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Decisions of the enlarged meeting of the Board of Governors of the European Schools

Meeting of 3-5 December 2019 – Brussels

Approved by written procedure No 2020/09 on 24 February 2020

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The agenda was approved.

II. INTRODUCTION :

- Priorities of the Spanish Presidency 2019-2020 2019-10-D-40-en-2

The members of the Board of Governors took note of the priorities of the Spanish Presidency, presented by Ms Galache-Matabuena.(Annex III)

III. WRITTEN COMMUNICATIONS

a) Outcome of Written procedure No 2019/18 – Draft Decisions of the non-enlarged meeting of the Board of Governors of the European Schools of 9 April 2019 (2019-04-D-10-en-1)

By means of the written procedure initiated on 20 May 2019 and completed on 4 June 2019, the Board of Governors approved the Decisions of the non-enlarged meeting of the Board of Governors of the European Schools of 9 April 2019 (2019-04-D-10-en-1).

The definitive decisions, 2019-04-D-10-fr-2, can be found on DOCEE.

Outcome of written procedure No 2019/19 – Draft Minutes of the non-enlarged meeting of the Board of Governors of the European Schools of 9 April 2019 (2019-04-D-11-en-2)

By means of the written procedure initiated on 20 May 2019 and completed on 4 June 2019, the Board of Governors approved the Draft Minutes of the non-enlarged meeting of the Board of Governors of the European Schools of 9 April 2019 (2019-04-D-11-en-2).

The definitive minutes, 2019-04-D-11-en-3, can be found on DOCEE.

Outcome of the written procedure No 2019/21 – Cost Sharing

By means of the written procedure initiated on 28 May 2019 and completed on 13 June 2019, the Board of Governors approved the proposal on 'Cost Sharing' (2019-05-D-36-en-1).

Outcome of written procedure No 2019/26 – Appointment of the German Inspector for the secondary cycle

By means of the written procedure initiated on 3 June 2019 and completed on 17 June 2019, the Board of Governors agreed to appoint **Mr Thilo BUCHMAIER** as German member of the Board of Inspectors (Secondary), in place of Mr Stefan WALZ.

Outcome of written procedure No 2019/27 – Appointment of the Spanish Inspector for the nursery and primary cycle

By means of the written procedure initiated on 4 June 2019 and completed on 18 June 2019, the Board of Governors agreed to appoint **Ms Maria Soledad IGLESIAS JIMÉNEZ** as Spanish member of the Board of Inspectors (Nursery and Primary), in place of Ms Esther BLANCO TOLDOS.

Outcome of written procedure No 2019/28 – Draft Decisions of the enlarged meeting of the Board of Governors of the European Schools of 9-12 April 2019 (2019-04-D-12-en-2)

By means of the written procedure initiated on 24 June 2019 and completed on 8 July 2019, the Board of Governors approved the Decisions of the enlarged meeting of the Board of Governors of the European Schools of 9-12 April 2019 (2019-04-D-12-en-2).

The definitive decisions, 2019-04-D-12-en-3, can be found on DOCEE.

Outcome of written procedure No 2019/29 – Appointment of the Dutch Inspector for the nursery and primary cycle

By means of the written procedure initiated on 24 June 2019 and completed on 9 July 2019, the Board of Governors agreed to appoint **Ms Edith NEUTEL** as Dutch member of the Board of Inspectors (Nursery and Primary).

Outcome of written procedure No 2019/36 – Appointment of the Chairman of the 2020 European BaccaLaureate Examining Board (2019-06-D-4-en-2)

By means of the written procedure initiated on 29 July 2019 and completed on 12 August 2019, the Board of Governors agreed to appoint Dr Enrique GUERRERO SALOM as Chairman of the 2020 European BaccaLaureate Examining Board (2019-06-D-4-en-2).

Outcome of written procedure No 2019/37

- **Appointment of the Cypriot Inspector for the nursery and primary cycle**
- **Appointment of the Cypriot Inspector for the secondary cycle**

By means of the written procedure initiated on 3 September 2019 and completed on 17 September 2019, the Board of Governors approved the appointment of **Mr George GIALLOURIDES** as Cypriot member of the Board of Inspectors (Nursery and Primary) and of **Ms Irene RODOSTHENOUS** as Cypriot member of the Board of Inspectors (Secondary).

Outcome of written procedure No 2019/40 – Appointment of the Romanian Inspector for the secondary cycle

By means of the written procedure initiated on 16 September 2019 and completed on 30 September 2019, the Board of Governors agreed to appoint **Ms Anca Denisa PETRACHE** as Romanian member of the Board of Inspectors (Secondary), in place of Ms Irina-Roxana GEORGESCU.

Outcome of written procedure No 2019/42 – Appointment of the Austrian Inspector for the secondary cycle

By means of the written procedure initiated on 19 September 2019 and completed on 3 October 2019, the Board of Governors agreed to appoint **Ms Karin STEPPAN** as Austrian member of the Board of Inspectors (Secondary), in place of Ms Karin Eckerstorfer.

Outcome of written procedure No 2019/45 – Appointment of the Portuguese Inspector for the secondary cycle

By means of the written procedure initiated on 4 October 2019 and completed on 18 October 2019, the Board of Governors agreed to appoint **Ms Maria José BUGIA** as Portuguese member of the Board of Inspectors (Secondary), with effect from 3 October 2019, in place of Ms Coelho.

Outcome of written procedure No 2019/46 – Appointment of the Hungarian Inspector for the secondary cycle

By means of the written procedure initiated on 4 October 2019 and completed on 18 October 2019, the Board of Governors agreed to appoint **Ms Rita KERTÉSZ** as Hungarian member of the Board of Inspectors (Secondary), with effect from 3 October 2019, in place of Ms Luca NEMESKÉRI.

Outcome of written procedure No 2019/49 – Request to regularise the N-S5 dossier of conformity of AES *Paris-La-Défense* (2019-09-D-54-en-2)

By means of the written procedure initiated on 16 October 2019 and completed on 30 October 2019, the Board of Governors agreed to regularise the N-S5 dossier of conformity of AES *Paris-La-Défense* (2019-09-D-54-en-2).

Outcome of written procedure No 2019/50 – Amending Budget 2/2019: Final adjustments to the 2019 Budget – Document 2019-10-D-09-en-3

By means of written procedure No 2019/50, initiated on 21 October 2019 and completed on 4 November 2019, the Board of Governors approved Amending Budget 2/2019: Final adjustments to the 2019 Budget – Document 2019-10-D-09-en-3.

Outcome of written procedure No 2019/51 – Amending Budget 3/2019: European School, Munich – Document: 2019-10-D-15-en-2

By means of written procedure No 2019/51, initiated on 25 October 2019 and completed on 8 November 2019, the Board of Governors approved Amending Budget 3/2019: European School, Munich – Document: 2019-10-D-15-en-2.

IV. A ITEMS

A.1. Charter of the tasks, rights and obligations of the Authorising Officer of the European Schools, of authorising officers by delegation and of authorising officers by sub-delegation (2019-11-D-6-en-2)

The Board of Governors decided to approve the ‘Charter of the tasks, rights and obligations of the Authorising Officer of the European Schools, of authorising officers by delegation and of authorising officers by sub-delegation’, with entry into force on 1 January 2020.

The Charter, 2019-12-D-19-en-1, has been published on DOCEE.

A.2. Intermath Commission: Increase in the timetable reduction of the teacher/secretary in charge of Intermath (2019-09-D-59-en-3)

The Board of Governors decided to approve, with immediate entry into force, the increase in the timetable reduction for the secretary/project manager by three hours for three years, with the possibility of review. The costs entailed by the increase in the timetable reduction of the teacher concerned will be covered by the Intermath Commission’s budget.

Document ‘2019-04-D-13 – Annex I – Internal Structures in the Nursery, Primary and Secondary’ will be adapted accordingly.

A.3. Proposal to update Annex I to the General Rules – Rules concerning the school year (2019-09-D-53-en-2)

The Board of Governors decided to approve the changes to Annex I to the General Rules of the European Schools as follows:

- as regards the Luxembourg calendar:

New text
<p>The European School of Mol, which needs to respect the organisation of boarding institutions attended by some pupils may organise the Easter holidays differently, if necessary, in order to conform its school calendar to the Belgian Flemish educational system.</p> <p>The European Schools in Luxembourg, which are highly affected by the lack of public transport during vacation periods for the Public Schools, may organise the All Saints half-term holiday and the Spring mid-term break differently, if necessary, in</p>

order to align their school calendar to the Luxembourg educational system. Doing so, the European schools in Luxembourg have to respect the overall length of the school year as defined by the General Rules and should also respect regular attendance at common meetings within the European Schools system.

- as regards the Orthodox Easter Monday:

New text
ANNEX I RULES CONCERNING THE SCHOOL YEAR (...) The schools should allocate: (...) d. two weeks for Easter, preferably one before and one after Easter Sunday. All European Schools with a Greek section should ensure that all Greek pupils of the Orthodox religion courses may observe the Orthodox Church's Easter Monday.

The General Rules (document 2014-03-D-14) have been updated accordingly, with immediate entry into force.

A.4. Amendment of Annex 1 and Annex 2 to the Service Regulations for the Administrative and Ancillary Staff (AAS) of the European Schools (2019-10-D-30-en-2)

The Board of Governors decided to approve the amendments to Annex 1 and Annex 2 to the AAS Service Regulations, these entering into force on 1 January 2020.

A.5. Draft calendar of European Baccalaureate examinations for the 2020 session (2019-10-D-41-de/en/fr-2)

The Board of Governors decided to approve the calendar of European Baccalaureate examinations for the 2020 session.

A.6. Audits of Accredited European Schools: Audit process and toolkits (2019-07-D-20-en-4)

The Board of Governors scrutinised the new organisational arrangements for audits of AES and the new audit documents for AES, presented in detail in the toolkit, and decided to approve them with a view to their immediate entry into force.

V. JOINT REPORT OF THE GREEK PRESIDENCY OF THE BOARDS OF INSPECTORS AND OF THE TEACHING COMMITTEE – 2018-2019 SCHOOL YEAR + Annex: Pedagogical Development and Quality Assurance of the European Schools (2018-2019) – Follow-up on 30 June 2019 (2018-09-D-33-fr-6)

The Board of Governors took note of and approved the Joint Report of the Greek Presidency of the Boards of Inspectors and of the Teaching Committee for the nursery, primary and secondary cycles for the 2018-2019 school year and the annex thereto.

VI. 2019 EUROPEAN BACCALAUREATE

a) Report of the Chair of the 2019 European Baccalaureate Examining Board (2019-09-D-21-en-2)

The Board of Governors took note of the report of the Chair of the 2019 European Baccalaureate session, Mr Fotopoulos, and approved it.

The Deputy Secretary-General gave an assurance that the different working groups, in their respective areas of competence, will discuss the suggestions and comments made during the meeting and the recommendations contained in the document.

b) Report on the 2019 European Baccalaureate (2019-07-D-22-en-3)

The Board of Governors took note of and approved the report on the 2019 European Baccalaureate.

VII. REPORT OF THE CHAIR OF THE BUDGETARY COMMITTEE – 2018-2019 (2019-10-D-17-en-2)

The Board of Governors took note of and approved the report of the Greek Chair of the Budgetary Committee, Ms Souliotis, for the 2018-2019 school year.

VIII. FINAL REPORT OF THE COURT OF AUDITORS – Year 2018 (2019-10-D-22-en-2)

The Board of Governors received an oral presentation of the main findings of the Report of the Court of Auditors on the annual accounts of the European Schools for the financial year 2018 and of the Secretary-General's replies. The Board of Governors will take the necessary steps to follow up on the recommendations.

The Court of Auditors took note of the European Schools' spirit of cooperation with a view to improving the situation.

IX. B ITEMS

B.1. New Financial Governance (2019-10-D-42-en-1):

-State of play

-Internal Control Capability structure

The Board of Governors took note of the state of play of centralisation of the financial circuit and of the presentation of the new financial governance and of the mission, objectives and new organisational structure of the Internal Control Capability. Further changes will be made in line with the recommendations made by the European Commission during the meeting, in particular the single contact point with the diverse auditing bodies and the review of the financial statements.

B.2. Cost Sharing – 2019-2020 school year (2019-10-D-28-en-2)

The Board of Governors adopted the content of the cost sharing tables, with Ireland's abstention. Ireland regretted the absence of a financial contribution as an alternative.

B.3. Reinforcement of the management structure of the Schools:

- Draft Implementing Regulations for the Appointment of Assistant Deputy Directors of the European Schools (2019-09-D-4-en-4)

The Board of Governors decided to approve the 'Draft Implementing Regulations for the Appointment of Assistant Deputy Directors of the European Schools', with entry into force on 1 January 2020.

- Amendments to the Staff Regulations linked to the Introduction of a Middle Management Structure (2019-09-D-5-en-4)

The Board of Governors approved the amendments to the Staff Regulations associated with the introduction of a Middle Management Structure, with entry into force with as from 1 January 2020.

All the documents concerned (e.g. the 'Regulations for Members of the Seconded Staff of the European Schools' and the 'Service Regulations for Locally Recruited Teachers in the European Schools') will be adapted accordingly.

B.4. Teaching posts in the European Schools

- New and discontinued seconded posts in the nursery, primary and secondary cycles: 2020-2021 school year (2019-09-D-31-fr-2)

The Board of Governors adopted the document, subject to the requests for factual changes mentioned during the meeting. Those changes are included in the document 2019-09-D-31-fr-3.

- List of courses given by locally recruited teachers – 2020-2021 school year (2019-10-D-38-en-2)

The Board of Governors took note of the list. The nationalities of locally recruited teachers should be removed when the list is next circulated.

- Proposal to change the procedure for establishment of seconded posts remaining unfilled during the subsequent school year (2018-11-D-19-fr-4)

The Board of Governors expressed a favorable opinion on the changes to the procedure for the establishment of seconded posts remaining unfilled. These changes involve the modification of the procedure to meet the requirements of drawing up the budget for year n+1 and, therefore, asking the Member States to express their intention of secondment by 15 December, a request for a systematic communication involving all the parties to the procedure (National Delegations, the Office of the Secretary-General of the European Schools and the Directors of the Schools) and a mandate given the OSGES to arbitrate on secondments, as equitably as possible, in Brussels among the Brussels Schools and in Luxembourg between the Luxembourg Schools.

The Netherlands expressed their reservation concerning the last point.

Procedure 2019-12-D-15-fr-1 has been published on DOCEE".

B.5. Publication of the posts of Head of the ICT Unit, Head of the Internal Control Unit and Assistant Head of the Internal Control Unit and their possible conversion in the absence of candidates (2019-10-D-43-en-2)

The Board of Governors considered and approved publication of the posts of Head of the ICT Unit, Head of the Internal Control Unit and Assistant Head of the Internal Control Unit and their possible conversion in the absence of candidates.

In the absence of a positive response to publication of the posts' vacancy on the part of the seconding authorities, the Board of Governors decided:

For the Internal Control Unit:

- to temporarily convert the function of Head of Unit into a local function and to recruit locally, under the conditions to be established for locally recruited managerial staff¹.
- to convert the post of seconded Assistant Head of Unit into an AAS (Administrative and Ancillary Staff) post, at the level of 'Assistant to the Secretary-General'.

For the Head of the ICT Unit:

- to recruit locally, under the conditions to be established for locally recruited managerial staff.

The necessary change to the organisation chart will then be made in an amending 2020 budget decision at the earliest opportunity.

B.6. Central Enrolment Authority for the Brussels European Schools: Review of the results of the 2019-2020 Enrolment Policy and proposed guidelines for the 2020-2021 Policy (CEA) 2019-11-D-15-fr-1 + Annex III

The Board of Governors took due note of the review of the results of the 2019-2020 Enrolment Policy and approved the guidelines for the 2020-2021 Enrolment Policy.

It mandated the Central Enrolment Authority to adopt an Enrolment Policy for the Brussels European Schools and all measures required to put into practice and to organise in an optimal way the conduct of the enrolment session, with a view to the beginning of the 2020-2021 school year.

- Situation of the European Schools in Brussels (2019-11-D-17-fr-1)

The four main sites (European Schools, Brussels 1 - Uccle, Brussels 2 - Woluwé, Brussels 3 - Ixelles and Brussels 4 - Laeken) operate above their capacity, three of them having done so for several years now. This tendency might reach a point in the future where the system may not be able to accept all category I pupils, unless the necessary infrastructure is put at its disposal by the Belgian authorities.

The Board of Governors adopted the statement appended in Annex I hereto and requested the Secretary-General to send it to the relevant Belgian authorities.

The Secretary-General's original intervention in Italian is appended, at his request, in Annex II hereto.

B. 7. Accredited European Schools:

➤ Regulations on Accredited European Schools (2019-01-D-12-en-8)

The Board of Governors scrutinised the proposed amendments to the 'Regulations on Accredited European Schools'.

For a smooth transition from the current regulations (2013-01-D-64) to the present amended regulations and in order to have all schools under the same system, all Delegations who have

¹ The 'Deputy Directors for Finance and Administration' Working Group is expected to send concrete proposals to the Board of Governors between now and April 2020.

Accredited European Schools on their territory will sign new agreements and, if necessary, additional agreements, in accordance with Annexes VI and VII respectively. These newly signed agreements and additional agreements will have the same expiry dates as the agreements that they replace. All the schools that need to sign initial or renewal agreements on or before 31 August 2020 (new accreditations or expiring accreditations) will also sign the agreements according to the templates in Annexes VI and VII. All agreements, for all the schools, are expected to be signed before 1 September 2020. The Secretary-General will inform the relevant Delegations accordingly, in due time.

A transitional period to allow for delegations to request accreditation renewals without being in breach of Article 15 will also be implemented.

The Accredited European Schools Working Group, in its present composition, will remain active, meeting no more than biannually, in order to collate and process the different views on the implementation of the new procedures.

The Board of Governors therefore decided to approve the proposed amendments to the 'Regulations on Accredited European Schools', with entry into force on **1 January 2020**, and the implementation plan

The new reference number of the 'Regulations on Accredited European Schools' will be 2019-12-D-12-en-1.

➤ **General Interest Files:**

- **General Interest File - AES Jan Kułakowski International European School, Warsaw (Poland) (2019-08-D-12-pl-2)**

The Board of Governors decided to approve the General Interest File submitted by the Polish authorities concerning the creation of an Accredited European School, Jan Kułakowski International European School, in Warsaw (Poland).

It considered that this file meets the requirements of the first stage of the accreditation and cooperation process defined at Mondorf in April 2005. The Polish authorities are therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

- **General Interest File - AES Saarland (Germany) (2019-09-D-58-de-2)**

The Board of Governors decided to approve the General Interest File submitted by the German authorities concerning the creation of an Accredited European School in Saarland (Germany).

It considered that this file meets the requirements of the first stage of the accreditation and cooperation process defined at Mondorf in April 2005. The German authorities are therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

- **General Interest File - AES Lisbon (Portugal) (2019-09-D-38-en-2)**

The Board of Governors decided to approve the General Interest File submitted by the Portuguese authorities concerning the creation of an Accredited European School in Lisbon (Portugal).

It considered that this file meets the requirements of the first stage of the accreditation and cooperation process defined at Mondorf in April 2005. The Portuguese authorities are therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

➤ **Dossier of Conformity:**

- **Dossier of Conformity (S6-S7) - AES *Paris-La-Défense* (France) (2019-09-D-40-en-2)**

The Board of Governors expressed a favourable opinion on the Dossier of Conformity (S6-S7) of the *Paris-La-Défense* Accredited European School, with the changes made during the meeting related to SWALS. It decided to mandate the Secretary-General to organise an audit.

B.8. Fifth Brexit Report (2019-11-D-3-en-2)

The members of the Board of Governors took note of the 'Fifth Report of the BREXIT Working Group' and decided to approve it, with the UK's abstention, its having delegated its voting rights beforehand to the Spanish Presidency.

It mandated the Working Group to explore in greater detail the means of mitigating the risks associated with a Brexit with or without a withdrawal agreement.

B.9. Interpretation of national pay slips (Article 49 of the Regulations for Members of the Seconded Staff of the European Schools) (2019-10-D-26-en-2)

The Board of Governors approved the common interpretation of all pay slips that will be used as a basis for calculation of the salaries of seconded staff of all the schools and of the OSG, with effect from early 2020.

- Rationalisation in the calculation of seconded staff's salaries (2019-10-D-27-en-2)

The Board of Governors decided to mandate the Office of the Secretary-General to put forward concrete proposals regarding:

- Finding areas for rationalisation in the calculation of salaries of seconded staff and eliminating an unnecessary administrative burden in the process. In particular, two areas should be analysed:
 - effective application of Articles 19 and 49 of the Regulations for Members of the Seconded Staff
 - and different options, to rationalise calculation of the differential allowance.
- Replacement of the software currently used for the calculation and management of salaries of seconded staff (PERSEE/CIPAL).

The proposals put forward will be discussed within the framework of the Seconded Staff Working Group, which will be chaired by the Head of the Human Resources Unit, and with the participation of the Head of the Accounts Unit of the OSG, and will be presented to the Budgetary Committee at its next meeting in March 2020 and to the Board of Governors in April 2020. The Group will take account of the comments made during the meeting.

B.10. Update on the introduction of the new marking system (2019-11-D-23-en-1)

The Board of Governors took note of the document concerning the status of implementation of the new marking system with respect to the tables of equivalence in the different Member States.

The Member States were encouraged to finalise the tables of equivalence in the light of the communication from the Deputy Secretary-General of 17 October 2019 and of Article 5 of the Convention. The Office of the Secretary-General is prepared to help the Member States and to provide them with additional data if necessary.

A new version of the document will be presented to the Board of Governors in April 2020 to show the progress made in this area.

B.11. Business Analysis ‘Online Enrolment at the Brussels European Schools’ (2019-10-D-31-en-2)

The Board of Governors mandated the Office of the Secretary-General to analyse in greater detail the pros and cons of the three options presented during the meeting, by consulting in particular the IT-ADM Working Group, and to present to the Budgetary Committee and to the Board of Governors at their spring 2020 meetings a definitive proposal for a project, accompanied by a definitive estimated budget.

B.12. Chinese Language and Culture in the European Schools (2019-09-D-63-en-2)

The Board of Governors invited the Secretary-General of the European Schools to explore, in close consultation with the services of the European Commission and the Presidency of the Board of Governors, the options for offering Chinese language and culture courses in the European Schools.

The Board of Governors requested the Secretary-General to clarify the legal and ethical framework in which agreements with another party, including third country organisations, can be signed.

The Commission is of the opinion, and requested that this be recorded in the conclusions, that the Secretary-General and the Directors are not entitled to enter into agreements with organisations originating in third countries without having received a mandate from the Board of Governors.

In the future, the advisability of this sort of agreement must be assessed by the Board of Governors beforehand.

X. ORAL COMMUNICATIONS

Relocation of the ES, Bergen:

The Board of Governors took note of the oral communication of the Dutch delegation on the decision of the Dutch Minister of Education to relocate the European school of Bergen.

XI. Fixing of the date of the next meeting

The Board of Governors fixed the next meeting for 15, 16 and 17 April 2020, Alicante (Spain).

Statement of the Board of Governors at its meeting of 3-5 December 2019 on the situation of the European Schools in Brussels

At its meeting of 3-5 December 2019 in Brussels, the Secretary-General of the European Schools brought to the attention of the Board of Governors, at its meeting held in Brussels on 3-5 December, the extremely critical situation under which the European Schools in Brussels are operating. The four main sites (European Schools, Brussels 1 - Uccle, Brussels 2 - Woluwé, Brussels 3 - Ixelles and Brussels 4 - Laeken) operate above their capacity, three of them having done so for several years now.

The Berkendael temporary site, which has been made available pending delivery of the fifth school, is likely to reach its maximum capacity during the enrolment session for the 2020-2021 school year.

The situation is illustrated in the annex, in which the past, the current and the projected school population is shown. The projected population has been calculated according to the growth recorded over recent years. Past projections have never been overestimates.

In 2010, the Board of Governors unanimously adopted, with the Kingdom of Belgium voting in favour, the decision to request a fifth school in Brussels.

In 2015, the Council of Ministers of the Belgian Federal Government undertook to make a fifth school available to the European Schools, with a nominal capacity of 2500 pupils, as from September 2019.

In October 2018, the Council of Ministers decided on the location of the fifth school.

Since that date, despite the repeated requests made by the Secretary-General and supported by the European Commission, and also at the highest political level, Belgium's political authorities have issued no further information on the subject.

The Board of Governors of the European Schools:

deeply regrets the situation

draws attention to the potential risks to the safety, security and well-being of the pupils, staff and school community as a whole that the overcrowding generates, and

requests an immediate response and urgent intervention by the relevant Belgian authorities, in line with the obligations stipulated in the Convention.

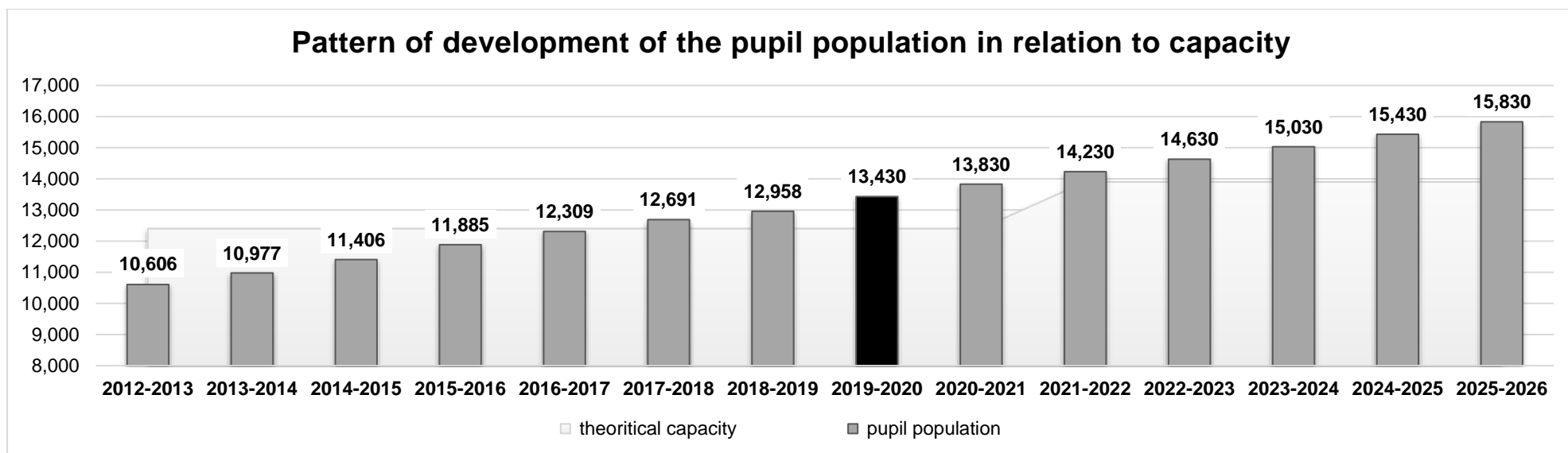
The Board of Governors also requests that:

the additional capacity required to manage the steady and continuous increase in the school population in a safe and healthy environment should be made available as from the 2020-2021 school year, pending delivery of the fifth school in Brussels

School year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pupil Population	10,606	10,977	11,406	11,885	12,309	12,691	12,958	13,430
Increase	321	371	429	479	424	382	267	472
%	3.12%	3.50%	3.91%	4.20%	3.57%	3.10%	2.10%	3.64%

	Pupil numbers 2012	Pupil numbers 2013	Pupil numbers 2014	Pupil numbers 2015	Pupil numbers 2016	Pupil numbers 2017	Pupil numbers 2018	Pupil numbers 2019	Theoretical capacity
EEB1-UCC	3,040	3,086	3,277	3,394	3,344	3,421	3,390	3,349	3 100
EEB1-BK	-	-	-	-	165	323	559	730	1 000
EEB2	3,144	3,088	2,961	2,998	3,056	3,101	3,075	3,175	2 850
EEB3	2,892	2,875	2,908	2,995	3,041	3,068	3,099	3,202	2 650
EEB4	1,530	1,928	2,260	2,498	2,703	2,778	2,835	2,974	2 800
Total	10,606	10,977	11,406	11,885	12,309	12,691	12,958	13,430	12 400

Development by + 400 pupils per year with temporary site for 1500 pupils available in 2021



ANNEX II

Intervento del Segretario generale delle Scuole europee (Originale)

Interparents ha fatto riferimento ad un allegato alle linee guida e vorrei leggere il testo di alcune frasi. Non sono di lingua madre Inglese, ma ritengo di averne una discreta comprensione. Trovo le frasi e le parole utilizzate offensive.

Il comunicato è stato firmato dai Presidenti delle Associazioni dei Genitori delle Scuole a Bruxelles.

“the Office of the Secretary-General for its lack of effective action in full knowledge of the situation”

“as the Office of the Secretary-General has been unsuccessful over years in ensuring that the Belgian federal Authorities meet their obligations to provide sufficient school capacity in Brussels, we request that the responsibility for the negotiation with the Belgian Federal Authorities is passed to the European Commission”

Mi scuso, ma devo intervenire, non per difendere il mio operato, perché questo non è ciò che mi interessa maggiormente, quanto l'operato del personale che lavora per l'Ufficio del Segretario Generale. Non solo il personale attuale, ma anche quello del passato, inclusi i miei predecessori.

Il lavoro di tutti questi professionisti è messo in questione, attaccato. Per questo, me ne scuso, ma sento di doverlo difendere.

Oso sperare nel sostegno del Consiglio superiore alle azioni che questo Ufficio ha intrapreso nel corso degli anni. Effettivamente i risultati non sono stati i migliori possibili, ma non ritengo che questo sia legato ad incapacità, mancanza di impegno, di responsabilità da parte del personale dell'Ufficio del Segretario Generale come viene espresso nel comunicato firmato dai Presidenti delle Associazioni dei Genitori delle Scuole a Bruxelles.

Grazie.

Statement by the Secretary-General of the European Schools

Interparents made reference to an annex to the guidelines and I would like to read the wording of some of the sentences used. I am not an English native speaker but I think that I understand what is being said and consider that the sentences and words used are offensive.

The statement was signed by the Presidents of the Parents' Associations of the Brussels Schools.

“...the Office of the Secretary-General for its lack of effective action in full knowledge of the situation”

“As the Office of the Secretary-General has been unsuccessful over years in ensuring that the Belgian Federal Authorities meet their obligations to provide sufficient school capacity in Brussels, we request that the responsibility for the negotiation with the Belgian Federal Authorities is passed to the European Commission.”

I am sorry but I have to intervene to defend my work, and that is not even what concerns me most, but the work of the staff employed at the Office of the Secretary-General; not just the current staff but also previous staff, including my predecessors.

The work of all those professionals is being called into question, attacked and for that reason, I am afraid that I feel obliged to defend it.

I dare to hope that the Board of Governors will give its backing to all the actions that the OSG has taken over the years. It is indeed true that the results have not been the best possible, but I do not believe that this is linked to inability, lack of commitment and of responsibility on the part of the Staff of the Office of the Secretary-General as is expressed in the statement signed by the Presidents of the Parents' Associations of the Brussels Schools.

Thank you.

ANNEX III

PRESENTATION OF THE PRIORITIES OF THE SPANISH PRESIDENCY 2019-2020

BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS

Brussels, 3 December 2019

Spain firmly believes in the **essential role** played by the European School system amongst younger generations. To that end, during its presidency, Spain's Ministry of Education and Vocational Training will endeavour firstly, to facilitate application of the Council Recommendation on Common values, Inclusive Education and the European Dimension of Teaching, adopted in May 2018 and strongly encouraged by Spain, and secondly, to focus on the **principles** of sustainability, coherence and responsibility that inspire the rules and regulations and procedures of the European Schools, in order to guarantee good pedagogical and financial management and a high-quality multilingual and multicultural education, with academic excellence and attention to diversity as key principles that should inspire educational practice.

The Spanish Presidency has taken as its **starting point** in setting its priorities the conclusions of the reports of the Office of the Secretary-General (OSG) and the decisions adopted by the Board of Governors during its last meeting in Athens in April 2019, the recommendations of the European Commission's Internal Audit Service and of the European Court of Auditors and the objectives of the OSG's 2019 Annual Plan and the 2019-2021 Multi-Annual Plan.

On that basis, the Spanish Presidency has identified **two groups of priorities**, associated with the structure of the European School system and continuous pedagogical development respectively.

As regards the **structure of the European Schools**, a first priority is to guarantee **the system's long-term sustainability**. At the Board of Governors' Athens meeting, important measures to that end were adopted. On the one hand, there was discussion of a new system of sharing staff costs for the coming five years, which was then approved in writing, in order to achieve an increase in the number of seconded teachers. The Presidency's objective will be to guarantee reaching of the expected level of duly qualified teachers on temporary secondment. On the other, a set of measures to attract and retain duly qualified staff, which must be implemented, were adopted.

A second priority concerns the **Accredited European Schools**. Two actions need to be taken in that connection: to ensure that the Accredited Schools system does not generate extra cost for the system, which is why there will need to be monitoring of the cost neutrality mechanism adopted by the Board of Governors at its April meeting, and to complete the new regulations to clarify the terms and conditions of accreditation.

Thirdly, it is a matter of priority to define the functions and responsibilities in the **security area** in the European Schools at central and local levels, in order to deal with the outstanding recommendations of the Internal Audit Service.

A fourth priority relates to **internal control standards**. The Spanish Presidency's objective is to follow the recommendation of the European Commission's Internal Audit Service and to revise the instructions and checklists for *ex ante* and *ex post* control so as to increase efficiency and facilitate the task in the area of the Schools.

Following the centralisation of financial governance, priorities for the Spanish Presidency are firstly, to define the **functions and responsibilities of the Secretary-General**, of the Deputy Secretary-General and of the Executive Coordinator and secondly, to review the Financial Regulation.

To conclude with reference to the area of the structure of the European Schools, there is a need to define the **administrative status of locally recruited Deputy Directors for Finance and Administration**.

A second set of priorities concerns the **continuous professional development** of the European Schools. To guarantee a high-quality education, we must ensure that educational systems deliver all the knowledge, skills and competences considered essential in today's world in a lifelong learning context.

Firstly, there is a need to apply the **new assessment system and the new marking scale**. It is very important to guarantee that on completing the Baccalaureate cycle, pupils of the European Schools can be admitted to prestigious higher education institutions in the Member States on an equal footing with other pupils coming from the national systems.

To do so, proper implementation of the new competence-based assessment system and the new marking scale need to be guaranteed, with a view to its introduction for S7 with effect from 1 September 2020. There is also a need to guarantee that the Member States send to higher education institutions and to the competent national authorities all the information required to ensure that the new equivalence grids between European Baccalaureate marks and national upper secondary school leaving certificates are used properly.

Secondly, **the key competences** for lifelong learning need to be incorporated into and strengthened in the European Schools' curricula. To that end, it is planned to introduce

measures such as harmonisation of the S6 examinations and the introduction of a cross-curricular project in S6-S7, which allow a wider range of competences and the European dimension to be tackled, and application of a harmonised matrix for teachers' annual planning.

Thirdly, there is a need to apply and to develop **language policy** in the European Schools. To that end, the Spanish Presidency had set itself the object of on the one hand, successfully concluding actions to introduce Language 3 in the primary cycle and the Host Country Language as Language 2, so as thus to guarantee inclusion in the local community, and on the other, producing an analysis and an evaluation of the introduction of L3 as a medium of instruction for the teaching of some courses in the secondary cycle.

A major priority for the Spanish Presidency is review of the **functions and duties of the Inspectors** of the European Schools. To that end, it is the Presidency's objective to strengthen the Board of Inspector's work by giving it the human resources required to allow it to perform its tasks properly in terms of pedagogical leadership and quality control.

Fifthly, the Spanish Presidency considers that a **coherent ICT policy** in the European Schools must be created, identifying the development areas already tried out in the European Schools and revising the current ICT syllabus in the secondary cycle.

Finally, there is a need to guarantee and supervise application of the **educational support provision policy**, prioritising the recommendations in that area of the Commission's Internal Audit Service, defined as having high priority in the short term.



Schola Europaea / Office of the Secretary-General

Ref.: 2019-10-D-40-en-2

Original: EN

Priorities of the Spanish Presidency of the European Schools 2019/2020

Board of Governors of the European Schools

Meeting on 3 to 5 December 2019 – Brussels

Priorities of the Spanish Presidency of the European Schools

2019-2020

Spain strongly believes in the essential role that the European Schools (ES) system plays in strengthening European identity among the young generations and the importance of endowing them with a better understanding of what it means to be European.

To that effect, during its presidency, the Ministry of Education and Vocational Training of Spain will endeavor to:

- facilitate the implementation of the *Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching*, adopted in May 2018;
- remain focused on the principles of sustainability, coherence and accountability that inspire the rules and procedures of the ES, to ensure sound pedagogical and financial management as well as a high-quality multilingual and multicultural education, where both academic excellence and attention to diversity shall feature prominently.

As a result of the above, the Spanish presidency, based on:

- the conclusions of the reports of the Office of the Secretary-General (OSG),
- the priorities and conclusions of previous Presidencies,
- the recommendations of the Internal Audit Service of the European Commission and the European Court of Auditors,
- the objectives of the 2019 Annual Plan and the 2019-2021 Multi-annual Plan of the OSG, and
- the decisions adopted by the Board of Governors (BG) during its last meeting in Athens (April 2019),

has identified two separate sets of priorities, laid down below, corresponding to the Structure of the European Schools system and its Continuous Pedagogical Development respectively.

Structure of the European Schools

	<i>Priorities concerning the Structure of the European Schools</i>	<i>Document</i>	<i>Involved WG-s</i>
1.	Long term sustainability of the system		
1.1	<p>Monitoring of the Cost Sharing Agreement approved by Written Procedure No. 2019/21</p> <p>Aim: Ensure that the expected level of secondment of duly qualified teachers is achieved.</p>	<p>2011-07-D-8-en-3 2012-02-D-43-en-1 2013-07-D-18-en-5 2014-02-D-34-en-2- ANNEX 2018-03-D-7-en-2 2018-10-D-62-en-4 2019-05-D-36-en-1</p>	<p>Enlarged “Presidency” Working Group (ET – EL – ES – FR – HR - EC)</p>
1.2	<p>Implementation of the measures adopted by the Board of Governors in Athens in April 2019</p> <p>Aim: Attract and retain duly qualified staff.</p>	<p>2019-01-D-56-en-3 Conclusions of the BG April 2019</p>	<p>Enlarged “Presidency” Working Group (ET – EL – ES – FR – HR - EC)</p>
2.	Accredited European Schools (AES)		
2.1.	<p>Cost neutrality</p> <p>Aim: Monitor the adopted mechanism for a real cost neutrality of AES.</p>	<p>2012-09-D-30-en-2 2013-01-D-64-en-4 2017-03-D-32-en-2 2017-04-D-23-en-1 2018-03-D-30-en-1 2018-03-30-en-1-ANNEX 2018-10-D-63-en-5</p>	<p>Enlarged “Presidency” Working Group (ET – EL – ES – FR – HR - EC)</p>

	Priorities concerning the Structure of the European Schools	Document	Involved WG-s
2.2.	<p>Audit of Accredited European Schools</p> <p>Aim: Complete the new regulations by adding a new format and set of tools for the audits.</p>	<p>2017-11-D-21-en-1</p> <p>2018-03-D-30-en-1</p> <p>2018-03-D-7-en-2</p> <p>2019-01-d-12-en-4</p>	WG "AES"
3	Governance of Security in the European Schools		
3.1	<p>Definition of roles and responsibilities</p> <p>Aim: Define the different roles and responsibilities on security matters at central and local levels – very important recommendation of the Internal Audit Service (IAS).</p>	<p>Ares (2016) 4895924-31/08/2016</p> <p>Ares (2016) 4895924-Action Plan</p> <p>2019-03-D-2-en-2</p>	TBD
4	Internal Control Standards		
4.1	<p>Creation of new checklists for <i>ex-ante</i> and <i>ex-post</i> control</p> <p>Aim: Revise the instructions and checklists for <i>ex-ante</i> and <i>ex-post</i> control to increase effectiveness and facilitate the task at school level - very important recommendation of the IAS.</p>	2019-03-D-2-en-2	TBD
5	Financial Regulation		
5.1	<p>New model of centralised financial governance</p> <p>Aims: Implement fully the Charter of tasks and responsibilities of the Central Accounting Officer, of his/her assistants at the OSG and of the local accounting officers 'Correspondents'. Draft the Charter of tasks and responsibilities of the Central Authorising Officer.</p>	<p>2017-12-D-21-en-1 (Art. 35.10 and 31.4)</p> <p>2018-10-D-67-en-3</p>	OSG

	<i>Priorities concerning the Structure of the European Schools</i>	<i>Document</i>	<i>Involved WG-s</i>
5.2	<p>Revision of the New Financial Regulation</p> <p>Aim: Revise the New Financial Regulation of 5 September 2017 (according to Art. 99 of the FR), in order to keep the parallelism with the relevant rules of the Financial Regulation applicable to the budget of the European Union.</p>	<p>2017-12-D-21-en-1</p> <p>2017-02-D-13-en-3, Annex 1</p>	<p>WG:</p> <p>Review of Financial Regulation</p>
6	Role and responsibilities of the Secretary-General and Deputy Secretary-General		
6.1	<p>Revision of the role and responsibilities of the SG and DSG</p> <p>Aim: Update the role and responsibilities of the SG and DSG in accordance with the centralization of the financial governance of the E.S. system and the appointment of the Executive Coordinator at the OSG.</p>	2010-D-362-en-8	OSG
7	Status of the Deputy Directors for Finance and Administration recruited locally (DDFA)		
7.1	<p>Administrative Status of the DDFA</p> <p>Aim: Define the administrative status of the DDFA recruited locally.</p>	<p>2009-D-422-en-5</p> <p>2018-08-D-8-en-1</p>	OSG

Continuous Pedagogical Development of the European Schools

	<i>Priorities concerning the Continuous Pedagogical Development of the European Schools</i>	<i>Document</i>	<i>Involved WG-s</i>
1	Assessment and New Marking Scale (NMS)		
1.1	<p>Implementation of a competence-based method of assessment and a NMS</p> <p>Aims: Follow up and monitor the correct implementation of the new competence-based method of assessing pupils' performance and the introduction of the NMS in preparation for its entry into force for S7 as of 1st September 2020.</p> <p>Ensure that the Member States provide their respective institutions of Higher Education and relevant authorities with all the necessary information in this respect, in order to guarantee that the revised equivalence tables, between the European Baccalaureate grades and the upper secondary leaving certificate of the national educational systems, are carried out accurately and safeguard the interests of the European-Baccalaureate holders.</p>	<p>2014-03-D-25-en-3</p> <p>2017-05-D-29-en-7</p> <p>2019-03-LD-EN NMS Delegations</p> <p>2019-06-D-6-en-1</p>	<p>"SC IMPL NMS"</p> <p>"ASSSEC"</p>

	Priorities concerning the Continuous Pedagogical Development of the European Schools	Document	Involved WG-s
2.	Key competences for lifelong learning in the European Schools Curriculum		WG "Pedagogical Reform"
2.1	<p>Reform of the European Schools Curriculum</p> <p>Aim:</p> <p>Embed and strengthen the Key Competences for Lifelong Learning in the European Schools Curriculum, by means of:</p> <ul style="list-style-type: none"> - harmonization of S6 tests, - introduction of a cross-curricular project in S6-S7, through which a broader range of competences and the European dimension could be fully addressed, - implementation of a harmonized template for teachers' forward planning (Primary and Secondary). 	<p>2018-01-D-64-en-1</p> <p>2018-01-D-78-en-1</p> <p>2018-01-D-47-en-1</p> <p>2019-01-D-30-fr-1</p>	<p>"TASKFORPED"</p> <p>"ASSECC"</p>
3	Language Policy in the European Schools		
3.1	<p>Implementation and development of the E.S. Language Policy</p> <p>Aims:</p> <p>Identify possible measures that need piloting with a view to the introduction of:</p> <ul style="list-style-type: none"> - L3 in Primary, - HCL as L2. <p>Monitor the introduction of L3 as a medium of instruction for certain courses in the secondary cycle.</p>	<p>2018-01-D-9-en-3</p> <p>2019-01-D-19-en-3 and its annexes</p>	"TASKFORPED"
4	Roles and duties of the Inspectors in the European Schools		
4.1	<p>Review of the E.S. Inspectors' general duties, workload and incompatibilities</p> <p>Aims:</p> <p>Support the work of the Board of Inspectors (BI).</p>	<p>2018-01-D-20-fr-2</p> <p>2018-09-D-35-22 May 2019</p> <p>(working document)</p>	"INSP-WORK"

	Priorities concerning the Continuous Pedagogical Development of the European Schools	Document	Involved WG-s
	<p>Create, within the Board of Inspectors (BI), a task force of six full-time inspectors, three for Nursery-Primary and three for Secondary, corresponding to the Member States that form the troika of presidencies, in order to ensure a smooth transition and close monitoring of the level of achievement of the priorities set out by the former, present and future presidencies.</p> <p>Ensure that support mechanism via experts is adopted officially.</p> <p>Provide the necessary human resources to allow the BI to carry out its tasks in terms of pedagogical leadership and quality assurance.</p>		
5	ICT Policy for the European Schools		
5.1	<p>Creation of a coherent ICT strategy/policy for the European Schools</p> <p>Aims:</p> <p>Identify and analyse areas of development planned and tested at local level with a view to creating synergies among the schools within a structured framework for sharing good practices.</p> <p>Revise the present ICT curriculum for the Secondary Cycle. Revise the guidelines for ICT competence for the Primary Cycle.</p>	<p>2018-01-D-22-en-2 Multi-Annual IT Plan for the ES</p> <p>2018-01-D-79-fr-3 Annual ICT Report of the Head of the ICT/Statistics Unit for the year 2017:</p> <p>2018-02-D-41-en-2 2019-02-D-17-En-2</p>	<p>“IT-ADMIN” “IT-PED”</p>
6	Educational Support Policy and Provision		
6.1	<p>Follow-up of the action plan</p> <p>Aims:</p> <p>Ensure and monitor its implementation.</p> <p>Prioritise through a pragmatic approach the following recommendations: 1.5, 2.2, 5.1, 10.1-2-3 and 13.1.</p>	<p>2017-11-D-24 2018-12-D-32-en-3 2018-12-D-34-en-4</p>	<p>“EDUCSUP”</p>