



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

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# Framework for and organisation of continuous professional development in the European Schools

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Approved by the Budgetary Committee on 4 and 5 November 2020

This document cancels and replaces the document 2016-01-D-40-en-3 approved by the Budgetary Committee on 7 and 8 March 2017 in Brussels

**Amended by:**

Decision of the Budgetary Committee on its meeting on 5 and 6 March 2019 in Brussels<sup>1</sup>

Immediate entry into force

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<sup>1</sup> Doc. Ref: 2018-09-D-37-en-3

## Preamble

One of the priorities set by the Joint Board of Inspectors is improvement of the organisation of the Continuous Professional Development (CPD) of European School teachers, whilst taking account firstly, of developments in the pedagogical area and in the syllabuses for the subjects taught in the European Schools following the new decisions and in the reality on the ground, and secondly, of the recommendations on the subject made, amongst others, by the Internal Auditors.

In that connection, the Joint Board of Inspectors mandated a working group to evaluate the situation with respect to the in-service training (INSET) offered to nursery, primary and secondary cycle teachers and to produce a proposed new framework for Continuous Professional Development in the European School system. According to the recommendations, this framework should aim at harmonisation of training provision and consider the teaching staff as a whole.

The Working Group, composed of two Inspectors, representatives of the Staff Committee, of the Directors and of the Primary and Secondary Deputy Directors and the Head of the Pedagogical Development Unit proposed several avenues to be explored and a new concept for CPD.

The principle of that new concept was approved by the Joint Board of Inspectors and the Joint Teaching Committee at their February and October 2014 meetings – via the document with the reference number 2014-01-D-44 – and the working group received a mandate to continue its work.

This document proposes a new framework for Continuous Professional Development in line with the recommendations received and the principles approved. It also draws on the various sets of rules and regulations and documents in force, such as the following:

- The document ‘Quality Assurance and Development in the European Schools’ (2000-D-264) sets the professional development criteria: the School (and the Inspectors) ensure that the teachers put into practice the latest pedagogical developments in terms of both content and methodology;
- Regulations for Members of the Seconded [Teaching] Staff of the European Schools (2011-04-D-14), inter alia, Article 14, provide that *“The School shall facilitate such further professional training for members of staff, organised by the Board of Inspectors, as is compatible with the requirements of the proper functioning of the School. It is desirable for this further training also to serve the interests of the staff, with a view in particular to their subsequent reintegration into their countries of origin.”*
- Structure for in-service training in the nursery and primary cycles (2005-D-371)
- Structure for in-service training in the secondary cycle (2008-D-411).

This document, approved at the February 2016 pedagogical meetings, is being submitted in its final version to the Joint Board of Inspectors and to the Joint Teaching Committee for an opinion with a view to its approval by the Budgetary Committee at its March 2017 meeting.

In February 2016, it was recommended that this new framework for Continuous Professional Development be used during a period referred to as 'transitional' and determined as being between February 2016 and June 2017. The various parties involved in Continuous Professional Development were invited to follow these recommendations during that period if they so wished.

The date for definitive implementation of the framework for Continuous Professional Development has been set at 1 September 2017.

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# 1 Introduction

As a reminder, centralised in-service training in the primary cycle involves only L1 and L2. In the secondary cycle such training covers all the subjects taught.

Certain aspects of the current in-service training structure were analysed by the Working Group. It emerges from that analysis that the current centralised structure has different disadvantages, in particular:

- A teacher attends a maximum of three two-day in-service training sessions during the nine years of secondment, albeit that the majority do not participate in any such training (this is due in particular to the restricted number of participants in a course, set by the rules in force). This is not sufficient for teachers to remain at the required professional level.
- It seems that it is adequate for L1 and L2 but not for other subjects.
- The number of teachers benefiting from training is small because only 'pilot' teachers may attend such courses. The follow-up structure in the schools is inadequate.
- Travel expenses divert resources which ought to be allocated to the primary objectives.
- In-service training is decided centrally and is syllabus-focused, failing to take sufficient account of each school's specific situation.
- The current structure does not meet the in-service training needs of assistants and of locally recruited teaching staff.
- It is found that overall, all the European Schools' cycles show the same needs in terms of Continuous Professional Development (CPD), whereas the structure of training for the nursery and primary cycles is different from that for the secondary cycle.
- Depending on the themes and the target group, one type of (in-service) training is more appropriate than another. That means that a degree of flexibility is required to take account of the various needs.

## 2 Framework

The table below shows various types of arrangements, depending on possible themes and objectives. In the context of the European Schools, certain themes/objectives focus more on harmonisation, whilst others are specific to the context of a given school; finally, each teacher may have personal needs and wishes.

Depending on these different focuses, it is rational to a greater or lesser extent to assign the initiative/responsibility for CPD to the central, school or individual level.

Depending on the number of participants, it is effective and efficient to a greater or lesser extent to organise centralised or local CPD. As far as individual CPD is concerned, the choice of venue must match the constraints and what is on offer both internally and externally.

The financial arrangements also have to be as cost-effective as possible and allow sufficient room for the priorities and for the schools' autonomy.

The proposal below makes no distinction between the nursery/primary and secondary cycles. The theme/objective must be the decisive criterion for the organisation of CPD.

## 2.1 Table:

CPD	THEME/OBJECTIVE	INITIATIVE/ RESPONSABILITY	VENUE/MODALITY	TARGET GROUP	FUNDING
1	<i>System-wide harmonisation</i> - New subject syllabuses - Pedagogical/didactic innovation	Central	Centralised <sup>2</sup> or online	Representative(s) per school (e.g. the coordinators)	Central
			European School or online	All / most / a large group of teachers	Central
2	<i>Autonomy of the schools</i> - Whole School Inspectionrelated progress of the schools - Pedagogical priorities - Contextual issues	Schools	European School or online	Nursery, primary and secondary team, all, management	School
3	<i>Continuous Professional Development</i> - Peer "Observation" - Literature - Coaching - Specific training related to individual needs	Individual	Depends: - Distance training - Personal study - Classroom visits - University - ...	Teachers / Educational Advisers	School

<sup>2</sup> Centralised = In situ (organised in a school, generally in Brussels, Luxembourg or Mol). See 2.3.1, b, and 3.1.3.

## ***2.2 Digital competence training courses:***

**“A specific Table for Digital competence training courses can be found in Annex 2 of the present document. In this context, the Inspectors, the Schools and the Teachers are recommended to take note of this table.”**

## **2.3 Definition**

In accordance with the above framework, the new Continuous Professional Development concept proposes four different types of training, structured as follows:

### **2.3.1 System-wide harmonisation**

#### **a) Decentralised in-service training**

In this context, it is the training team which goes to each school or provides an online training session for each school. The priority purpose of this training is the implementation of new syllabuses and it enables the largest number of seconded and locally recruited teaching staff to be targeted.

It also covers in-service training in pedagogical and didactic innovations, such as cross-curricular subjects, self-assessment, assessment, differentiation, etc., and can be organised by cycle or for all the cycles at the same time, or by teaching level or year group (e.g. preparation of examinations, of the Baccaalaureate examinations, etc.).

#### **b) Centralised in-service training**

This type of training (held in situ<sup>3</sup> or online) mainly involves the training of teaching staff who will be in charge of informing and training their colleagues with respect to the implementation of new syllabuses and its follow-up. Training of this kind is organised centrally by the Inspector responsible for the subject with a limited number of teaching staff. In principle, one teacher per school called 'Subject Referent'<sup>4</sup>.

### **2.3.2 Autonomy of the Schools**

#### **a) Local in-service training**

This type of training (held in situ or online) is organised locally by the schools and targets in particular the reality on the ground and the resulting needs, as well as the pedagogical priorities set by the school or by the Inspectors. Training of this kind must form part of the school's training plan and remains within the framework of its autonomy.

Whole School Inspection and the recommendations of the inspection teams must also serve as a basis for organisation of some of these training courses.

### **2.3.3 Continuous Professional Development**

#### **a) Individual training**

This type of training involves individual training for teaching staff. It can take several in situ or online forms, such as peer evaluation, specific training related to needs, coaching, etc. Training of this kind can on the one hand, be organised at the teacher's instigation or on the other, requested by the school or the Inspector.

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<sup>3</sup> In situ: organised in a school (generally in Brussels, Luxembourg or Mol). See also 3.1.3.

<sup>4</sup> The 'Subject Referent' is a teacher appointed by the Inspector of the subject on a proposal from the school.

## **3 Content and structure of organisation**

### **3.1 System-wide harmonisation:**

- **New subject syllabuses**
- **Pedagogical/didactic innovation**

These two themes/objectives will be decided centrally (Inspectors) and organised either locally or centrally depending on the situations.

It is important to point out here that the same structure is applicable to the three cycles, given that each cycle's Continuous Professional Development needs are similar.

All in-service training courses must be evaluated. The Inspector compiles the feedback from the teachers and sends a summary, accompanied by his or her own comments, to the Central Office. The Inspector responsible decides on the evaluation and reporting methods.

The participants receive the signed standard attendance certificate. Such certificates, and evidence of all other Continuous Professional Development activities, must be put into each teacher's personal portfolio. The management and the Inspectors are supposed to incorporate this portfolio into the teacher's formal evaluation.

It should be noted that the Accredited Schools are invited to attend these training courses under the rules currently in force with respect to them and at their own expense.

All the organisational details relating to the types of Continuous Professional Development provision presented above will be clarified in a Memorandum.

#### **3.1.1 New subject syllabuses**

By decision of the Joint Board of Inspectors, a ten-year cycle for revision of the syllabuses of the subjects taught in the European Schools was set. As a result of that decision, Continuous Professional Development for each subject as we know it today has had to be adapted and harmonised to match that cycle.

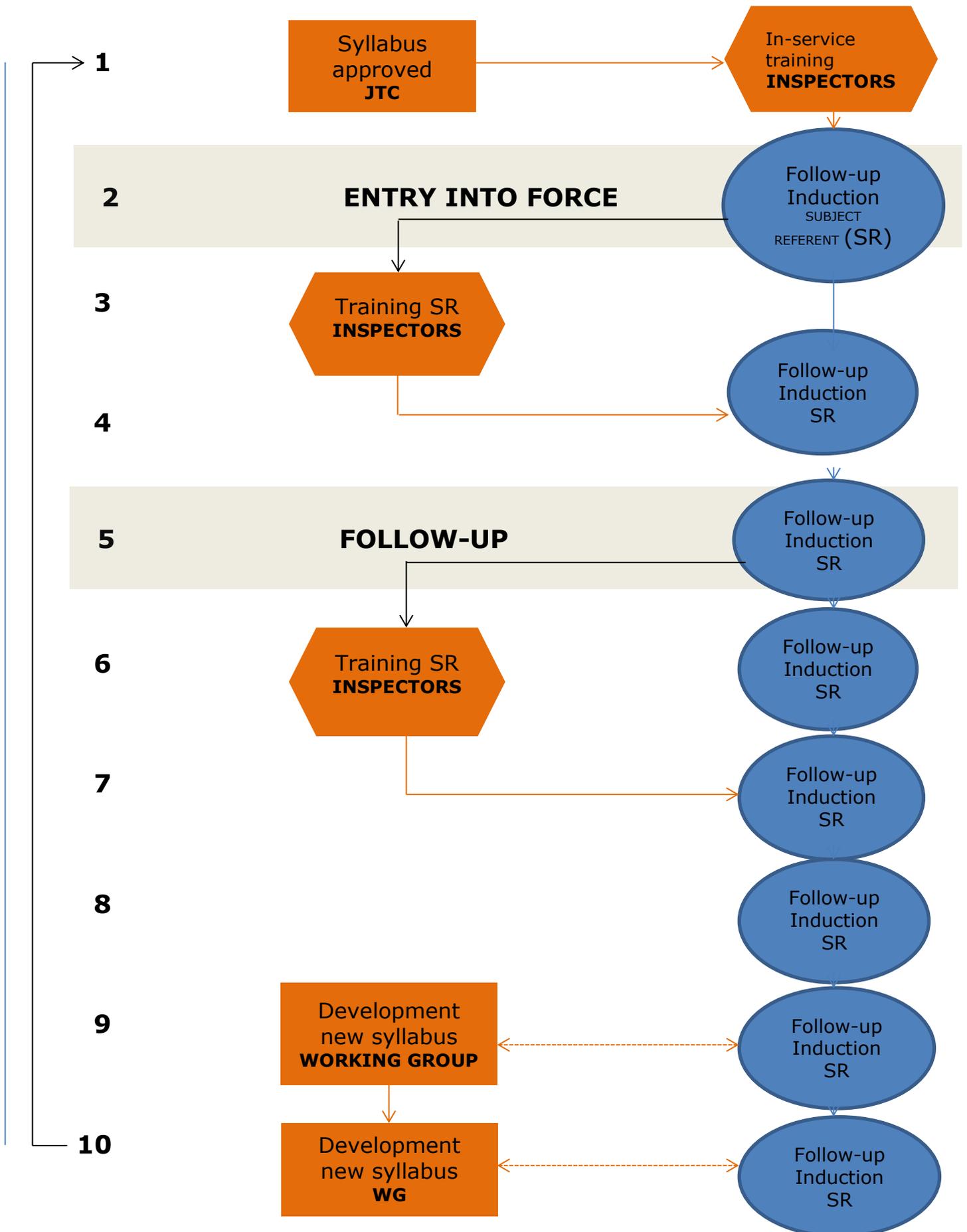
The diagram and table below enable the decision to be illustrated. For example: a syllabus approved at the JTC's February 2017 meeting and entering into force on 1 September 2017.

A new syllabus will be scheduled for February 2027 and its entry into force for 1 September 2027. This means that very long term planning of CPD is possible.

# YEAR

# CENTRAL

# LOCAL



Implementation of new syllabuses/pedagogical-didactic innovations: 10-year cycle

**Summary table of the 10-year cycle:**

1	<b>JTC February 2017</b>	<b>Syllabus approved</b>			
			Initiative/responsibility	Aims	Venue
	<b>February - June 2017</b>		Central (Inspectorate)	Training for all teachers concerned (seconded and locally recruited)	In the Schools (grouped if necessary)
2	<b>2017-2018</b>	<b>Entry into force</b>	ESchools	Follow-up/introduction by Referents	ESchools
3	<b>2018-2019</b>	<b>Feedback</b>	Central (Inspectorate)	Training for Referents (Train the trainer)	Central
4	<b>2019-2020</b>		ESchools	Follow-up/introduction by Referents	ESchools
5	<b>2020-2021</b>		ESchools	Follow-up/introduction by Referents	ESchools
6	<b>2021-2022</b>	<b>Follow-up</b>	Central (Inspectorate)	Training for Referents (Train the trainer)	Central
7	<b>2022-2023</b>		ESchools	Follow-up/introduction by Referents	ESchools
8	<b>2023-2024</b>		ESchools	Follow-up/introduction by Referents	ESchools
9	<b>2024-2025</b>	<b>Development new syllabus</b>	Central (Inspectorate)	Small group of Referents	WG
			ESchools	Follow-up/introduction by Referents	ESchools
10	<b>2025-2026</b>	<b>Development new syllabus</b>	Central (Inspectorate)	Small group of Referents /Teachers	Working Group
			ESchools	Follow-up/introduction by Referents	ESchools
10'	<b>JTC February 2027</b>	<b>New syllabus approved</b>			
			Initiative/responsibility	Aims	Venue
1	<b>February- June 2027</b>		Central (Inspectorate)	Training for all teachers concerned (seconded and locally recruited)	In the Schools (grouped if necessary)

## **1) Decentralised training:**

During the school year in which the new syllabus is approved, the first in situ or online CPD course for its implementation will be organised locally (**decentralised**) in order to target all the teachers in each school, whether seconded or locally recruited. This will be a course of maximum one day. The Inspector in charge of the subject may be accompanied by another member of the working group in charge of syllabus design and writing.

A degree of flexibility will need to be shown for organisation of the decentralised CPD course in view of certain organisational aspects with which it might not be possible to comply (e.g. no section concerned in the school, few teachers, etc.). In such cases it will be possible for grouping, centralisation or mixed solutions to be adopted.

## **2) Follow-up on implementation:**

Following the decentralised CPD course, during the school year of the new syllabus's entry into force, introduction and follow-up will be organised locally by teachers commonly called 'Subject Referents'. This in-house training, called 'Follow-up on implementation', will be organised seven times in the 10-year cycle (see above table – points 2, 4, 5, 7, 8, 9, 10).

This training course will be organised outside school hours, in situ or online.

The 'Subject Referent' is an expert in his/her school with respect to the curriculum for the subject. He or she is respected by his/her colleagues and has been working in the system for at least two years.

**The tasks and competences of the 'Subject Referent' will include the following in particular:**

### **Internal 'Subject Referent'**

#### **Syllabus-related tasks:**

- To train/coach/accompany his/her new colleagues
- To signal/gather good practice, difficulties, training needs of teachers/staff for implementation of the syllabus
- To contribute to a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of implementation of the syllabus
- To coordinate assessment-related tasks (e.g. harmonised examinations in S5 and the Bac examinations)
- To coordinate harmonised planning in the subject/area
- To serve as a link:
  - internal: management-teachers-cycles
  - external: network with other ES, Inspectors
- To inform the management and colleagues

## Competences:

- Knowledge of the subject/the area/the syllabus, of the cycle, of the system
- Experience of teaching based on a high level of professionalism
- Communication skills
  - Training/coaching
  - Serving as a contact point for the Inspector(s) concerned
  - Language skills (writing, explaining, etc., in different languages)
- General skills (ICT, analysis of data/results/trends)
- Professional attitude (openness, team working ability)

### **3) Training of 'Subject Referents' ('Train the trainer')**

In the school year following the new syllabus's initial implementation, a training course for the 'Subject Referents', called 'Train the trainer', will be organised centrally by the Inspector in charge of the subject. As stated, it is a question here of training the trainers. During this course, the 'Referents' will have the opportunity to give the necessary feedback, following the new syllabus's implementation. The teaching staff attending the course as 'Subject Referents' will be chosen by the Inspector of the subject, on a proposal from the school.

Centralised in-service training courses should, when held in person, in general be organised in Brussels, Luxembourg or Mol. Exceptionally, this type of course might be organised elsewhere, on condition that prior agreement thereto has been given on the basis of an express request to that effect to the Pedagogical Development Unit, justifying the validity of such a choice and providing evidence in the form of supporting figures that the cost of the course would be lower than or the same as that of a centralised in-service training course organised at one of the aforementioned three places.

In principle, one 'Referent' per school should be allowed to attend. The number of participants per school will, however, be dependent on the subject in question and on the needs, relating, inter alia, to the schools' constraints (e.g. Language 2, 3, 4). The Inspector may be accompanied by a maximum of one expert. This expert may be chosen from inside or outside the system. This type of course will be organised for one day twice in the 10-year cycle (see above table – points 3, 6).

Alternatively, centralised in-service training courses can be held online. In this case, the rule of 'one 'Referent' per school' does not apply. If necessary, the 'one-day course' can be divided into shorter online sessions spread over several days.

It is essential for each 'Train the trainer' course to be followed by an exchange of experiences and for the 'Referents' who attended it to circulate the knowledge gained amongst their colleagues in the school who were not able to attend it. To that end, good practices should be devised and exploited.

During the ninth and tenth school year, the Inspector responsible for the subject will chair a working group in order to produce a revised syllabus and thus present the new syllabus at the February pedagogical meetings in the following school year.

## **3.2 Pedagogical/didactic innovation**

This type of training will be organised on a decentralised basis, in situ or online.

A degree of flexibility will need to be shown for its organisation in view of certain organisational aspects with which it might not be possible to comply (e.g. no section concerned in the school, few teachers, etc.). In such cases it will be possible for grouping, centralisation or mixed solutions to be adopted.

This type of training mainly covers themes relating to cross-curricular subjects, self-assessment, assessment, differentiation, etc. Such themes can be approached in terms of their specificity, by cycle individually or for all the cycles at the same time, or by teaching level or year group (e.g. preparation of examinations, of the Baccalaureate examinations, etc.).

The themes to be addressed and the organisational model are chosen by the Boards of Inspectors according to the priorities and/or the pedagogical and didactic innovations related to those Boards' new decisions.

A maximum of two courses of this type per year may be organised.

### **3.2.1 Autonomy of the schools (local)**

- Whole School Inspection-related progress of the schools
- Pedagogical priorities
- Contextual issues
- Peer evaluation

It is the responsibility of the management of each European School to organise Continuous Professional Development provision, which must form part of the school development plan. The CPD plan must focus on the objectives defined by the Board of Inspectors and by the school itself. The teachers' representatives should be consulted by the schools' management about the in-service training plan and it must then be presented to the competent internal organs (Education Council, Teachers' General Meeting, School Advisory Council) and to the Administrative Board. The management is responsible for in-service training courses at the local level. Hours allocated to in-service training do not form part of lesson hours.

The school development plan must include an annual evaluation report on in-service training.

Team teaching may be used as an in-service training instrument.

In so doing, the schools:

- will use the competences present in the school's own team or other schools' teams, including those of secondary cycle teachers
- will create opportunities for exchanges within the school or with other schools
- will put exchanges in place, through classroom visits, observations during meetings with parents, etc. Secondary cycle teachers may also sit in on certain lessons in the primary cycle if this is deemed expedient and vice versa.

### **3.2.2 Continuous Professional Development (individual)**

- Literature
- Coaching
- Specific training related to individual needs

Professional development is not restricted to a specific point in time; it is an ongoing process. Apart from the in-service training organised in the European School system, there are many ways in which to stimulate and foster teachers' professional development. It is very important for school management and Inspectors to show a positive attitude towards teachers who wish to embark upon further studies and to encourage them to do so.

Progress in the ICT field and the greater availability of computers in schools and in homes facilitate distance learning. Individual study and self-learning materials and methods have developed quickly and now constitute a wide and diversified range of digital networks and databases. The effectiveness of distance learning in supporting Continuous Professional Development is now irrefutable.

The European Schools' own digital platforms (e.g. SharePoint and Microsoft Teams) can be used by teachers as tools for pooling teaching methods and materials. The Inspectors are also invited to inform teachers about the opportunities for remote in-service training available in their national system.

## **4 Funding of Continuous Professional Development**

Funding for Continuous Professional Development, related to implementation of new syllabuses and pedagogical and didactic innovations, is earmarked in the OSG's budget. After detailed analysis, no increase or reduction in the budget is to be anticipated in relation to the current budget allocation. All the activities must be organised within the framework currently set. The need for an appreciable 'one-off' increase in the budget might arise, particularly on implementation of new pedagogical priorities, as a result of decisions taken by the System's various decision-making organs. A degree of flexibility in that respect would be desirable.

As regards Continuous Professional Development as part of the school's Autonomy or the individual variety, funding for them is earmarked in the schools' budgets.

### **Opinion of the Joint Board of Inspectors:**

The J.B.I expressed a favourable opinion on the final version of the 'Framework for Continuous Professional Development' in the European Schools' and invited the J.T.C to recommend that the B.C approve it, with entry into force on 1 September 2017. The J.B.I recommended, furthermore, that agreement between the tasks of subject coordinators and subject referents, as proposed in the document, be found within the school.

The J.B.I approved the replacement of 'Peer evaluation' with "Peer observation". The document would be adapted accordingly.

### **Opinion of the Joint Teaching Committee:**

The Joint Teaching Committee expressed a favourable opinion concerning the final version of the 'Planned framework for and organisation of Continuous Professional Development in the European Schools' and **recommended that the Budgetary Committee approve it, with entry into force on 1 September 2017.**

The measures would not lead to additional costs, however, the issues of remuneration or other advantages for which 'Subject Referents' might qualify and their incorporation into the organisation chart needed to be analysed by different existing working groups.

Furthermore, a mandate is given to the working group to continue its work on the follow-up and in-depth analysis of the pilot phase, to produce a memorandum and to evaluate the concept in its fourth year of implementation. An agreement on the tasks of subject coordinators/referents had to be found at school level.

### **Decision of the Budgetary Committee**

Following receipt at the meeting of a more detailed financial statement, the Budgetary Committee adopted the final planned framework for and organisation of Continuous Professional Development in the European Schools, with entry into force on 1 September 2017.

The Budgetary Committee also gave the following mandate to the 'Continuous Professional Development' Working Group:

- To continue its work on this new concept and its consequences, namely the implementation of this new concept and its follow-up and also analysis of the pilot phase, which started in February 2016 and is due to end in June 2017.
- Following that analysis, the working group will produce a Memorandum grouping together all the organisational details of this new concept.
- Evaluation of the concept as from the fourth year of its implementation.

In addition, following the opinion of the Joint Board of Inspectors and of the Joint Teaching Committee, the Budgetary Committee recommended that the following points also be taken into consideration and discussed and determined by the existing competent working groups:

- the remuneration or other advantages for which 'Subject Referents' might qualify for this additional workload;
- their incorporation into the general organisation chart of the European Schools.

### **Decision of the Budgetary Committee 5-6 March 2019**

The Budgetary Committee approved the proposed changes to digital competence training (2018-09-D-37-en-3), with immediate entry into force.

The approved document 2016-01-D-40 'Framework for and organisation of Continuous Professional Development in the European Schools' would be adapted accordingly, as would the related Memorandum (2018-01-M-4).

### **Decision of the Budgetary Committee 4-5 November 2020**

The Budgetary Committee unanimously approves the update of the document 'Framework for and organisation of Continuous Professional Development in the European Schools, doc. 2016-01-D-40-en-5', with immediate entry into force.

The approved document 2016-01-D-40 'Framework for and organisation of Continuous Professional Development in the European Schools' would be adapted accordingly, as would the related Memorandum (2018-01-M-4) which will now have the reference 2021-01-M-2.

## 5 Annex 1: Financial Sheet – Estimation of the costs of the new concept

Current In-Service Training Organisation										
Average Number of Participants	Number of Syllabuses involved	Cost for 1 Training	Total Cost on 9 Years for 1 Syllabus	Total when the Number of Syllabuses invovled on 1 Year	Total when the Number of Syllabuses invovled on 9 Years					
10	32	€ 10.033	€ 30.099	€ 321.056	€ 963.168					
25	31	€ 20.893	€ 62.679	€ 647.683	€ 1.943.049					
42	35	€ 33.201	€ 99.603	€ 1.162.035	€ 3.486.105					
In-Service Traning Organisation following new Proposal										
Number of ES involved	Number of Syllabuses invovled	Costs for decentralised Training 1 Insp.	Cost for decentralised Training 2 Insp.	Average Number of Teachers involved	Cost for 1 Coordinators Training (1 coord./ES + 1 Insp. + 1 Expert)* 1 day	Cost for 2 Coordinators Trainings on Cycle (2)	"Follow-up" Cost by Syllabus involved	Total Cost on a 10-Year period for 1 Syllabus	Total Cost on a 10-Year period for the Total of Syllabuses involved	
1	5	€ 531	€ 1.062	6	€ 4.644	€ 9.288	€ 1.200	€ 11.019	€ 55.095	
2	20	€ 1.062	€ 2.124	7	€ 5.191	€ 10.382	€ 1.200	€ 12.644	€ 252.880	
3	2	€ 1.593	€ 3.186	8	€ 5.738	€ 11.476	€ 1.200	€ 14.269	€ 28.538	
4	1	€ 2.124	€ 4.248	11	€ 7.379	€ 14.758	€ 1.200	€ 18.082	€ 18.082	
5	6	€ 2.655	€ 5.310	10	€ 6.832	€ 13.664	€ 1.200	€ 17.519	€ 105.114	
6	4	€ 3.186	€ 6.372	9	€ 6.285	€ 12.570	€ 1.200	€ 16.956	€ 67.824	
7	6	€ 3.717	€ 7.434	9	€ 6.285	€ 12.570	€ 1.200	€ 17.487	€ 104.922	
8	1	€ 4.248	€ 8.496	14	€ 9.020	€ 18.040	€ 1.200	€ 23.488	€ 23.488	
9	0	€ 0	€ 0	0	€ 0	€ 0	€ 0	€ 0	€ 0	
10	0	€ 0	€ 0	0	€ 0	€ 0	€ 0	€ 0	€ 0	
11	0	€ 0	€ 0	0	€ 0	€ 0	€ 0	€ 0	€ 0	
12	2	€ 6.372	€ 12.744	14	€ 9.020	€ 18.040	€ 1.200	€ 25.612	€ 51.224	
13	63	€ 6.903	€ 13.806	13	€ 8.473	€ 16.946	€ 1.200	€ 25.049	€ 1.578.087	

The new framework will not require additional financial resources.

The table illustrates the development of the budget over the last years and provides an estimation of the future costs of the new approach:

	<b>Budget 2015</b>	<b>Budget 2016</b>	<b>Budget 2017</b>	<b>Budget 2018</b>	<b>Budget as of 2019</b>	
<b>Budget for in-service training</b>	€ 296.000	€ 335.000	€ 300.000	€ 350.000		
Planned budget for syllabi training within the total budget	€ 203.000 (for 23 trainings)	€ 120.000 (for 11 trainings)	€ 180.000 (for 20 trainings)	€ 238.000 (for 35 decentralized trainings)	€ 238.000	€238.000
Average costs per decentralised training per subject	€ 8.800	€ 10.900	€ 9.000	€ 6.900	€ 6.900	€ 6.900
Average costs per centralised training "Train the trainers"				€ 8.470	€ 8.470	€ 8.470

**Example: Mathematics training course**

**Centralised training course: 45 teachers concerned and trained**

**Decentralised training course around all the schools: 250 teachers concerned and trained**

**Estimate of the difference in cost between a centralised and a decentralised training course according to the rules in force**

Type of training	Estimate of the costs
Classic centralised (b) 45 teachers	€24,149.00
Centralised for all teachers (b) 250 teachers	€64,485.00
Decentralised for 250 teachers	€6,900.00

**Average costs for an Inspector per day: € 531,00 inspector.day**

**Difference in cost between centralised training for all the schools and a classic centralised training course**

**€40,336.00**

**Difference in cost between centralised training for 250 teachers and a decentralised training course for 250 teachers**

**€57,785.00**

\*We are aware of the fact that the two types of training courses to be compared are not identical. A centralised training course lasts for two days, a decentralised one for one day.

This difference is due to the fact that the centralised course can involve only a small number of teachers. The rest of the teachers have to be trained by their colleagues who attended the course.

Under decentralised training, as all a school's teachers are present, one day is sufficient.

**a)** If the services of a member of the WG or any other member of the ES system are used as an expert, that person does not receive the €300 fee/day. If the Inspector used an external expert the average costs will be around €531 (Average Travel costs + daily allowance) + 300€ expert fee/day

**(b)** Account also needs to be taken of the costs of replacement of the teachers attending a centralised training course. Those costs are charged to the schools' budget.

## 6 Annex 2: Digital competence training courses:

*The Inspectors, the Schools and the Teachers are recommended to take note of this table.”*

CPD	THEME/OBJECTIVE	INITIATIVE/ RESPONSIBILITY	VENUE	TARGET GROUP	FUNDING
1	<i>System-wide harmonisation</i>	Central	Centralised	Representative(s) per school (e.g. the ICT coordinators)	Central
	- ICTs subject syllabus				
	- Other subject syllabuses - Pedagogical/didactic innovation ( <i>Cross curricular</i> )	Central	Centralised	Representative(s) per school (e.g. the Coordinators/ <b>Subject Referent</b> )	Central
			European School (Decentralised)	All / most / a large group of teachers	Central
2	<i>Autonomy of the schools</i>	Schools	European School	Nursery, primary and secondary team, all, management	School
	- Whole School Inspection-related progress of the schools - Pedagogical priorities - Contextual issues - <b>Pedagogical/didactic innovation in terms of new technologies</b>		<b>1 day or 2 half days per year/and/or Online training courses</b>		
	- <b>Peer to peer training (Catalogue)</b> - <b>Schools sharing online training with other schools</b>	Schools		- Nursery, primary and secondary team, all, management; - <b>Coordinators/Subject Referent</b>	School

CPD	THEME/OBJECTIVE	INITIATIVE/ RESPONSIBILITY	VENUE	TARGET GROUP	FUNDING
	<ul style="list-style-type: none"> <li>- <b>Subject/year level based professional communities</b></li> <li>- <b><i>Sharing of good practices – methodology and new technologies used in teaching and learning</i></b></li> </ul>	<p>Schools (with the operational support of PEDDA UNIT)</p> <p>Schools at school level</p> <p>PEDDA UNIT and inspectors at system level</p> <p>Schools</p> <p>Individual</p>		<ul style="list-style-type: none"> <li>- <b><i>Cross Schools (ES + AES – online)</i></b></li> </ul>	
<b>3</b>	<p><i>Continuous Professional Development</i></p> <ul style="list-style-type: none"> <li>- Peer 'Observation'</li> <li>- Literature</li> <li>- Coaching</li> <li>- Specific training related to individual needs</li> </ul>	Individual	<p>Depends:</p> <ul style="list-style-type: none"> <li>- Distance training and <b><i>online training</i></b></li> <li>- Personal study</li> <li>- Classroom visits</li> <li>- University</li> <li>- ...</li> </ul>	Teachers / Educational Advisers	School