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Inspectorate of the European Schools

Approved by the Board of Governors of 8, 9 and 10 December 2021

This document cancels and replaces all previous decisions of the Board of Governors and the documents relating to the role and duties of the inspectorate.

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INTRODUCTION

As defined in the Convention¹, the members of the Boards of Inspectors represent their Member States in the European Schools. The tasks of the Board of Inspectors are legally binding and defined in the regulations of the European Schools (later referred to as ES).

The members of the Board of Inspectors ensure the system's pedagogical development and assure the quality of the education provided by the schools. They also provide opinions and proposals on education matters to the Board of Governors (later referred to as BoG); on, for example, matters like the organisation of studies and administrative matters and, if needs be, proposals for changes in curricula and the organisation of studies. The members of the Boards of Inspectors are responsible for implementing the decisions of the Board of Governors and for emerging responsibilities in response to system development.

The enlargement of the ES system, the growth of the pupil population and the pedagogical reform have created growing demands on the inspectorate and thereby an increased workload. It is necessary to find ways to use the human resources and expertise of the inspectorate effectively and efficiently.

The Convention defining the Statute of the ES provides a legal basis for the work of inspectors in the system and defines the role and tasks of inspectors in articles 15-18. The reform of the ES system in 2009 provided further specification of the roles and duties of inspectors in the system (document "Reform of the European School system", 2009-D-353).

This current draft document continues to derive its validity from the Convention and the Reform document but seeks to update the specification of duties undertaken in the context of current practices and developments and relevant decisions of the BoG since 2009.

¹ Convention defining the Statute of the European Schools (21994A0817(01))

LEGAL BASIS

Convention

The role and duties of ES Inspectors have their basis in the Convention, in Articles 15-18.

Article 15

Two Boards of Inspectors shall be set up for the purposes of the schools: one for the nursery schools and the primary schools, the other for the secondary schools.

Article 16

Each Member State which is a Contracting Party shall be represented by one Inspector on each board. He shall be appointed by the Board of Governors on a proposal from the Party concerned.

The Boards of Inspectors shall be chaired by the representative on the Board of Inspectors of the Member State which holds the chairmanship of the Board of Governors.

Article 17

It shall be the task of the Boards of Inspectors to ensure the quality of the education provided by the schools and to this end to ensure that the requisite inspections are carried out in the Schools.

They shall submit to the Board of Governors the opinions and proposals provided for in articles 11 and 12 respectively and, if need be, proposals for changes in curricula and for the organisation of studies.

Article 18

The task of the inspectors shall be to:

- 1. ensure, in their respective cycles of instruction, supervision of the work of teachers from their national administrations;*
- 2. compare views on the standard of work attained and the quality of the teaching methods;*
- 3. address to the Headteachers and the teaching staff the results of their inspections.*

Taking into account needs evaluated by the Board of Governors, each Member State shall provide the inspectors with the facilities necessary for carrying out fully their task in the Schools.

Reform of the European School System

In 2009, the ES system underwent a significant reform in the following main areas:

- Opening up the ES system;
- Autonomy of the schools;
- Reform of Governance;
- Cost Sharing.

In the document *Reform of the European School system* (2009-D-353), as part of the Reform of Governance, the role and duties of ES inspectors were defined as follows:

1. *define the general pedagogical objectives as part of the autonomy of Type I² schools and evaluate their implementation;*
2. *ensure the system's pedagogical development;*
3. *set priorities for their action and produce an annual plan of activities which will be used as the basis for the drawing up of a budget and whose implementation will be coordinated by the Pedagogical Development Unit of the General Secretariat;*
4. *put in place, at system level, analysis instruments and evaluation criteria enabling the quality of the education provided to be ensured through individual inspection of teachers and team inspections of the teaching of the different subjects and of thematic topics of whole-school dimensions;*
5. *are responsible for provision of in-service training for teachers;*
6. *conduct audits of Types II and III schools within the framework of the accreditation procedure laid down by the Board of Governors;*
7. *report annually to the Board of Governors*
8. *provide a link with the national education systems.*
9. *The inspectors' role in the European Baccalaureate will be defined as part of the reform of the Baccalaureate (See II. above).*

² Terms Type I, Type II and Type III schools have been replaced in the Regulations on Accredited European Schools (2019-12-D-12) by the terms European Schools (before Type I) and Accredited European Schools (Type II and Type III).

PROFILE OF THE INSPECTORS OF THE EUROPEAN SCHOOLS

The European Schools Inspectors are responsible for the tasks in the areas listed above. The responsibilities are at ES system level and at a school level.

The inspectors, who are qualified and professional educationalists, are appointed by their national delegations. They dedicate their working time and expertise to the ES system. They choose a collaborative approach to make educational and pedagogical proposals, to respect the decisions taken by the Board of Governors and to guarantee the implementation of those. The tasks of the inspectors are assigned and distributed among the various educational committees. Several professional and personal qualifications are required to carry out the duties successfully.

Each inspector:

- is proficient in his/her mother tongue and at least one (other) vehicular language, English, French or German;
- is highly qualified as an educationalist and understands education policies;
- has experience of leading and managing teams and projects;
- is embedded in his/her national educational system as well as in the national delegation;
- is an independent worker who can participate constructively in a team;
- has excellent and efficient communication skills;
- has experience in an international environment and has a sense of intercultural diplomacy;
- has an appropriate level of digital competence.

The inspector representatives of a Member State should **together**:

- have pedagogical-didactic knowledge of the Nursery, Primary and Secondary Cycles;
- have experience with evaluation (of teachers, schools) in an educational context;
- have knowledge of and experience in the area of assessment and examination (at a BAC level);
- have knowledge of and experience in the area of quality assurance;
- cover at least two different content areas and/or pedagogical-didactic experience, e.g.:
 - o language and/or sciences and/or human sciences and/or art/physical education/music
 - o curriculum development
 - o teaching
 - o teacher training

APPOINTMENT, INDUCTION AND SYSTEM TRAINING OF INSPECTORS

Each Member State shall be represented by one member on each of the Board of Inspectors. The duration of the term of office shall not be fixed but should normally not be less than five years.

Inspectors are appointed and work according to the needs of the ES system. To assure the effective and efficient functioning of the Inspectorate, the delegations should inform the OSGES and the presidency of their intention to remove/replace an inspector for the following academic year by the JBI meeting in February.

During each academic year, the Joint Board of Inspectors (later referred to as JBI) identifies the current needs in terms of the responsibilities they have to cover for the ES system. This is done for the February meetings. The needs are addressed in a written communication to the delegations through an annual letter sent by the presidency to the representative(s) of each Member State, thus after the February meetings.

Each Member State is responsible for its own recruitment process and procedures. The Member States takes the profile of an ES-Inspector as well as the needs of the JBI into consideration when nominating their proposed inspector(s). Both inspectors, for primary and secondary should complement each other.

The nomination has to be approved by the Board of Governors. The decision of the BoG will be based on an analysis of the Curriculum Vitae of the inspector taking into consideration the needs expressed by the JBI. As soon as a new inspector is appointed, the central overview of the expertise of members of the JBI has to be adjusted. The timeline for nomination and appointment of inspectors is presented in Annex 1.

Each new inspector brings a range of experience and expertise from a variety of educational contexts to the Boards of Inspectors of the ES. Members of the Boards of Inspectors take on additional roles and responsibilities and various levels of support are required to enable them to become familiar with the ES system in order to fulfil their new functions. In order to provide support for new inspectors, the Boards of Inspectors offer an appropriate induction programme³.

In addition to a formal induction of new inspectors, inspectors will be offered the opportunity to explore the different tasks, under the guidance and supervision of more experienced colleagues.

The ES inspectorate is a learning body committed to self and system development. As such, ES inspectors see the importance of their own professional development. Quality inspection, a consistent approach, effective teamwork and the capacity to

³ See Ref.: 2006-D-296 Induction of New Inspectors (to be updated). A new proposal for the Induction of Inspectors is being presented to the JBI in October 2021.

contribute to the ongoing meaningful development of the ES system requires some investment and engagement in the professional development of the inspectorate.

Regular opportunities for professional development should be incorporated into the calendar of board meetings, the sharing of a rich and varied professional experience and individual engagement in professional development should be encouraged. The document for the Induction of inspectors is presented in Annex 3.

ROLES AND DUTIES OF THE INSPECTORS OF THE EUROPEAN SCHOOLS

The role and duties of ES the inspectors are currently the following⁴:

1. Define the general pedagogical objectives as part of the autonomy of ES schools, setting priorities for pedagogical-didactic development and evaluate their implementation.
2. Set priorities for their action and produce an annual plan of activities which will be used as the basis for the drawing up of a budget and whose implementation will be coordinated by the Pedagogical Development Unit of the General Secretariat.
3. Ensure the system's pedagogical development. The current measures are:
 - curriculum design and development of the ES system,
 - development and revision of syllabuses,
 - monitoring of the syllabuses 10-year-implementation cycle,
 - development of general and subject-specific documents (e.g. guidelines),
 - advice about subject-related issues,
 - development of frameworks for curriculum related events like ESSS, EUROSPORT, FAMES, MEC,
 - development and implementation of major innovations (e.g. New Marking System, Pedagogical Reform, etc.),
 - setting up Working Groups for pedagogical purposes,
 - development of system tools (e.g. Quality Teaching - Booklet),
 - disseminating and sustaining best practices,
 - preparation, participation and follow-ups of the Board's meetings.
4. Put in place, at system level, analysis instruments and evaluation criteria enabling the quality of the education provided to be ensured through individual inspections of teachers and team inspections of the teaching of the different subjects and of thematic topics of whole-school dimensions. The current measures are:

⁴ Reform of the European School system (2009-D-353)

- recruitment, appointment, evaluation and disciplinary matters⁵ of Seconded Teachers/Staff,^{6 7}
 - involvement in recruitment procedures and evaluation of Locally Recruited Teachers (LRT),⁸
 - proposals to the Board of Governors the means of maintaining and developing educational and administrative structures and monitor and oversee the implementation of the Board's decisions,
 - conducting school evaluations in European Schools,^{9 10}
 - thematic inspections (e.g., Educational Support, Early Education, teaching or coordination of a given subject or several subjects, management of the school, aspects of the work of a school),
 - development of analysis instruments and evaluation criteria enabling the quality of the education provided to be ensured,
 - involvement in national recruitment procedures of directors and deputy directors or any other executive staff,
 - involvement in selection committees and evaluation of executive staff (directors, deputy directors, assistant deputy directors).^{11 12}
5. Provide of in-service training for teachers and support the continuous professional development of teachers¹³. The current measures are:
- induction of seconded teachers and advice to schools on the induction of locally recruited teachers and support for schools in their induction of locally recruited teachers,¹⁴
 - provision of in-service training on a regular basis for teachers within the subject areas for which they have responsibility as well as within cross-curricular and transversal topics,¹⁵
 - organisation of meetings for coordinators/subject referents,
 - advice and support on educational matters (directors, deputy directors, teachers, parents).
6. Conduct audits of schools within the framework of the accreditation procedure laid down by the Board of Governors¹⁶

⁵ See different Service regulations

⁶ See Réf. : 2015-09-D-40 Evaluation of teachers in the European School system

⁷ See Ref.: 2015-09-D-3 Quality Teaching in the European Schools – Booklet

⁸ For the appointment of LRT, inspectors must be consulted by directors before an appointment is confirmed.

⁹ See Ref.: 2019-09-D-24 Common framework for Whole School Inspections in nursery/primary and secondary cycles

¹⁰ See MEMORANDUM 2016-09-M-3.

¹¹ See Réf.: 2009-D-422 Implementing Regulations for the Appointment and Evaluation of Directors and Deputy Directors of the European Schools

¹² See Ref.:2019-12-D-31 Implementing Regulations for the Appointment of Assistant Deputy Directors of the European Schools

¹³ 2016-01-D-40 Framework for and organisation of continuous professional development in the European Schools. See Memorandum 2021-01-M-2.

¹⁴ See Ref.: 2019-09-D-43 Induction of teachers

¹⁵ See - Ref.: 2016-01-D-40 Framework for and organisation of continuous professional development in the European Schools

¹⁶ See ref.: 2019-12-D-12 Regulations on Accredited European Schools

7. Ensure liaison between the national education systems and the European Schools System (e.g., authorities, ministries, higher education, agencies), the transition of pupils between ES and national education systems^{17,18}, the equivalence of studies, and equivalence of the European Baccalaureate.
8. The inspectors have a role in the quality assurance and credibility of preparation, implementation and assessment in the European Baccalaureate. The current measures are:
 - supervision of the implementation of the regulations relating to the Baccalaureate,¹⁹
 - selection of suitably qualified experts and examiners,
 - training of experts and examiners,
 - development (upon proposals from schools) of written BAC examinations and give feedback to teachers,
 - quality assurance²⁰ of oral BAC proposals and give feedback to teachers,
 - BAC vice-presidency in schools⁵ (Evaluation of the overall arrangements and the conduct of the examinations in the schools),
 - monitoring of corrections of written examination papers,
 - moderation and standardisation processes,
 - advise about communications regarding BAC related issues (e.g. dispensations, late examinations, complaints).

CODE OF PRACTICE

In undertaking the duties listed above (e.g., WSI, Evaluations of LRT, Audits, Evaluations of seconded staff, BAC, curriculum design, etc.), inspectors fully respect the Code of Practice. They work in accordance with the relevant procedural documents which define the procedures and protocols for the different forms of inspections, and which have been approved by the administrative organs of the European schools (BIP, BIS, JBI, JTC, BC, BoG). These procedural documents serve inspectors as standards for carrying out their concrete duties.

The code of practice for inspectors in European Schools is based on a set of core values or guiding principles. The following principles reflect our core values:

- (a) the primary importance of a quality learning experience for all pupils**
- (b) respectful engagement**
- (c) responsibility and accountability**

¹⁷ See ref.: 2012-05-D-14 Policy on Provision of Educational Support in the European Schools

¹⁸ See ref.: 2012-05-D-15 Provision of Educational Support in the European Schools- Procedural document

¹⁹ See Arrangements for Implementing the Regulations for the European Baccalaureate (Applicable for the Year XXXX European Baccalaureate session) – Yearly document

²⁰ See: Yearly document “Quality assurance of the XXXX European Baccalaureate Written and Oral Examinations – Procedure”

(d) integrity and objectivity

(e) collaboration and cooperation

(f) commitment to system development

The following gives some illustrative details in relation to each of the core principles (examples):

(a) the primary importance of a quality learning experience for all pupils

- promote and apply the ES teaching standards²¹
- contribute to the ongoing development of curriculum provision in the system

(b) respectful engagement

- with all stakeholders, boards, colleagues, OSGES, management of ES and AES schools, teachers, pupils, parents, external experts, national delegations, etc.

(c) responsibility and accountability

- work professionally
- accountability to the presidency and the board of inspectors
- full use of available time
- respect of deadlines for delivery
- prompt response to request for advice and support

(d) integrity and objectivity

- work respecting the responsibility given to us
- respect confidentiality
- work without prejudice or bias in a manner fair to all
- work respecting the agreed code of practice for ES inspectors

(e) collaboration and cooperation

- work effectively as a team member of the board of Inspectors
- ensure effective communication with all colleagues and stakeholders
- work in collaboration and cooperation with the Secretary General and the OSGES
- work, as relevant, in collaboration and cooperation with stakeholders in the system
- work in collaboration with experts appointed to the system
- work in collaboration with teachers in the system
- work in collaboration with the inspector's Head of Delegation
- liaise with the relevant national authorities

(f) commitment to system development

- contribute to the ongoing evaluation of the system
- contribute to the enhancement of system quality
- contribute to the ongoing development of the system
- support the realisation of system priorities
- ensure the Board of Inspectors is a learning body

²¹ Quality teaching in the European Schools booklet – 2015-09-D-03

- support the sharing of good practice

The standards in relation to an inspector's professional practice and professional standards are:

1. The JBI is a self-managing body which follows up commitments made by members of the board. In case of any irregularity in these, there is a procedure to be followed: If an inspector is temporarily unable to fulfil his/her duty, s/he should immediately inform the president of JBI about it.
2. If over a period of time, an inspector fails to fulfil his/her duties, the President of the JBI will address the matter with the inspector.
3. If after this there is no satisfactory resolution, the President with the assistance of the OSGES will contact the responsible Head of Delegation informing and reporting about the relevant dereliction of duty. This communication will be done in writing.

WORKING METHODOLOGY OF THE BOARDS OF INSPECTORS

The Boards of Inspectors takes decisions on pedagogical matters arising from the article 9.1 in the Convention and from chapter 7 in the Reform document. Planning, acting, reporting and redefinition of pedagogical matters and procedures are ongoing activities. The enlargement of the ES system, the growth of the pupil population and the pedagogical reform have created the necessity to find ways to use the human resources and expertise of the inspectorate more effectively and efficiently.

Joint approach of the JBI and Team approach of Inspectors in their work

The Convention sets the composition of the two Boards of Inspectors, one for Nursery and Primary and one for Secondary, for the purposes of the schools (Article 15). Each Member State is represented by one inspector on each Board (Article 16).

Separate Boards for Nursery/Primary (BIP) and Secondary (BIS) deal with particular topics of relevance to the individual Boards as appropriate. However, a strong Joint Board approach enables the inspectorate to make better use of available competences, to strengthen common pedagogical approaches, the quality of teaching and learning and transition from one cycle to another. Following this decision, where particular expertise is needed, this can be sourced from either BIP or BIS.

New tasks which have become part of the responsibility of the inspectors since 2000, e.g., whole school inspections (WSI), audits of accredited schools, evaluations of locally recruited teachers (LRT), implementation of innovations across the ES system, etc., require or benefit from a team approach. An effective team approach reflects the code of practice/code of conduct in reality where each member of the team is accountable to the inspectorate. Working in teams contributes to harmonisation, efficiency and a higher quality of methodologies. A team approach is a rule in the case of WSI, Audits and evaluations of LRTs and similar kinds of activities. This working methodology requires good coordination, organisation and planning of work.

A long-term and short-term planning

The ES Inspectorate has several tasks during the school year and the inspectors have also national tasks and duties. To guarantee the effectiveness and efficiency of the work of JBI, a multi-annual plan and an annual plan relating to the tasks, duties and responsibilities of inspectors is developed and implemented.

Planning Committee to plan team activities

A Central Planning Committee (CPC)²² is established to assist the JBI by developing a calendar and executing planning procedures for all team activities, setting up a proposal for a forward planning for team activities and composing well-balanced teams. In order to respect the expertise needed for certain tasks, teams have to be well-balanced, considering a mix of competences and languages. For this purpose, inspectors sign up in advance for weeks/periods in which they are available for team activities.

The inspectors allocated to ES should be fully used for pedagogical-didactical professional activities, according to the needs of the ES system. A fair, proportional and efficient distribution of tasks between inspectors will be supported and therefore, tasks will be centrally attributed. The CPC is chaired by the President of the JBI or his/her nominated representative, and the CPC consists of at least a member of the Quality Assurance WG, the head of the Pedagogical Unit and a representative of the ES Directors. The CPC will be assisted by a member of staff of the OSG. The procedure for planning of the team activities and timetable is presented in the Annex 2.²³

The proposal for an annual forward planning of the Team activities is be presented and needs to be approved in the meeting of the JBI on its February meeting of any one year for implementation in the next school year.

Working Groups

Most of the work of the JBI is done in working groups. Working Groups are a good example of system collaboration led by the inspectors where stakeholders like coordinators, teachers, parents, pupils and external experts can be invited.

A working group is established by a decision of JBI, JTC or BoG based on a request of the applicant inspector, and the opinion of the Quality Assurance WG. Each request must be accompanied by a work plan, a timetable and a financial statement and must be covered by the budget and a foreseen implementation plan as part of the annual plan of activities of the inspectors and of the Boards of Inspectors.

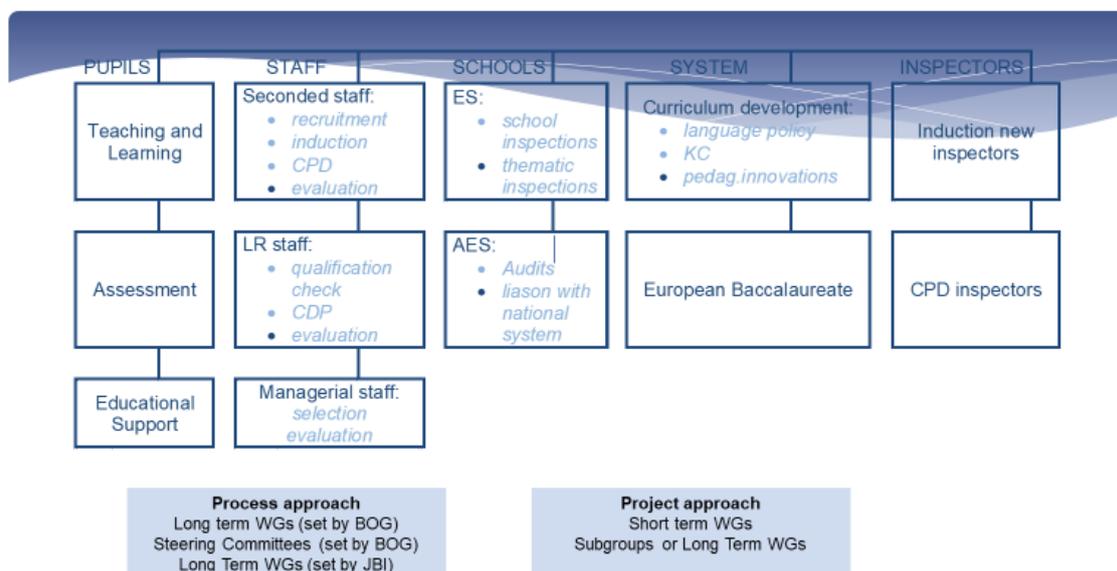
The rules for setting up working groups are defined in a separate document.²⁴ It is necessary that the working groups respect either a process or a project approach, depending on their mandate, and planning and reporting responsibility.

²² See Ref.: 2018-09-D-35 Roles and Duties of the European School Inspectors

²³ See Ref.: 2020-09-D-29 Establishing a Planning Committee to plan Inspectors' activities.

²⁴ See Ref.: 2018-01-D-18 Guidelines for organisation of the Working Groups coordinated by the Pedagogical Development Unit.

For the purposes of providing an illustrative overview of key areas of engagement of inspectors the organigram below is provided. It should be noted that these areas of engagements are always subject to development.



Individual tasks

Some tasks, especially those which relate to the seconding Member State, require individual work of an inspector, for example the evaluation²⁵ and induction of seconded staff²⁶. An inspector provides a link with the national education system, like establishing for example links between the European School system and national authorities, ministries, higher education institutions and dealing with equivalence of studies and equivalence of European Baccalaureate.

Reporting

Each inspector is accountable to the Boards of Inspectors about the quality assurance and progress of developments under his/her responsibility and reports regularly about it.

The Boards of Inspectors report annually to the Board of Governors on quality assurance and progress on developments under its responsibility.

²⁵ See Ref.: 2015-09-D-40 Board of Governors of the European Schools –Evaluation of teachers in the European Schools

²⁶ See Ref.: 2019-09-D-43 Induction of teachers

Coordination of the work of inspectors

The Boards of Inspectors is chaired by the representative on the Board of Inspectors of the Member State which holds the chairmanship of the Board of Governors²⁷.

The three chairmanships of presidencies (the acting, the previous and the coming), form a troika which supports the work of the actual presidency and ensures the continuity in ES. It monitors the progress of issues considered by the boards priorities and supports the OSG in its role of coordination within the system. It meets on the initiative of the Presidency but does not have decision-making power.²⁸

The methodology to determine the pedagogical objectives of the European Schools and to ensure the system's quality assurance and pedagogical development, an organisational tool, the Working Group Quality Assurance, has been established.²⁹ The WG QA, which always includes the President of the JBI, guarantees strong coordination.

Pedagogical quality benefits from an efficient coordination and transparent organisation. Regular reflection on needs, tasks, duties and responsibilities of inspectors is essential. In order to make efficient use of available human resources, good organisation and clarification is required in order to define what can best be done by whom and how. Certain tasks are done by rotating inspectors/group of inspectors. Coherent and harmonised (e-)processes and (e-)tools are developed.

Especially in team activities, a distinction between the preparatory and operational work supports an effective organisation. Administrative preparatory work and follow-up work, including e.g. data-handling, is done by the staff in OGSES.³⁰ Operational work is done by inspectors and/or external experts who have direct contacts with the schools and will monitor and report regarding the quality of education.

RESOURCES

Time Allocation for the work of ES inspectors

In April 2020, the BOG agreed to immediately remind delegations of their commitment to establish the obligation on each delegation to provide each national inspector with a time allocation of a minimum of 40% (up to maximum 60%) of a full-time equivalent (FTE) to fulfil their tasks associated with the European Schools.

The second step is to increase the time allocation of both inspectors up to a total of 120% (FTE) per delegation (with a minimum time allocation of 50% per national

²⁷ See Ref.: Convention defining the statute of the European Schools, Article 16.

²⁸ See Ref.: 2009-D-353 Reform of the European Schools system.

²⁹ See Ref.: 2011-09-D-54-Methodology to determine the pedagogical objectives of the European Schools and to ensure the system's pedagogical development.

³⁰ See Ref.: 2011-09-D-54-Methodology to determine the pedagogical objectives of the European Schools and to ensure the system's pedagogical development.

inspector), by September 2022 at the latest.³¹ ³² Time allocated to the European Schools, is fully used for pedagogical-didactical tasks, according to the needs of the system.

Together, the two inspectors that represent a Member State, have to cover the competences needed to carry out the duties in European Schools.

External Expertise as a resource

The growth of the workload of inspectors and possible lack of some specific expertise might lead to a situation when the pedagogical expertise needs to be looked for outside of the inspectorate. The functions of an external experts are complementary to the tasks of inspectors of the ES. External experts, with the ES inspector being responsible, carry out different tasks, like³³:

- in the context of continuous professional development,
- in the context of a working group for the design and writing or the revision of a subject syllabus,
- in the context of a working group for the design and writing or the revision of a mother tongue/foreign language syllabus in which the inspector does not have the necessary subject expertise,
- in the context of a working group that has received a specific mandate from the Joint Teaching Committee, the Budgetary Committee or the Board of Governors,
- in the context of the evaluation of locally recruited teachers,
- in the context of a sensitive evaluation of a seconded teacher accompanying the responsible inspector,
- in the context of the preparation of the European Baccalaureate examination and in the assessment of the examination
- in the context of school evaluations,
- etc.

External expertise might be needed for purposes other than those listed above. The invitation of such expertise stays on the relevant Board of Inspectors and the responsibility of the work stays on the responsible WG or board.

Allocation of travelling and allowances

The members of the Boards of Inspectors shall be entitled to reimbursement of their travel expenses and to payment of a daily subsistence allowance under the terms of the Regulations approved by the Board of Governors.³⁴ These expenses shall be chargeable against the budget of the Office of the Secretary General.

³¹ Decision by the Board of Governors – Meeting on 15 to 17 April 2020 – To be implemented by September 2022 at the latest.

³² In the decisions of the BoG of 2000, (Réf: 2000-D-215), a Minimum requirement of 40% up to a Maximum 60% of working time per post of an ES inspector was set.

³³ This list should not be considered as exhaustive.

³⁴ See Ref.: 2014-03-D-1Orig.: EN Revision of the Regulations relating to reimbursement of expenses in the event of travel on official business by members of the Board of Governors, members of the Preparatory

The cost of reimbursement of expenses resulting from the attendance at meetings of other persons or experts shall be chargeable against the budget of the Office of the Secretary General only in cases where an invitation was issued by the Office of the Secretary General. The total cost of each meeting shall be indicated in the summary of conclusions.

Working platforms and tools

Coherent and harmonised (e-)processes and (e-)tools help the work of inspectors. Inspectors' online environment is the Inspectors' intranet³⁵, giving notably access to the Pedagogical Development Intranet³⁶, and DOCEE³⁷, (internal documents library, e.g. for the pedagogical meetings).

In their work for the ES, the Inspectors must primarily use officially approved digital tools and services: Microsoft 365 enabled applications³⁸, including Microsoft Teams (collaboration and communication platform).

Microsoft Teams is an essential platform for the working groups (ongoing collaboration, document sharing and online meetings) and the system-wide online professional communities (e.g., professional communities by subject or level).

To reach specific staff groups (e.g., staff by nationality, subject, role, etc.), Inspectors can also use the internal distribution lists available via Outlook (maintained by the IT Unit).

FUTURE DEVELOPMENTS AND THE VISION OF EUROPEAN SCHOOLS

The European Schools were established in October 1953. Since then, the European School system has undergone major changes in the context of the enlargement of the Union. The ES system continues to become an increasingly recognized and sought-after player in the field of education in the Union. Drawing on the educational expertise of the various Member States, the ES system continues to develop and progress in order to provide a modern and innovative education to an increasing number of children and young people.

This "Inspectorate of the European Schools" document (2020-09-D-35) contains for the first time a comprehensive overview of the current roles and responsibilities of inspectors in the ES system. While the ES system is developing at a rapid pace, the

Committees, members of the Complaints Board, representatives of the Parents' Associations and other persons invited to the European Schools (Baccalaureate examiners, experts, etc.)

³⁵ <https://eursc.sharepoint.com/sites/inspectors> (accessible to Inspectors only, and to relevant staff at OSGES)

³⁶ <https://eursc.sharepoint.com/sites/PedagogicalDevelopment> (accessible to European Schools' educational and management staff)

³⁷ <https://docee.eursc.eu/>

³⁸ <https://www.office.com/apps>

responsibilities and workload of the inspectors have not been systematically subjected to a thorough strategic analysis.

Having fulfilled the current mandate of this working group, the inspectors involved conclude that that as a dynamic and responsive body, the Board of Inspectors needs to look even further ahead to the future. Such reflection is likely to lead to requirement for other changes at the system level and/or to changes of role and duties of inspectors themselves.

An initial document for reflection will be provided ahead of the February JBI meeting 2022.

ANNEXES

Annex 1. Annual process for ES inspectors' nomination and appointment.

Annex 2. Procedures related to the Central Planning Committee to plan Inspectors' team activities (2021-01-D-86).

Annex 3. Induction of New Inspectors (2021-09-D-8).

Annex 4. Rules of Procedure for the Boards of Inspectors (2021-01-D-70).

ANNEX 1.

ANNUAL PROCESS FOR ES INSPECTORS' NOMINATION AND APPOINTMENT

<p>Inspectors are appointed and work according to the needs of the ES system taking into consideration the needs expressed by the JBI. Each Member State is responsible for its own recruitment process, procedures and handover from one national inspector to another. Nomination should last at least 5 years for the service of European Schools.</p>			
	Action	Who?	When?
1.	<p>Recognition of the need for a change of an inspector in the Member State. The MS sends an written communication to ES Presidency and OSG about the need for change. This communication is forwarded to the JBI in February meetings.</p>	Member State	October-February.
2.	JBI identifies the current needs in terms of the responsibilities they have to cover for the ES system.	JBI	Meeting in February.
3.	The needs are addressed in a written communication to the delegations through an annual letter sent by the presidency to the representative(s) of each Member State.	Presidency and OSG	After JBI meeting in February.
4.	<p>National nomination process. The Member States takes the profile of an ES-Inspector as well as the needs of the JBI into consideration, if possible, when nominating their proposed inspector(s). After national nomination process, a nomination letter with the CV of the nominated inspector is sent to the ES Presidency and OSG.</p>	Member State OSG, BOG	February-April.
5.	OSG will take the point to BOG for appointment.	OSG	February-April.
6.	Appointment of an inspector.	BOG	April
7.	The central overview of the expertise of members of the JBI is adjusted.	OSG	May-June.

ANNEX 2.



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2021-01-D-86-en-1

Orig.: EN

Procedures related to the Central Planning Committee to plan Inspectors' team activities

Approved by the Joint Teaching Committee - Meeting on 11-12 February 2021 – Online

This document, approved by the JTC on 11-12 February 2021, will be an annex to the document *Inspectorate of the European Schools* (2020-09-D-35).

It is proposed that this document will be revisited and if needed, revised in the light of the experiences of the first planning period. If any changes have to be made in the CPC procedures, these changes should be reflected in the document "Inspectorate" if necessary¹.

1. Description of the main tasks of the CPC

The Central Planning Committee² is established to assist the JBI by developing a calendar and to execute planning procedures for all team activities, setting up a proposal for a forward planning for team activities and composing well-balanced teams. The plan will be based on the calendar of activities and the availability of inspectors.

The main tasks of the Central Planning Committee as defined in the document 2020-09-D-35 (*Inspectorate of the European Schools*) are the following:

- Develop and execute planning procedures for all team activities.
- Set up a forward planning for all team activities.
- Compose well-balanced teams.
- Distribute tasks proportionally and fairly in a balanced way over the year.

These tasks are in addition to the statutory evaluations of seconded staff according to the current rules and timeframes³. The new planning procedures should take into consideration the workload faced by specific inspectors from the delegations which have the largest number of teachers.

In general, the emphasis will be on *team activities* rather than individual activities. Tasks would not necessarily be subject- related or linked to a specific language section.

2. Composition of the Central Planning Committee

The CPC is chaired by the President of the JBI or his/her nominated representative. The CPC consists of at least a member of the Quality Assurance WG⁴, the Head of the Pedagogical Development Unit and a representative of the ES Directors.

The CPC will be assisted by a member of staff of the OSG.

The President will invite the incoming Presidency in the preparatory phase of the planning of the forthcoming school year to ensure continuity of the priorities of the system.

The President can consult the Head of the Human Resources Unit, the Head of the European Baccalaureate Unit and the Assistant for the Accredited European Schools. The Heads of these units may delegate a member of their unit to participate in the meeting of the CPC.

¹ These changes will be presented in October' pedagogical meetings 2021.

² Roles and Duties of the European School Inspectors (2018-09-D-35-en-7)

³ See Article 29 of the Regulation for Members of the Seconded Staff in the ES (2011-04-D-14)

⁴ While respecting the framework set by the budget and the document "Guidelines for working groups coordinated by the PDU" (2018-01-D-18).

Chairs or representatives of different working groups may also be consulted before or during the meetings of the CPC.

The possible extension of the list of participants remains at the discretion of the President.⁵

Based on the document "Guidelines for organisation of the Working groups coordinated by the Pedagogical Development Unit" (2018-01-D-18), the number of meetings shall be decided by the chair of the CPC.

3. Procedure and timeline

The procedure follows a two-step approach:

- A fit-for-purpose planning calendar will be developed by the CPC.
- This calendar will be sent to inspectors who would be requested to submit the dates when they would/would not be available for the team activities of the European Schools.

⁵ While respecting the framework set by the budget and the document "Guidelines for working groups coordinated by the PDU" (2018-01-D-18).

	Action	Who?	When?
1.	<p>Memorandum sent to inspectors</p> <p>The CPC prepares an “Information Note” to all inspectors. The “Information Note” signed by the President and sent out by the Pedagogical Development Unit will summarise the expectations and explain the procedure, determining the deadlines for each step in the planning process.</p>	PDU on behalf of the CPC	December-January
2.	<p>Construction of the calendar</p> <ol style="list-style-type: none"> 1. The CPC designs the planning calendar for Team activities, and other activities that can be planned ahead of the target year.⁶⁷ 2. This initial version of the calendar is communicated to Inspectors. 	CPC	January
3.	<p>Approval of the initial version of the calendar (already including the periods of the Team activities)</p>	JBI	February
4.	<p>Inspectors’ possible dates</p> <p>Inspectors inform the CPC about the periods when they can/cannot participate in the different team activities of the target school year.</p>	Inspectors	March-April
5.	<p>Finalisation of the planning</p> <p>The CPC finalises the planning and drafts teams (names allocated to teams) for the team activities by composing a calendar for the coming school year.</p>	CPC	May-July
6.	<p>Publishing of the planning on the Inspectors’ SharePoint</p>	CPC	August

⁶ Examples of activities that can be planned in advance: 1) weeks for the Board meetings in October and February and the Board of Governors 2) AES audits in autumn 3) WSI's in the autumn and in the spring term 4) evaluation of seconded teachers between October-January 5) evaluation of LRT 6) preparation for the BAC 7) other pre-planned activities based on many years of experience 8) European Schools holidays.

⁷ The calendar will indicate blocks of time for activities and not individual missions or schools concerned.

ANNEX 3.



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2021-09-D-8-en-2

Orig.: EN



Induction of New Inspectors

Approved by the Joint Board of Inspectors of 5 and 6 October 2021
– Online

This document cancels and replaces the document “Induction of New Inspectors” 2006-D-296-en-8.

Entry into force: September 2022

Introduction:

Document 2020-09-D-35 derives its validity from the Convention¹ and the Reform document² but seeks to update the specification of duties undertaken in the context of current practices and developments and relevant decisions of the BoG since 2009. The document addresses key issues such as the statutory basis for the role of the inspectors in the European Schools (ES); the required profile of inspectors to be nominated by delegations; the process of appointment, induction and system training; the roles and duties of inspectors; an inspector code of practice; working methodologies; resources and a vision for the future.

The inspectorate of the ES is seen as a learning body committed to self and system development. Each new inspector is understood to bring a range of experience and expertise from a variety of educational contexts to the Boards of Inspectors of the ES. As Members of the Boards of Inspectors have taken on additional roles and responsibilities, various levels of support are required to enable them to become familiar with the ES system so that they can fulfil their new functions.

The current framework for the induction of inspectors' dates from 2006 (2006-D-296-en-8). Given that the system has changed significantly since then, it is clear that a revised framework for the induction of inspectors is required. To this end, document 2020-09-D-35 clearly commits to the provision of an appropriate induction programme in order to provide support for new inspectors. In addition to a formal induction programme, inspectors are promised the opportunity to explore the many different professional tasks, under the guidance of more experienced colleagues.

Purpose of this document:

This document provides a framework for the induction process of new ES inspectors and defines the aims or the intended outcomes of a successful process. It provides a timeline for the process, outlining the steps involved. It also provides some detail in relation to each of the steps in particular indicating those responsible at each point and suggesting possible areas of focus/content relevant to each step.

Aims of the induction process:

An effective induction programme for an ES inspector should:

- recognise the existing professional experience and expertise of the new inspector
- follow-on from an essential professional handover at national level on the nomination of the new inspector
- underline the regulatory responsibilities and duties of an ES inspector

¹ Convention Defining the Statute of the European Schools

² 2009-D-35-en-4

- present the working methodologies of the Boards of Inspectors
- present the approved Code of Practice
- focus on the development of system knowledge and awareness
- introduce the key principles and pedagogical priorities of the ES
- provide a practical introduction to key evaluative processes
- ensure a clear understanding of the responsibilities of inspectors with regard to the European Baccalaureate
- provide the new inspector with a nominated inspector mentor
- involve shadowing/the gaining of experience under the guidance of experienced colleagues
- promote the centrality of digital learning and tools to the system and their use
- promote, from the outset, the importance of shared inspector responsibility and thus of team activities and teamwork
- endeavour to identify any key individual learning needs such as the development of linguistic capacity
- include an evaluation of/feedback on the induction process

Overall responsibility for the induction process:

As an effective induction requires both the development of system knowledge and an introduction to, and familiarisation with, inspection processes per se, overall responsibility for the process should be the remit of two designated experienced members of the Board of Inspectors (1 Primary and 1 Secondary) who should work collaboratively with the various units of OSG. The key responsibility of the two inspectors concerned would be to ensure that the required induction programme is put in place including participation in some team activities, shadowing opportunities, the appointment of a mentor to each new inspector and the evaluation of the process at the end of the new inspector's first year. It could be envisaged that the two members of the Board of Inspectors would take on this responsibility for a 3-year period.

The mentor would support the new colleague for one school year. The mentor should

- organise an initial introductory meeting with the new colleague
- agree a number of 'check-in' follow-up meetings as required
- endeavour to identify any particular professional learning needs that the new inspector might have
- provide ongoing professional guidance and support to the new colleague
- offer some shadowing if requested (for example of the evaluation of a seconded teacher).

Process Timeline:

Figure 1 illustrates the recommended steps in the induction process. Each step is explained making reference to those responsible, possible areas of content/focus and modes of delivery. It should be noted that particular resources should also be shared/indicated as relevant.

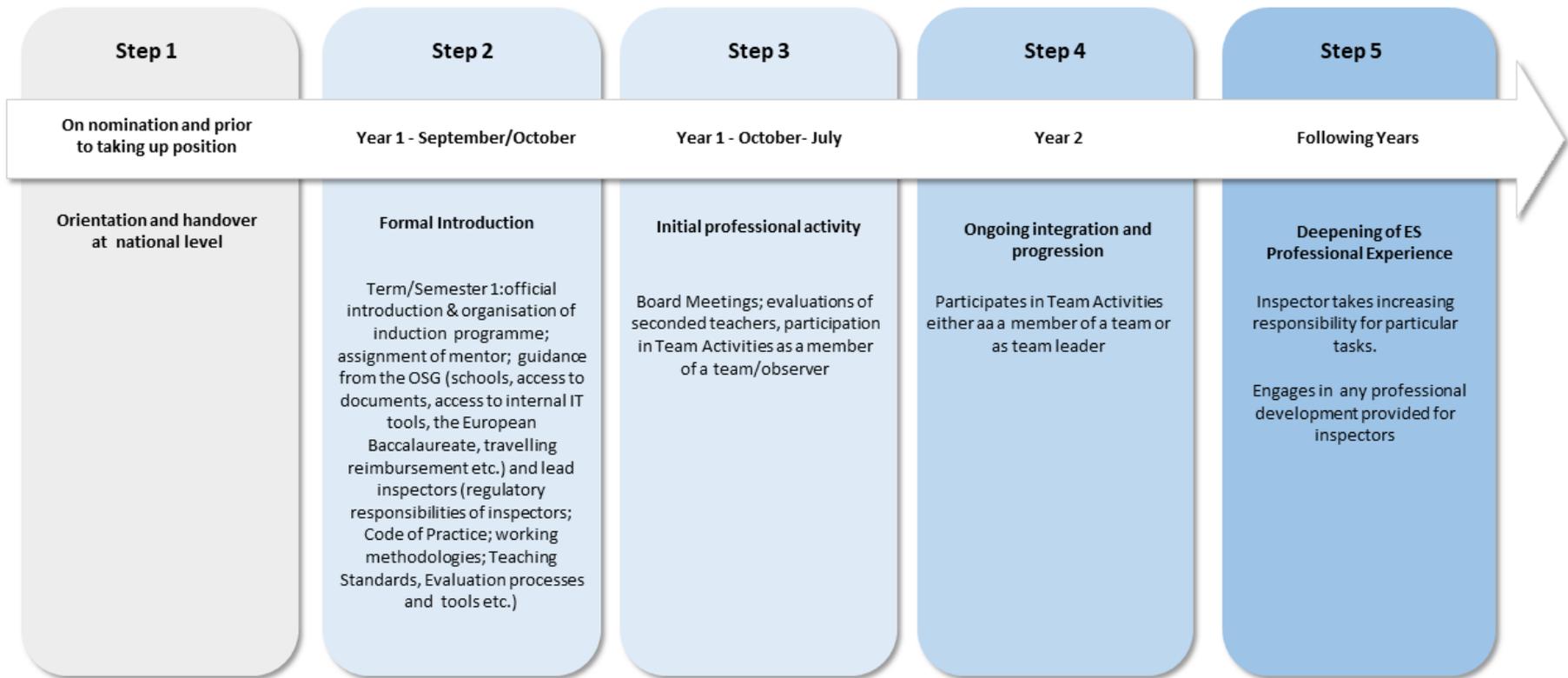


Figure 1

Step 1:

Orientation and handover at national level

The national delegation should ensure that the newly nominated member of the Board of Inspectors is offered an appropriate orientation and handover at national level. The actual handover should be provided by the outgoing national inspector. The handover should include reference to particular areas of responsibility and should ensure the handover of relevant related documents. Typically, areas of focus might include an overview/summary of tasks undertaken annually; teacher recruitment and induction; the ES teaching standards and teacher evaluation; subject-specific responsibilities including curriculum; European Baccalaureate responsibilities; Guidance responsibility (if provided as required); any Accredited European schools on national territory; any Working Groups in which it can be assumed that the newly nominated inspector will replace the outgoing inspector. This handover process could be delivered in person or online, depending on circumstances.

Step 2:

In Year 1, September/early October, the new inspectors should meet (in situ or online) with the key persons responsible for the induction process. The induction process should be presented to them and the overall programme agreed. At this early stage, a formal introductory meeting should also be organised by the relevant units in the OSG. The Primary or Secondary Inspector(s) responsible for the overall process should also underline the regulatory responsibilities of ES inspectors; present the working methodologies of ES inspectors; introduce the Code of Practice and present key documents such as the Teaching Standards and relevant inspection processes, documents and templates. Each inspector should be assigned an inspector mentor and the mentor should be requested to organise an initial introductory meeting with the new colleague. The overall programme should include at least one participation/observation in a planned Team activity. It could also include arrangements for some shadowing of the mentor if required.

Step 3:

October - July of Year 1 sees the new inspector begin both her/his individual professional activity under the guidance of her/his mentor and as part of an inspection team or as an observer for one of the following activities: Whole School Inspections and Team Evaluations of Locally Recruited Teachers.

As the formal induction process comes to an end at the end of the inspector's first year in the system, the Primary or Secondary inspector responsible and the OSG should ensure that the induction programme is evaluated with a view to improving the process where relevant.

Step 4:

In Year 2, the inspector is expected to ensure her/his personal completion of the centralised plan, to undertake the evaluation of her/his seconded teachers and to participate in team activities and, where relevant, to lead one of these activities.

Step 5:

As the ES inspectorate is a learning body committed to self and system development, ES inspectors know the importance of their own professional development. Quality inspection, a consistent approach, effective teamwork and the capacity to contribute to the ongoing meaningful development of the ES system require some investment and engagement in ongoing professional development.

In Step 5, the inspector should access any opportunities for professional development provided by the system. Document 2020-09-D-35 states that regular opportunities for professional development should be incorporated into the calendar of board meetings. An inspector should thus continue to learn from the sharing of a rich and varied professional experience and her/his individual engagement in professional development.

Financial implication

The costs related to the number of days of in-service training foreseen in the above framework should be considered annually on the OSG budget line dedicated to pedagogical training and should not lead to a request for an additional budget.

In order to reduce costs, some of these trainings should be organised online or combined with other activities of the inspectors (such as the week of pedagogical meetings, during evaluations or schools visit, etc.).

Decision

The JBI approved the document "Induction of New Inspectors" with an entry into force as of 1 September 2022. The importance of appointing a mentor for new inspectors was stressed. The issue of inspector training was also considered essential by the JBI. In this respect, this training could be organised just before the pedagogical meetings for greater efficiency, as has already been the case in the past.

NB: As requested in the document, outside the meeting, and following the procedures, the Presidency approved the voluntary candidatures of two experienced inspectors, Ms Musilova (for primary) and Ms Huisman (for secondary), in order to work collaboratively with the units of OSG to put in place the induction program.

The present document cancels and replaces the previous document "Induction of New Inspectors" 2006-D-296-en-8 and will be published on the Website www.eursc.eu. The document will be put as an Annex 3 to the Inspectorate document (2020-09-D-35).

This decision will be communicated to the Budgetary Committee and the Board of Governors for their information.

ANNEX 4.



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2021-01-D-70-en-4

Orig.: FR

Rules of Procedure for the Boards of Inspectors

Approved by the Board of Governors at its online meeting of 13-15 April 2021

Document 2021-01-D-70-en-4 cancels and replaces document 2016-09-D-7-en-4, approved by the Board of Governors of the European Schools at its meeting of 7-9 December 2016, in Brussels.

Immediate entry into force.

Having regard to Article 17 of the 1994 Convention defining the Statute of the European Schools,

Having regard to the decision of the Board of Governors concerning reform of the European School system (2009-D-353-en-4),

The Boards of Inspectors adopted their operating rules in October 2009, which were then approved by the Board of Governors at its meeting of 2-4 December of the same year.

These same rules were amended and approved by the Board of Governors at its meeting of 7-9 December 2016.

Further to a wish for administrative simplification, these rules were amended again and approved by the Board of Governors at its meeting of 13-15 April 2021.

Article 1

Collaboration between the two Boards of Inspectors, the one for the nursery and primary and the one for the secondary, shall be increased within the framework of the Joint Board of Inspectors.

Within the framework of the general policy laid down by the Board of Governors, the Boards of Inspectors

- shall define the general pedagogical objectives as part of the autonomy of *Type I schools*¹ and evaluate their implementation;
- shall ensure the system's pedagogical development, including design and writing of the syllabuses;
- shall set priorities for their action and produce an annual plan of activities which will be used as the basis for the drawing up of a budget and whose implementation will be coordinated by the Pedagogical Development Unit of the General Secretariat;
- shall put in place, at system level, analysis instruments and evaluation criteria enabling the quality of the education provided to be ensured. To that end, they shall be responsible for individual inspection of teachers, inspection of sections and team inspections of the teaching of the different subjects and of thematic topics of whole-school dimensions;
- shall be responsible for provision of in-service training for teachers and shall be associated with the in-service training for management staff organised by the Secretary-General;
- shall conduct audits of *Types II and III schools*² within the framework of the accreditation procedure laid down by the Board of Governors;
- shall designate the inspectors who sit on Selection Committees and Evaluation Committees for Directors and Deputy Directors;
- shall report annually to the Board of Governors.
- The inspectors shall provide a link with the national education systems.

[The inspectors' role in the European Baccalaureate will be defined in the context of reform of the Baccalaureate]

¹ The term « Type I schools » has been replaced in later documents with the term “European Schools (ES)”.

² The term « *Type II and Type III schools* » has been replaced in later documents with the term “*Accredited European Schools (AES)*”.

Article 2

The Board of Inspectors (Nursery and Primary) shall be composed of one inspector per member country appointed for this teaching level by the Board of Governors on a proposal from the Member State.

The Board of Inspectors (Secondary) shall be composed of one inspector per member country appointed for this teaching level by the Board of Governors on a proposal from the Member State.

The Joint Board of Inspectors shall be composed of two inspectors per Member State to which reference is made above.

By mutual agreement between the Chair and the Secretary-General, other participants may be invited for specific items on the agenda.

Article 3

The Board of Inspectors (Nursery and Primary) and the Board of Inspectors (Secondary) shall each be chaired by the respective inspector of the same nationality as the current President of the Board of Governors.

The Joint Board of Inspectors shall be chaired by the two inspectors of the same nationality as the current President of the Board of Governors.

The Chairs shall attend meetings of the Board of Governors. The inspectors who held the presidency during the previous school year shall report at the December meeting of the Board of Governors on the work of the Boards of Inspectors and the Joint Teaching Committee during their term of office.

Article 4

The Boards of Inspectors shall meet, at the invitation of their Chairs or of the Secretary-General of the European Schools, normally twice during each school year. Meetings of the Boards of Inspectors shall be held in Brussels.

Meetings of the Boards of Inspectors must in principle be held in person. Online meetings may be organised in agreement between the Secretary-General and the Presidency or if in-person meetings are restricted by specific recommendations (dictated by the national authorities and/or by the Office of the Secretary-General).

Simultaneous or consecutive interpretation from and into the three vehicular languages and the language of the Presidency shall be provided for all meetings.

[The Board of Inspectors (Secondary) will meet if necessary, according to the regulatory provisions adopted in the context of reform of the European Baccalaureate].

Article 5

The draft agendas proposed for meetings of the Boards of Inspectors shall be drawn up by mutual agreement between the Chair(s) and the Secretary-General. The draft agenda must be sent to the participants at least three weeks before the proposed date of the meeting concerned.

A deadline³ for the submission of items to appear on the agenda shall be set by mutual agreement between the Chair(s) and the Secretary-General. After that deadline, the item will be postponed to the subsequent meeting. However, in exceptional cases and depending on priorities, the Presidency, in agreement with the Secretary-General, may decide, in relation to the nature of the subject to be dealt with, to add it to the agenda of the meeting concerned.

The items on the agenda shall be arranged under 'items for information' and under items requiring an opinion or a decision of the Board of Inspectors in question.

At the beginning of meetings, the members present may, at the request of one of the members, decide by a simple majority vote to amend or supplement the draft agenda.

The documents required for the work of the Boards of Inspectors shall be prepared and sent to the members by the Office of the Secretary-General of the European Schools in the vehicular languages and the language of the presidency at least five working days before the date of the meeting concerned.

Documents containing confidential data shall not be published.

Article 6

The Secretary-General and/or his/her Deputy shall take part in meetings of the Boards of Inspectors.

He/She/They may make comments, which shall be recorded in the record of "*decisions and opinions*" of the meeting.

Article 7

The General Secretariat shall be responsible for secretarial work connected with meetings of the Boards of Inspectors and for producing the record of "*decisions and opinions*" and the delegations' statements⁴, if necessary, in accordance with the following arrangements:

1. An accelerated procedure will need to be used in the case of items in the record of opinions on which the Budgetary Committee or the Board of Governors must take a decision at their respective meetings following the meeting of the Boards of Inspectors.

Consequently, a record of opinions regarding the items in question shall be produced within five working days following the meeting and sent to the Presidency for approval in one of the vehicular languages, chosen by the latter. The opinions must reflect the conclusion expressed by the Presidency during the meeting, for each item.

Once approved by the Presidency, the record of opinions regarding the items in question will be forwarded to the members of the Boards of Inspectors for their information.

2. The record of "*decisions and opinions*" shall reflect the final conclusion of the points and shall not reflect the discussions in their entirety. Delegations' statements may be

³ In this respect, a calendar with the main deadlines will be sent by email to the Inspectors by the OSGES at the beginning of the organization of the pedagogical meetings.

⁴ 'Delegations' statements' means an intervention for which the delegation concerned will expressly have made a request to the Presidency that it be appended to the record of "*decisions and opinions*". The Presidency may as well consider it necessary to annex an intervention to ensure the proper follow-up of the point concerned.

appended thereto at their request⁵ or may be requested, in certain cases, by the Presidency if necessary for the proper follow-up of the concerned point.

Taking into account all the internal administrative procedures of the OSGES, the draft record of “*decisions and opinions*” shall be produced within 15 working days following the follow-up meeting with the Presidency after the week of the pedagogical meetings.

The draft record shall be sent to the members of the Board of Inspectors in the three vehicular languages, after approval by the Presidency within one working day after having acknowledged receipt of the draft record.

The members of the Board of Inspectors shall forward their approval or their observations in writing within five working days of receiving the draft record of “*decisions and opinions*”. In agreement with the Presidency, the members' comments and observations shall be added to the draft record.

The definitive record of “decisions and opinions” and the delegations' statements, if necessary, shall be produced and distributed after approval by the Board of Inspectors by written procedure. The written procedure will be finalised within five working days after it has been sent.

Only the *decisions* taken from the definitive record of “*decisions and opinions*” approved by written procedure will be published on the European Schools' website. The *opinions* will not be published on the European Schools' website⁶.

Article 8

The opinions and/or proposals of the Joint Board of Inspectors drawn up for the benefit of the Joint Teaching Committee and/or the Budgetary Committee and/or the Board of Governors shall be adopted by consensus. In the absence of a consensus, the differing views shall be mentioned in the opinion submitted to the Budgetary Committee and/or the Board of Governors.

In certain cases, and in view of the short time period between two meetings, the opinions and/or proposals of the Boards of Inspectors drawn up for the benefit of the Joint Teaching Committee may be conveyed orally, during the meeting, by the Presidency.

Article 9

The Boards of Inspectors shall take decisions on pedagogical questions other than those coming within the area provided for by Article 9.1.(d) of the Convention and for which the Joint Teaching Committee has responsibility.

Decisions shall be taken by consensus or, failing that, by a two-thirds majority of the votes cast by the members present entitled to vote.

A decision can be taken validly only if there is a quorum, namely two thirds of the members entitled to vote.

Decisions on questions specific to each teaching level shall be taken by the relevant Board of Inspectors.

⁵ Delegations that wish their statement(s) to be appended to the record of “decisions and opinions” must send their request, accompanied by their statement(s), in writing to the Presidency not later than the end of the meeting.

⁶ This will be clearly stated on the cover page of the record of “*decisions and opinions*” that will be approved by written procedure.

Decisions on questions concerning all the teaching levels shall be taken by the Joint Board of Inspectors. Each Member State shall have a single vote.

Decisions taken by the Board of Inspectors shall enter into force on the date that it sets or, failing that, on the day following their adoption.

In urgent cases, exceptionally, an accelerated procedure will be followed. In such occasions the Presidency will inform the members of the Board of Inspectors that the given point will be accepted via an accelerated procedure. The proposed text of the decision will be circulated during the meeting in writing for a proper discussion before its adoption. The draft decision in question will be sent to the Presidency within two working days after the meeting.

The Presidency shall then have 24 hours after sending an acknowledgement of receipt to the Office of the Secretary-General to approve the document or make its comments. The decision shall be published on the website of the Office of the Secretary-General on receipt of the Presidency's approval or comments, after having made the necessary changes to the text, but in any event, within 24 hours thereof. This procedure will allow the decision to be published on the website within five working days of the meeting of the Board of Inspectors.

Article 10

Between two meetings of a Board of Inspectors a decision may be sought by written procedure. Use of the written procedure must remain an exception, restricted to matters requiring decision-making for compelling reasons before the next meeting is due to be held.

Decisions shall be taken as provided for in Article 9 above.

A document giving the outcome of each written procedure shall be included under the heading 'Written Communications' on the agenda for the following meeting of the Board of Inspectors.

Article 11

The decisions taken by the Boards of Inspectors shall be communicated to the other members of the system via the website of the Office of the Secretary-General of the European Schools: www.eurisc.eu.

Article 12

The Boards of Inspectors may propose the setting up of working groups. Each proposal must be accompanied by a work plan, a timetable and a financial statement and must be covered by the budget, as approved by the Board of Governors, foreseen for implementation of the annual plan of activities of the inspectors and of the Boards of Inspectors, drawn up in accordance with the priorities set by the latter (see Article 1 of these Rules of Procedure).

Article 13

The members of the Boards of Inspectors shall be entitled to reimbursement of their travel expenses and to payment of a daily subsistence allowance under the terms of the Regulations approved by the Board of Governors. These expenses shall be chargeable against the budget of the Office of the Secretary-General.

The cost of reimbursement of expenses resulting from the attendance at meetings of other persons or experts shall be chargeable against the budget of the Office of the Secretary-General only in cases where an invitation was issued by the Office of the Secretary-General.

The total cost of each meeting shall be indicated in the record of "*decisions and opinions*" of the next meeting.

Article 14

For the conduct of meetings, the Boards of Inspectors shall apply the arrangements appended to these Rules of Procedure.

ANNEX TO THE RULES OF PROCEDURE FOR THE BOARDS OF INSPECTORS

Conduct of meetings

1. At the start of a meeting, the Chair(s) shall give any information necessary regarding the handling of the meeting and in particular indicate the length of time he/she/they intend(s) to be devoted to each item. He/She/They shall refrain from making lengthy introductions and avoid repeating information which is already known to members.
2. Items for information only shall be included on the agenda for the meeting in the form of written communications and shall not be discussed.
3. At the start of a discussion on a substantive point, the Chair(s) shall, depending on the type of discussion that is required, indicate to members the maximum length of their interventions on that point.
4. Full table rounds shall be proscribed in principle; they may be used only in exceptional circumstances on specific questions, with a time limit on interventions set by the Chair(s).
5. The Chair(s) shall give as much focus as possible to discussions, in particular by requesting members to react to compromise texts or specific proposals.
6. During and at the end of meetings the Chair(s) shall refrain from making lengthy summaries of the discussions and shall confine himself/herself/themselves to concluding briefly on the results (substance and/or procedure) achieved. This conclusion will be incorporated into the record of "*decisions and opinions*" reflecting the decision or opinion of the Board of Inspectors.
7. Members shall avoid repeating points made by previous speakers. Their interventions will be brief, substantive and to the point.
8. When discussing texts, members shall make concrete drafting proposals, in writing, rather than merely expressing their disagreement with a particular proposal.
9. Unless indicated otherwise by the Chair(s), members shall refrain from taking the floor when in agreement with a particular proposal; in this case silence will be taken as agreement in principle.
10. The Chair(s) will call for a vote to be taken when he/she/they consider(s) it necessary in order to clarify the decision. At the request of one third of the members of the Joint Teaching Committee, the Chair(s) will always put a question to the vote.