* is a *[state (public sector) or private]* institution forming part of the education system of *[member state]*.

**ACCORDINGLY, HAVING REGARD TO**

The general interest file presented by the national authorities with responsibility for the Accredited European School;

The positive opinion of the Board of Governors of *[date];*

The dossier of conformity presented by the Accredited European School;

The positive opinion of the Board of Governors of *[date]*;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of *[date]*;

The Additional Convention to the Agreement on Accreditation and Cooperation of *[date]*;

The last application for renewal made by the party appearing second in accordance with the second paragraph of Article 3 of the Agreement,

The audit report provided for by Article 3 of the Agreement,

The decision of the Board of Governors of *[date]*;

**THE FOLLOWING HAS BEEN AGREED:**

***Sole Article***

The Additional Agreement to the Accreditation and Cooperation Agreement concluded on *[date]* and covering the period from 1 September *[year]* to 31 August *[year]*, is hereby extended for a period of three years, taking effect on 1st September *[year]* and ending on 31 August *[year]*

Signed in Brussels, on *[date]*

In as many original copies as there are parties, each acknowledging that they have retained a copy.

The Secretary-General The legal representative of the

of the European Schools Accredited European School

Annex X: Data Transfer

For the Baccalaureate unit

School data:

• Official School name

• Postal address, making clear what address should be used for sending

Baccalaureate question papers

• Name, phone number and email of the Director

• Name, phone number and email of the Deputy Directors (clearly stating for which years they are responsible)

• Name, phone number and email of the person in charge of the Baccalaureate

Teacher data:

• Full name

• Title

• Email address

• User ID

• Gender

• First language

• Second language

• Third language

• Class(es) taught

• Subject(s)

• Language of the subject

Student data (especially for students in s5-s7):

• Full legal name of the pupil

• School year

• Gender

• Date of birth

• Place of birth

• Enrolment start date

• Enrolment end date

• Nationality

• Nationality grouped (when multiple nationalities)

• First language

• Second language

• Third language

• Bacc ID (s7 students only)

• List of courses, number of periods per course and teacher name (for all s6 and s7 students)

Parent/Legal representative details:

• Name

• Relationship type

• Email address

• Alternative email address

• Phone number

• Postal address

• First language

Class and course details:

Classes:

• Code

• Level / Year

• Language section

• If the class is an ‘active class’

Courses:

• Code

• ID

• Level / Year

• Language of the course

• Periods of the course

• Complementary courses

Marks:

For s5 & s6:

• Course code

• Type marks

• Grade

• Class mark (A)

• Exam mark (B)

• Grade (New scaling for s1-s3)

• Class mark (New scaling for s1-s3)

• Comment

• Term Date Start

• Term Date End

For s7:

Marks (Final)

• Class mark final (A)

• Exam mark final (B)

• Preliminary mark final (C)

• Written final (E)

• Oral final (O)

• Final grade

Marks (Per Course)

• Code (Course)

• UserID (Teacher)

• Full Name (Teacher)

• Email (Teacher)

• Subject Code

• Subject Language

• Selection Type

• Class mark (a1)

• Class mark (a2)

• Class mark average (A)

• Exam mark (b1)

• Exam mark (b2)

• Exam mark average (B)

• Preliminary mark (C)

• Written (e1)

• Written (e2)

• Written (e3)

• Written average (E)

• Oral (o1)

• Oral (o2)

• Oral average (O)

• Final Marks

Autumn/Spring Report

• Course Code (Marks)

• Type Marks

• Grade

• Comment

Subjects:

• Subject label

• Subject category

• Next subject

• Is SEN

For the online Bac marking system:

The following information is needed for each student and for every written exam:

Pupil – Class - Subject to be examined – Corrector 1 (teacher) – Email of the corrector 1 (teacher)

For the pedagogical unit:

Number of students per year group, per section from nursery to S7

Number of students per language section

Number of students per year group/gender/nationality

Number of students repeating per class per year

Number of students repeating who leave the school per class per year

For repeating students: number of failures and in which subjects in s4, s5, s6 and s7

For the non-repeating students: number of failures per subject, per class, per year

Subjects taught per year group and languages of instruction

Number of teacher per year group/subject/teaching language/course

Language sections

Options chosen in s2, s3, s4 and s6 (subjects and language of instruction)

Complementary courses in s6 and s7: how many, type of course, language of instruction

Educational Support: number of students who receive support per year group/subject/teaching language/period?

Type of learning support – intensive, moderate etc

SWALS: number of SWALS per year group and per language section

Number of students per course (year group and language of instruction)

Number of period per course (per year group and language of instruction)

Number of classes per year group/section

1. *Decision of the Board of Governors of 17-19 April 2018 on the control of the level of linguistic competence as part of the procedure for recruitment of non-native speaker teaching and educational support staff (2018-01-D-65-en-3).* [↑](#footnote-ref-1)
2. Ideally, these should be for the school. If not, please put in details for a contact person and state their function. [↑](#footnote-ref-2)
3. For example, regional/city educational authorities or private educational organisations [↑](#footnote-ref-3)
4. Name language sections here [↑](#footnote-ref-4)
5. Write the number of students here [↑](#footnote-ref-5)
6. Please note, a separate Dossier of Conformity must be presented for the Additional Accreditation Agreement for the Baccalaureate Cycle. [↑](#footnote-ref-6)
7. SWALS are those pupils whose mother tongue/dominant language is an official language of an EU Member State (with the exception of Irish and Maltese) but for whom no language section in their mother tongue/dominant language (L1) exists in their school. SWALS are normally enrolled in one of the working language (DE, EN, FR) sections and offered L1 lessons in their mother tongue. The language of the section in which they are enrolled is the pupil’s L2. [↑](#footnote-ref-7)