



European Schools

Office of the Secretary-General

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Orig.: EN

Accredited European Schools¹

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

¹ Document approved by the Board of Governors with the exception of art. 4.1 of the **Regulations on Accredited European Schools** (Meeting on 16-18 April 2013 – Brussels)

Introduction

The Board of Governors gave a mandate in its December 2012 meeting to the Secretary-General to rationalise the decisions taken concerning the Accredited European Schools and draft a new streamlined document for the Board of Governors' April 2013 meeting.

The objective of the "Regulations on Accredited European Schools" is to provide a coherent and clear framework for the pedagogical accreditation of schools as Accredited European Schools by using a single set of terms, concepts and definitions.

Considerations

The Board of Governors of the European Schools decided at its meeting of 25, 26 and 27 April 2005 in Mondorf to open up the European School system beyond the establishment of fully fledged European Schools, allowing for the pedagogical accreditation of schools in the European Union, which offer European Schooling in analogous application of Articles 2 and 4 of the Convention defining the Statute of the European Schools

The objectives of the Board of Governors were to widen access to the European Baccalaureate and establish cooperative links allowing schools in Member States to provide European schooling for a dual purpose:

- firstly, in order to facilitate mobility, to offer multilingual and multicultural education and European certification to the children of the staff of Community institutions too thinly spread in Europe for such education and certification to be available to them in fully-fledged European Schools
- secondly, to permit the development of this type of schooling in national schools in Member States which might wish to offer it.

Since 2005, the Board of Governors has made several decisions and it has approved many texts regarding the criteria and procedure for the pedagogical accreditation as an Accredited European School as well as the auditing of such schools in order to ensure that the quality of European Schooling in such schools is equivalent to the schooling in fully fledged European Schools.

Accredited European Schools are schools in a Member State of the European Union which have obtained pedagogical accreditation from the Board of Governors in analogous application of the Convention as an establishment offering European schooling equivalent to that provided in European Schools established under Article 2 of the Convention. Accredited European Schools are outside the administrative and financial framework to which the European Schools are subject.

The competence of the Board of Governors to accredit schools as offering an equivalent to European schooling in European Schools established under the Convention is inherent *a maiore ad minus* in the competence to establish fully fledged European Schools established under Article 2 of the Convention.

Since it binds all Member States with respect to the recognition of the schooling in the Accredited European Schools just as for European Schools, the accreditation decision needs to be taken unanimously.

However, the Board of Governors is not competent to provide budgetary means to Accredited European Schools, since no such competences are foreseen in the Convention. Budgetary competences of an organisation are limited to its explicit competences and may not be extended by analogy. Thus all costs related to the accreditation of Accredited European Schools have to be borne by the school applying for accreditation, respectively the authority in charge of this school.

In various documents different terms were used to define Accredited European Schools: TYPE II and TYPE III European Schools, European Schooling, and Associate Schools.

European Schools established pursuant to Article 2 of the Convention are denominated Type I European Schools, while both Type II and Type III European Schools are schools accredited by the Board of Governors as offering European schooling equivalent to that in Type I European Schools. A distinction was made between TYPE II and TYPE III European Schools on the grounds that, unlike the latter, the TYPE II European Schools give priority for enrolment purposes to children of staff of the EU institutions and other bodies as defined by the relevant EU legislation and are therefore entitled to receive funding from the European Commission in proportion to the number of such EU staff pupils enrolled pursuant to the applicable legislation.

However, from the point of view of the European School system, which is exclusively responsible for the pedagogical accreditation, there is no difference between the two. For the sake of simplification and harmonisation, in the context of the pedagogical accreditation it is proposed from now on to use the term "Accredited European Schools", which includes both TYPE II and TYPE III Schools.

The attached "Regulations on Accredited European Schools" proposal has been written to clarify the legal framework of Accredited European Schools, to adapt it to the pedagogical evolution of the European School System and to render it more transparent in form of a consolidated text.

Representation of the Accredited European Schools

The wider availability of European schooling and of the European Baccalaureate and the cooperation envisaged for this purpose can materialise only on the basis of a contractual approach, agreed between the European School system, represented by the Board of Governors, represented by the Secretary-General of the European Schools, and the competent educational legal entity or authority in the countries concerned, represented by its legal representative.

The Accredited European Schools are represented in the Board of Governors meeting by the Heads of Delegations of the member state, in which the Accredited European School is located.

The Directors, Teachers and Parents of Accredited European Schools should have a possibility to be represented in the Joint Teaching Committee as invited observers without voting rights. The “Rules of procedure for the Joint Teaching Committee”- document (2009-D-295-6) should be modified accordingly.

Proposal

The Joint Board of Inspectors and the Joint Teaching Committee are requested to give their opinion on following proposals.

- 1) Adoption of the Regulations on Accredited European Schools
- 2) Modification of the “Rules of procedure for the Joint Teaching Committee”- document (2009-D-295-6). It is proposed that the following sentence should be added to the Article 2: “The representative of Directors, Teachers and Parents of Accredited European Schools are invited as observers without voting rights”

These decisions enter into force immediately after the decision of the Board of Governors. They repeal and replace all the existing rules and decisions of the Board of Governors concerning Accredited European Schools.

Opinion of the Joint Board of Inspectors

At its meeting of 6 February 2013, the Joint Board of Inspectors scrutinised and took note of the document ‘Accredited European Schools’ (2013-01-D-64-en-1) and expressed a favourable opinion on proposals 1) and 2) above. It did, however, express some reservations about certain articles of the Regulations on Accredited European Schools.

The Joint Board of Inspectors’ opinion was communicated to the Joint Teaching Committee during the meeting.

Opinion of the Joint Teaching Committee

At its meeting of 7 and 8 February 2013, the Joint Teaching Committee scrutinised and took note of the document ‘Accredited European Schools’ (2013-01-D-64-en-1) and expressed a favourable opinion on all the proposals submitted in 1) and 2) above.

It did, however, make some comments and proposals regarding adoption of the Regulations on Accredited European Schools.

The Joint Teaching Committee is bringing to the Budgetary Committee’s attention, for its opinion, document 2013-01-D-64-en-2, which takes account of the comments and proposals made by the Joint Teaching Committee regarding proposal 1) and invites it to recommend to the Board of Governors that it approve the document, with immediate entry into force.

Opinion of the Budgetary Committee

At its meeting of 19 and 20 March 2013, the Budgetary Committee took note of the document 'Accredited European Schools' (2013-01-D-64-en-2).

The Budgetary Committee recommended that the Board of Governors should approve the proposed attendance of representatives of Accredited Schools at joint committee meetings and requested that some amendments be made to the proposed Regulations on Accredited Schools. It also recommended approval of the document by the Board of Governors.

REGULATIONS ON ACCREDITED EUROPEAN SCHOOLS

Title I	General principles and definitions
Title II	Accreditation Agreement
	Chapter I Accreditation conditions
	Chapter II Accreditation procedure
	Section 1 Preliminary documents
	Section 2 Accreditation audit
	Section 3 Decision of the Board of Governors
	Section 4 Renewal of accreditation
Title III	Implementation of the Accreditation Agreement
Title IV	Expiry of accreditation
Title V	Disputes
Title VI	Transitional and repeal provisions
Annex I	General Interest File form
Annex II	Dossier of Conformity form
Annex III	Audit form
Annex IV	Catalogue of general criteria and indicators for the accreditation
Annex V	Model Accreditation Agreement
Annex VI	Model Agreement (secondary years 6 and 7)

TITLE I: GENERAL PRINCIPLES AND DEFINITIONS

Article 1

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

Article 2

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

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

TITLE II: ACCREDITATION

Chapter I Accreditation conditions

Article 3

Only schools which undertake to enhance and promote their European specificity, by guaranteeing firstly, to provide their pupils with the same type of education as that provided in the European Schools and secondly, equality of opportunity for pupils in terms of preparation for the European Baccalaureate, subject, as far as secondary years 6 and 7 are concerned, to strict application of the provisions laid down by the Regulations pertaining to the European Baccalaureate.

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

Article 4

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

1. *(The Board of Governors did not approve the new proposal at its April 2013 meeting. Therefore, the decision taken by the Board of Governors at its meeting at Mondorf-les-Bains on 25, 26 and 27 April 2005 will remain valid until a new text will be approved ²)*
2. It offers mother tongue courses to pupils without their own language section. The minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School.
3. Pupils without their own language section receive support to learn the language of the section which they join.

² *Decision of the Board of Governors (2005-D-342-en-4) :

“Three language 1 language sections, including at least one in one of the vehicular languages and one in the language of the host country or of another country is a priority but non-binding objective. Offering a language section in one of the vehicular languages is mandatory. Two different language 1 sections are strongly recommended as this is conducive to multilingualism in European schooling.”

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

Article 5

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

1. It undertakes to prepare pupils effectively to take the European Baccalaureate examinations in the last year of the secondary cycle, respecting the particular features which characterise European schooling and delivering a curriculum matching and consistent with that objective.
2. It undertakes, for years 6 and 7 of the secondary cycle, to abide by the Regulations for the European Baccalaureate, as signed on 11 April 1984 and amended by the Board of Governors at its meeting in Helsinki of 15 and 16 April 2008, and by the Arrangements for implementing those Regulations and the other decisions of the Board of Governors concerning the European Baccalaureate.
3. It offers a range of options, particularly in secondary years 6 and 7, which is conducive to pupils' subsequent admission to courses in higher education.

Article 6

Teachers must be qualified to teach their subjects in one of the EU Member state languages, and they must, in principle, have language competences similar to those of native speakers in their language of tuition.

Article 7

Accreditation may also be conditional upon:

1. The existence of a support system for special needs pupils, within the meaning of the legislation of the country in which the Accredited European School is located.
2. The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.
3. Compliance with a minimum and maximum length per teaching period, it being understood that this length will be judged in relation firstly, to the general teaching timetable and secondly, to the scale of the subject and the pedagogical requirements.

Chapter II: Accreditation procedure

Section 1: Preliminary documents

Article 8

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

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

Article 9

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

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

Section 2: Accreditation audit

Article 10

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

The Joint Board of Inspectors shall form an audit committee comprising a maximum of four inspectors: The European Schools decide on the composition of the audit team according to the profile and structure of the school.

Article 11

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

Article 12

After having scrutinised the self-evaluation, the audit committee shall visit the candidate school, where it shall obtain full information and shall ask any question which it deems relevant with regard to the objectives of the audit.

Article 13

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

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

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

Section 3: Decision of the Board of Governors

Article 14

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

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

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

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

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

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

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

Section 4: Renewal of accreditation

Article 15

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

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

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

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

TITLE III: IMPLEMENTATION OF THE ACCREDITATION AGREEMENT

Article 16

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

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

Article 17

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

Those costs shall correspond to:

- a. the travel and subsistence expenses of the inspectors sent by the European Schools. They will be defrayed on the basis of a mission order and under the same conditions as when inspectors carry out a mission on behalf of the European Schools;
- b. the expenditure incurred by staff of Accredited European Schools in attending the in-service training courses – referred to in Article 16 – organised by the European Schools;
- c. The teaching materials referred to in Article 16.

The costs of purchasing and dispatching the teaching material referred to above will be refunded to the European Schools by the Accredited European School in accordance with the scales set by the budget of the European Schools, on submission of an expense claim.

Article 18

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

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

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

The costs entailed by organisation of the European Baccalaureate will be invoiced to the Accredited European School on a pro rata basis, according to the total number of pupils registered for the session concerned. These costs will be calculated on the basis of the total cost of organisation of the Baccalaureate divided by the total number of pupils registered for the session in question.

Those costs will be refunded to the European Schools on submission of an expense claim.

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

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

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

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

TITLE IV: EXPIRY OF ACCREDITATION

Article 19

Without prejudice to the right to withdraw accreditation enjoyed by the Board of Governors pursuant to Article 20, and unless renewal has been applied for and obtained under the conditions set out in Article 15, accreditation shall automatically be terminated, without notice or compensation, at the end of the three-year period laid down in the second paragraph of Article 14.

Article 20

In the event of a serious breach, and without prejudice to any damages, the Board of Governors may, on a proposal from the Secretary-General, withdraw accreditation on the basis of a reasoned decision.

Only the following may be regarded as serious breaches:

- a. non-payment of the sums referred to in Article 17;
- b. the existence of serious risks to pupils' safety and security or health on the Accredited European School's premises or on account of its staff;
- c. clear infringement of one or more of the conditions laid down in the Dossier of Conformity

Article 21

When he/she finds that there has been a serious breach within the meaning of Article 20, the Secretary-General shall send to the Accredited European School formal notice to desist from any further such breach; he/she shall notify the Board of Governors without delay of the sending of such formal notice.

The formal notice shall contain an invitation from the Secretary-General to desist from the serious breach found, within eight days for the breaches referred to in a., within one month for the breach referred to in b. and within three months for the breach referred to in c.

However, depending on the nature and seriousness of the breach found and on the time required for the Accredited European School to desist from any further such breach, the Secretary-General of the European Schools may extend the time periods laid down in the previous paragraph, although this extension may not exceed double the time period allowed.

If the Accredited European School fails to comply with the demands made in the formal notice, the Secretary-General shall refer a request for withdrawal to the Board of Governors.

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

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

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

TITLE V DISPUTES

Article 22

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

The law applicable to these Regulations shall be Belgian law.

TITLE VI: TRANSITIONAL AND REPEAL PROVISIONS

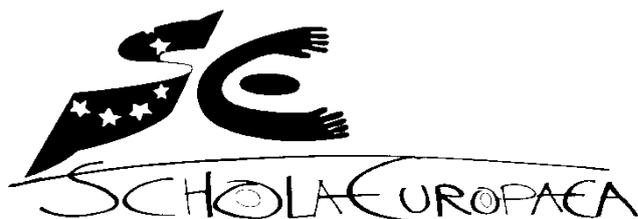
Article 23

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

Article 24

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

Annex IV



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

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Catalogue of general criteria and indicators for the accreditation

I. Pedagogical equivalence	
Organisation of studies and subjects correspond to the European Schools (ES) system until S5	<ul style="list-style-type: none"> • Time allocation to the different subjects and cycles (nursery, primary, S1-5) corresponds to the ES system • Syllabuses used in different subjects (nursery, primary, S1-5) corresponds to the ES system • Three vehicular languages as L2 are offered • L3 tuition is offered
Organisation of studies and subjects correspond to the ES system on S6-7	<ul style="list-style-type: none"> • The school organises / has an intention to organise the European Baccalaureate • Organisation of studies in S6-7 corresponds to the regulations of the European Schools system • Time allocation to the different subjects in S6-7 corresponds to the regulations of the ES system • Teaching in S6-7 is entirely consistent with the European Schools syllabuses • Three vehicular languages as L2 are offered • L3 tuition is offered • The range of options in S6-7 are conducive to pupils subsequent admission to the higher education courses • All students preparing for the European Baccalaureate have had European schooling in S6-7

<p>Organisation of the European Baccalaureate corresponds to the ES system fully</p>	<ul style="list-style-type: none"> • The school management ensures that all relevant stakeholders are aware of the document <i>Arrangements for implementing the regulations for the European Baccalaureate</i>, including the assessment procedures • Organisation of part examinations corresponds to the regulations of the ES system • Procedures are defined to prepare and organise the baccalaureate examinations (tasks, responsibilities, procedures etc.) • Special arrangements for the pupils with special education needs (SEN) are authorised and organised according to the document <i>2009-D-559 Special arrangements for the baccalaureate for candidates with special needs</i>
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<p>II. Management and Organisation</p>	
<p>The school management ensures that teachers are up-to date with current pedagogical developments both in terms of subject content and methodology</p>	<ul style="list-style-type: none"> • There is a plan for continuous pedagogical development both at school and personal level • Records of the activities of continuous pedagogical development are kept at school and personal level
<p>The school management enables and encourages cooperation and coordination within and between sections, subjects and cycles</p>	<ul style="list-style-type: none"> • There is evidence of management role to harmonise pedagogical procedures within and between sections, subjects and cycles • There is evidence of teachers exchanging professional experiences and expertise between levels, sections, schools, etc. • There is evidence of meetings, projects, etc. supporting cooperation and coordination within and between sections, subjects and cycles
<p>The school has guidelines for transition of pupils from nursery to primary and from primary to secondary</p>	<p>There is evidence of procedures for transition of information from nursery to primary and from primary to secondary (meetings, visits, projects, etc).</p>

The management ensures mother tongue tuition to pupils whose mother tongue does not correspond to the language of the section	<ul style="list-style-type: none"> • There is evidence of school organising mother tongue tuition for pupils whose mother tongue does not correspond to the language of the section (including allocated time, grouping etc.) • The school follows the ES L1 syllabuses
The school management ensures an effective use of teaching time	<ul style="list-style-type: none"> • Timetabling ensures an equitable distribution of subject time through the week/half term • Measures are taken to make best use of teaching time (including replacements)
III. School Ethos and Climate	
A European Context is established in order to foster mutual understanding and respect for diversity in a multicultural setting	<ul style="list-style-type: none"> • The European dimension is integrated in subjects syllabuses, teachers planning and lessons • A rich provision of European language courses and high standards in them is ensured (L3, L4) • Pupils work together across language sections • There is evidence of celebration of National festivals and reference to national current affairs • School organises communal events which bring together pupils and teachers (and parents) from different language sections
The physical environment reflects the purpose of teaching and learning	<ul style="list-style-type: none"> • There is an adequate number of rooms of appropriate size • Classrooms and public areas are clean, safe, tidy and are in good repair • There are displays of work and other Materials in corridors and classrooms related to the European dimension
The social climate promotes successful learning and fosters tolerance and mutual respect	<ul style="list-style-type: none"> • There is evidence of mutually respectful relations between members of the school community, in particular across language sections • Pupils behaviour and attendance are monitored
Communication is rapid and appropriate	<ul style="list-style-type: none"> • There are formal and informal communication channels within the school community • There are formal and informal communication channels with stakeholders outside the school
Co-operation with the society	<p>There is evidence of co-operation with</p> <ul style="list-style-type: none"> • local community,

	<ul style="list-style-type: none"> • local schools • trade and industry, • schools abroad (including European Schools, international co-operation)
IV. Curriculum and Planning	
There is a long term and short term planning based on the curriculum	<ul style="list-style-type: none"> • Teachers have their short term and long term planning based on the curriculum • The planning documents are regularly reviewed and revised • Teachers hand over their planning documents to the management
There is continuity and progression from year to year	<ul style="list-style-type: none"> • There is evidence of transfer of planning documents from teacher to teacher • Planning documents are easily accessible to the substitute teachers
The planning within and across the sections is harmonised	<ul style="list-style-type: none"> • The school has guidelines for short and long term planning which are followed by the teachers • The school has planning templates which are used by the teachers
Individual needs of pupils are respected in planning	<ul style="list-style-type: none"> • Differentiation is taken into account in planning documents
V. Resources	
Human resources are managed efficiently	<ul style="list-style-type: none"> • Teachers are appropriately qualified • Subject teachers (art, music, PE, science subjects, mathematics, L2-L4, history, geography, etc.) have the required language skills according to the regulations of the European Schools systems • L1 teachers are native speakers of the language they teach • Authorities of the country in which teachers are qualified to teach, are consulted in recruitment

A range of adequate equipment is available	<ul style="list-style-type: none"> • There is an adequate supply of subject-Related equipment • There is an adequate supply of ICT equipment • There is a school library / media centre with adequate range of relevant books and ICT materials
A range of European dimension resources is used	<ul style="list-style-type: none"> • European, multicultural and national resources are used appropriately and integrated into the teaching
VI. Teaching and Learning (based on class-visits)	
<ul style="list-style-type: none"> • Teachers realise the ES syllabuses 	<ul style="list-style-type: none"> • Teachers show knowledge of the subject and the European School syllabuses • Lessons are planned, well-structured and related to the syllabus • Culture, history and geography of different countries are integrated in the teaching and learning process in the classes when relevant • Cross-curricular links are emphasized
<ul style="list-style-type: none"> • Teachers employ a variety of teaching and learning methods appropriately used to the content to be taught 	<ul style="list-style-type: none"> • Teachers communicate the objectives and competences to be accomplished to their pupils • When possible teaching encourages awareness of broadened context outside the classroom or the particular lesson • Teachers use variable methods (work in pairs, groups, teams, individually etc.) • Teachers involve all pupils actively • Teachers integrate ICT into their lessons

Pupils are active learners	<ul style="list-style-type: none"> • Pupils show an active learning attitude during the lessons (fingers in the air, eager to answer, not busy with other things, working on their own etc.) • Pupils get feedback in order to improve their learning • Pupils are responsible for aspects of their own learning • Pupils use ICT in learning
Teachers take care of pupils' individual needs in their teaching	Differentiation is practiced in lessons
Teachers show effective class room management	<ul style="list-style-type: none"> • Teachers create a stimulating learning environment • Teachers use resources effectively • Teachers use teaching time effectively
VII. Assessment and achievements	
Teachers apply the school guidelines on assessment	<ul style="list-style-type: none"> • School has guidelines on assessment • Teachers apply the school guidelines on assessment • Teachers assess pupils' progress (formatively and summatively) on a regular basis • A range of different assessment methods is used to provide a broad picture of pupils' competences (knowledge, skills and attitudes).
The European Schools' assessment system is used	<ul style="list-style-type: none"> • Record of child's development, portfolio in Nursery cycle • School report in Primary cycle and S1-5 • Harmonised tests and exams in S5 • The European Schools' marking system in S6-7
Assessment methods are valid, reliable and transparent	<ul style="list-style-type: none"> • Assessment is clearly related to the learning objectives • Information about learning objectives, assessment criteria, time of assessment is available for pupils • Records of pupils progress are maintained • Pupils' results are analysed • Pupils' attainments are communicated to their parents regularly
Pupils develop the ability to assess their own work and that of their peers	There is evidence of self-assessment and peer assessment

VIII. Educational support	
Pupils individual needs are recognised and pupils get educational support	<ul style="list-style-type: none"> • School has guidelines on educational support • There are harmonised procedures to identify pupils individual learning needs • Pupils individual learning needs are appropriately supported • Pupils receive support in learning the language of the section into which they are integrated when needed • ILPs (Individual Learning Plans) are compiled, reviewed and updated • Given support is monitored, progress and results are registered
Resources for educational support are in place	<ul style="list-style-type: none"> • Support materials are available (ICT, national materials etc.) and easy to access • Time allocation of support is transparent and flexible • Relevant services for educational support are available

IX. Quality assurance and development	
<ul style="list-style-type: none"> • The school has described its vision and its areas of improvement in the school development plan or related document 	<ul style="list-style-type: none"> • The school has clearly stated its aims and objectives • The school development plan is compiled in consultation with the different stakeholders of the school • The development activities are linked to the objectives and to the short and long term plans on areas of improvement
<p>IX.2 There is an integrated system of quality assurance and development</p> <hr/>	<ul style="list-style-type: none"> • There is systematic procedure for evaluation of progress and development (self-evaluation; Plan-Do-Check-Act) • Different stakeholders (staff, pupils, parents) are involved in evaluation • The school takes part in external evaluations (including pedagogical monitoring of national authorities of host country) • Results of evaluations are communicated to the school community and key stakeholders <hr/>