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Joint Report of the French Presidency of the Boards of Inspectors and of the Joint Teaching Committee – 2020-2021 school year

Approved by the Board of Governors at its online meeting of 8-10 December 2021

Introduction

This report does not seek to present exhaustively all the pedagogical actions undertaken during the 2020-2021 school year (that information will appear in an annex appended hereto). Instead, it reports on the French priorities and their progress and presents the pedagogical actions initiated or followed up on in 2020-21.

It goes without saying that this report follows on from the previous years' reports and in particular the one presented by the Spanish Presidency (2020-09-D-49-EN-1).

The 2020-21 school year was marked for the second year in a row by a health crisis that had profound effects on the European Schools' operation. The entire system was impacted: the pupils and the whole educational community had to adapt, over time, their operation and their working habits.

In this connection, attention should be drawn to the great adaptability, responsiveness and capacity for innovation shown by all of the system's protagonists.

More than ever, during this school year, digital tools compensated for the impossibility of travelling and enabled lessons and meetings to be held remotely.

Thanks to everyone's commitment and involvement and to the use of new tools (Teams and Interprefy) it proved possible to effectively ensure the continuity of pedagogical work.

In addition to the two pedagogical Inspectors, the French presidency's team benefited from the invaluable involvement of Emmanuel de Tournemire. His detailed knowledge of the system and his great expertise were precious assets throughout the year.

Ms Marie-Danièle Campion, Chair of the Baccaureate, was involved in all the working meetings and her commitment and the pertinence of her reflection made a substantial contribution to enriching the discussions. Moreover, her great human qualities created a harmonious and convivial working environment.

Ms Anne-Dominique Valières, Inspector-General at the Ministry of Education, Sport and Research, joined the presidency's team, her external perspective, influenced and fed by her solid experience of the educational system, particular in the language teaching area, enabled us to enrich our pedagogical approaches substantially.

Finally, thanks to their availability, their benevolence and their constant support, Ms Nathalie Nikitenko, delegate for European and international relations and cooperation, and Ms Catherine Chazeau-Guibert, head of delegation, ensured that this presidency's hallmarks were cooperation and mutual trust. We wish to thank them most sincerely here.

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1. The French Presidency's priorities

The French Presidency's priorities broke down into three main areas:

- Sustainable development
- The European Bac's excellence
- Governance and financial and budgetary management

1.1. Sustainable development

Education for Sustainable Development – State of play and proposals for actions (2021-01-D-65-en-2)

The major societal questions which arise recurrently and which have been amplified over the past decade, relating in particular to the climate, biodiversity and pandemics, have revealed the need for collective awareness of these issues.

That is the reason why the French Presidency wished education for sustainable development to be a central focus of its priorities, by promoting continuity of ecological commitment from the nursery school up to the upper secondary level in the European Schools.

Education for sustainable development is more than ever playing an essential part in raising awareness amongst and training tomorrow's citizens, to give them the necessary keys to understanding and, ultimately, the means to act.

Beyond learning about the issues involved in the environment and sustainable development, ESD, by dint of its cross-curricular approach, contributes to implementation of the eight key competences of the European framework, in particular by strengthening critical faculties, by developing civic and social competences and by bringing the European spirit to life.

The finding made by the French Presidency is that the question of sustainable development has been taken on board in the European Schools but that there is a need to increase the visibility of the topics included in ESD, in its ecological, social and economic dimensions. Several objectives were therefore put forward by the French Presidency and presented and discussed in the ESD Working Group, the proposals being in line with the mandate previously assigned to this group.

Objectives put forward by the French Presidency

1. To make sustainable development visible in the primary and secondary curricula.
2. To make the initiatives taken at local level visible, in all the cycles.
3. To develop proposals concerning the strengthening of civic competences and the European dimension.
4. To envisage an event that showcases sustainable development.
5. To draw up a sustainable development charter to raise awareness in the new schools.
6. To develop the training offer for teachers.

In the light of those proposals, the ESD Working Group discussed six areas for future actions to meet the aims in the prioritised objectives above.

1- Dissemination of information

2- Examples of good practices and of learning

3- In-service training and European networking

4- Existing programmes: the *Eco-Schools* programme

5- Introduction of a green budget in the schools: intervention of an expert and experimentation

6- European Schools Science Symposium and incorporation of the sustainable development dimension.

These proposals and their follow-up appear in the document (ref. 2021-01-D-65-en-2). The proposals with no budgetary impact were all approved by the Joint Teaching Committee at its February 2021 meeting and the Board of Governors expressed a favourable opinion on them at its April 2021 meeting.

As regards the European Schools' participation in the *Eco-Schools Programme*, a detailed proposal and a financial statement would be submitted to the Budgetary Committee at its next meeting.

The proposal was made, under the French presidency, that the mandate of the working group, set up in 2013, be reviewed in order to open up the reflection to include the Accredited European Schools and to allow one or more of its members to participate in the working group.

The French Presidency wishes to thank all the members of the Education for Sustainable Development Working Group and more particularly its Chair, Per-Olov Ottosson, primary Inspector for Sweden, for its involvement in implementation of and follow-up on this priority.

The French Presidency also thanks the Croatian Presidency, which has undertaken to ensure this priority's continuity during the year 2021-2022.

1.2. The European Bac's excellence

The new marking system was implemented for the 2021 European Baccalaureate session. Its introduction is the opportunity to spotlight the excellence of the education provided in the ES.

The objectives assigned to this priority were as follows:

- To support and guide implementation of the new marking system for the June 2021 session and to ensure its recognition by European and foreign universities.
- To produce a European Baccalaureate presentation document intended for universities both within and outside Europe and to envisage tools to track what becomes of European Baccalaureate-holders after they leave school.
- To clarify and reassert the role and the duties of ES Inspectors in quality assurance of the education provided in ES.

Attention should first be drawn to the Baccalaureate Task Force's role in achievement of those objectives, achieved in a particular context. As early as autumn 2020, an exchange of views took place on the potential impact of the Covid-19 pandemic on the 2021 Baccalaureate session and the measures to be taken in particular in the case of scenario 3, as defined by the 'Preparation of the 2020-2021 school year' Task Force (see doc. 2020-07-D-9-en-2). The Joint Teaching Committee considered that a decision on the proposals for amendment of the Arrangements for Implementing the Regulations for the European Baccalaureate would be premature and that it would be advisable to produce more detailed advice for the different potential sub-scenarios, taking account of the recent judgment 20/56 of the Complaints Board of 5 October 2020. In the light of those considerations, the Joint Teaching Committee charged the Office of the Secretary-General with setting up a Task Force composed of a 'Core Group' and a 'Consultative Body'.

The list of members constituting the Task Force's 'Core Group' and 'Consultative Body' can be consulted in the document with reference number: 2021-01-D-44-en-1.

The possibility of widening the scope of the debate, in particular with the participation of the members of the Troika (i.e. of the previous Presidency and of the future Presidency), was included in the request for extension and widening of the Task Force's mandate. The Spanish and Croatian Presidencies were invited to join the French Presidency when the Board of Governors approved the new mandate in December 2020.

On the basis of the consultation process described in its first report, the 'Preparation of the 2021 European Baccalaureate session' Task Force invited, the Board of Governors, in December 2020:

1. to approve the 'Guidelines for the 2021 European Baccalaureate session', as set out in document 2020-10-D-74-en-1;
2. to approve the amendments to the 'Arrangements for Implementing the Regulations for the European Baccalaureate (applicable for the 2021 European Baccalaureate session)', as set out in document 2015-05-D-12-en-24;
3. to take note of the memorandum on 'alternative tasks in S7', as set out in memorandum 2020-11-M-2-en-1; and
4. to extend the mandate of the 'Preparation of the 2021 European Baccalaureate session' Task Force and to broaden it as follows:
 - a) The Task Force's composition would be widened, with the addition of members representing the TROIKA (previous Spanish Presidency and future Croatian Presidency).
 - b) The Task Force would be mandated in particular:
 - to follow up on the impact of the Covid-19 pandemic on the organisation of the 2021 Bac session in the different European Schools,-
 - to propose, when considered necessary by the Chair of the Baccalaureate, an update on the guidelines and the Implementing Arrangements in the light of future developments in the pandemic; and
 - to devise a communication strategy addressing the various stakeholders within and outside the European School system.

Very early on, the Task Force favoured scenario 2 (2021-01-D-44-en-1), which involved cancelling the three oral examinations in the 2021 European Baccalaureate session and replacing the mark for each oral examination with the equivalent A mark in each subject. The Task Force considered that scenario 2 was the one offering the greatest possible legal certainty, as the definitive decision to cancel the three oral examinations, taken on 15 February 2021, allowed the stakeholders concerned to regulate their conduct with certainty. In addition, scenario 2 enjoyed the support of the majority of members, who wished to reach a consensus, in the light of the new elements presented (distress, request for transparency four months ahead for the oral examinations).

At their June 2021 meetings, the Boards of Inspectors took note of the fact that the 2021 European Baccalaureate examinations had been conducted in very good conditions. The candidates' results, which had improved, were very encouraging.

The report of the Chair of the Baccalaureate makes a number of recommendations that draw the lessons of constant adaptation to circumstances and constitute a sound basis for reflection for the sessions to come.

1.3. Governance and financial and budgetary management

The French Presidency continued with the reform of the European School system implemented since the decisions taken by the BoG at its April 2009 meeting, taking care to ensure that they would be included in the context of revisions of the new Financial Regulation.

The French Presidency engaged in reflection on governance and financial and budgetary management. This reflection drew on the experience of the last few months in the context of the health crisis, which brought to light the need for adaptability, efficiency and resilience in the schools' institutional and financial system for the pupils' benefit.

Thus, in consultation with the Secretary-General's services, the French Presidency conducted an analysis of implementation of the annual and multi-annual planning documents established by the OSGES and the ES since 2017

To support the work that was getting under way around governance and to add a pedagogical dimension to it, an Inspector, Ms Vermeire, was appointed as a member of this working group. She will be able to liaise with the Boards of Inspectors.

This new WG will produce an interim report by autumn 2021. Its final report is expected by spring 2022.

Document 2021-01-D-88-en-1 presents the operation of the 'Simplification' Working Group stemming from this priority.

2. Other priorities monitored by the French Presidency

2.1. Quality Assurance and CPC 'Quality Assurance' Working Group

The French Presidency monitored all the activities and the reflection of the 'Quality Assurance' Working Group, with particular reference to the setting up of the Multi-Annual Plan (MAP). That Plan implies redefinition and refocusing of the QA WG's activities on its primary tasks: the monitoring of quality assurance in the European School system.

Whilst during this recent period, the new marking scale has mobilised the working group's action intensively, with the focus on curricula-related objectives, it is now time to reflect on the QA WG's role, methods and positioning.

In the context of pedagogical reform (Task Force), the Quality Assurance WG must propose working methods and ensure checking of compliance with the priorities of the different boards and working groups and reflect upon the relationship between those different bodies.

The current presidency may make recommendations in relation to the priorities set and, according to needs and resources, may submit new priorities to the Joint Board of Inspectors.

The members of the Boards of Inspectors are responsible for following up on the different pedagogical subjects and questions. For that purpose, each Inspector's expertise is welcome on the Boards. However, in some subjects, the expertise is not always available. The Boards of Inspectors therefore wish to encourage the delegations to appoint Inspectors with varied areas of expertise.

Vice-Chairs have to be appointed in some working group. With respect to this point, the French Presidency would emphasise the difficulty of finding Inspectors who are available.

The setting up of the Central Planning Committee ought to facilitate better planning and distribution of the Inspectors' activities.

Setting up of a Central Planning Committee

At its meeting of 15-17 April 2020, the Board of Governors approved the principle of setting up a Central Planning Committee (CPC) charged with planning the activities of the teams of Inspectors, a proposal put forward in the document Roles and Duties of the European Schools' Inspectors (2018-09-D-35).

At its meeting of 11 and 12 February 2021, the Joint Teaching Committee approved, with immediate entry into force, the principles and the operational framework of the Central Planning Committee.

The Central Planning Committee has been set up to help the JBI by drawing up a calendar and carrying out planning procedures for all team activities, by putting forward a forward planning proposal and by composing well-balanced teams. The plan is based on the calendar of activities and the availability of Inspectors.

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

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

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

The Central Planning Committee met during March 2021 in order to produce an initial calendar and to create a forward planning tool (Excel file) by weeks/activities of the teams.

During May and June, the Inspectors were invited several times to indicate their availability for team activities as part of their missions in the European Schools. The number of responses received to date does not allow there to be planning beyond the first term.

The French Presidency would emphasise the necessary mobilisation of all the Inspectors for fair distribution of activities within the Board of Inspectors.

2.2. Roles and missions of the Inspectors

The 'Preparation of the 2020-2021 school year' Task Force analysed the risks associated with the Covid-19 pandemic, then forwarded its analysis to the Board of Governors with a view to its meeting of 31 August 2020.

Its analysis focused in particular on the Inspectors' activities requiring their presence on a school site.

Risk area	Sub area	Measures	Necessary changes to doc.	Responsible	Boards	By when
2. Inspector Activities		Identify vulnerable inspectors	-	PEDA Chair of JBI	-	-
	c) Evaluations	Derogate from Article 28 if remote evaluations are required	2011-04-D-14	HR	JBI, JTC, BoG	04/21
		Derogate from Article 28 with respect to the evaluation of seconded teachers	2011-04-D-14	HR	JBI, JTC, BoG	04/21
		Derogate from Article 12 and 22 with respect to evaluation for a contract for an indefinite period	2016-05-D-11	HR	JBI, JTC, BoG	04/21
		Derogate from Article 22 with respect to progression in step	2016-05-D-11	HR	JBI, JTC, BoG	04/21

In its analysis, the Task Force pointed out that during the lockdown in the first semester of the 2019-2020 school year, the evaluation of locally recruited teachers especially and the evaluation missions envisaged in that content were impacted by the health crisis. Three missions scheduled for April, May and June had to be cancelled.

In that context, in April 2020, the Board of Governors approved, for the 2019-2020 school year, a derogation from Article 12.2 of the Service Regulations for Locally Recruited Teachers with respect to locally recruited teachers' contracts that were supposed to be converted into contracts for an indefinite period at the end of the school year.

The other statutory evaluations in which the Inspectors were supposed to take part were postponed until the 2020-2021 school year. Only evaluations of Directors and Deputy Directors were able to take place as scheduled.

Directors and Deputy Directors for the nursery and primary cycles and for the secondary cycle are evaluated during their second year of service and during their fifth year. Five Directors and six Deputy Directors had to be evaluated during the 2020-2021 school year. The Task Force proposed that the evaluations of the Directors and Deputy Directors concerned be conducted remotely, either entirely or at least partly.

There was a risk that the Inspectors might lack resources to conduct all the evaluations if the current year's evaluations had to be postponed until the 2021-2022 school year. In this context, it is worth pointing out that during the 2021-2022 school year, three Directors and five Deputy Directors will be in their second and fifth years of secondment and their performance will therefore have to be evaluated.

Furthermore, it is considered that it is essential to give feedback in time to executive staff (Directors and Deputy Directors), who hold key posts in the schools, for the sake both of the staff concerned themselves and of the school community.

Evaluation of seconded teachers takes place during the second year of their secondment (their initial (probationary) period ends at the end of the second year) and at the end of the fifth year of their secondment.

During the 2020-2021 school year, a total of 158 teachers in their second year of secondment and 154 teachers in their fifth year of secondment had to be evaluated. In that context, the Task Force proposed that exceptionally, a member of the school's management should conduct performance evaluations of seconded teachers on his or her own; an evaluation by the national Inspector (or a national expert designated by the delegation concerned) would then be arranged only in the event of a negative evaluation by the school's management. In the majority of cases, that would allow secondment to be extended on the basis of an evaluation made by the management. In addition, such an approach would guarantee that no secondment would end without the national Inspector's involvement and thus, the principle whereby the Inspector's judgement should prevail would be upheld.

Such an exception, restricted to the 2020-2021 school year, required there to be a derogation from Article 28 of the Regulations for Members of the Seconded Staff of the European Schools.

In accordance with Articles 12.2, 14 and 22 of the Service Regulations, locally recruited teachers have to be evaluated by the Director at the end of their probationary period and by the Director and an Inspector at the end of the first year of their contract should teachers have been given a contract for an indefinite period from the outset. Furthermore, an evaluation by the Director and an Inspector is foreseen before offering a contract for an indefinite period to a locally recruited teacher and in the context of advancement to a higher step on the salary scale.

During the 2019-2020 school year, a total of 169 locally recruited teachers were evaluated in the context of evaluation missions. In addition, a few locally recruited teachers were evaluated in the context of an individual mission by a national Inspector.

However, on account of the postponement of several statutory evaluations during the second semester of the 2019-2020 school year, a total of 93 evaluations were postponed until the 2020-2021 school year.

If account is taken of the evaluation of locally recruited teachers whose contract started during the 2017-2018 school year and whose performance would need to be evaluated either to be offered a contract for an indefinite period or advancement to a higher step, the total number of locally recruited teachers to be evaluated during the 2020-2021 school year would amount to around 280.

Those figures show that postponement of evaluations until the 2021-2022 school year could not be regarded as a valid option. The only other solution was therefore to waive, for the 2020-2021 school year, the mandatory

involvement of national Inspectors in statutory evaluations of locally recruited teachers and to entrust the task of evaluating them to the schools' managements alone.

For that reason, it was proposed that the Board of Governors should decide to derogate, during the 2020-2021 school year, from Articles 12 and 22 of the Service Regulations for Locally Recruited in the European Schools and to waive the requirement for a national Inspector to be involved in the context of the evaluations required to offer a contract for an indefinite period and of the evaluations required for advancement to a higher step.

2.3. Key Competences Harmonised Planning Working Group: Introducing the Eight Key Competences into the Pedagogical Planning of the European Schools (2020-11-D-40-en-2)

In line with what had been done by the Spanish Presidency, the French Presidency undertook to ensure follow-up on implementation of the key competences in the European Schools' pedagogical planning by emphasising the importance of civic competence and the European dimension.

In October 2020, the Joint Teaching Committee approved the following points (2020-09-D-43):

- The pilot phase of introduction of the eight key competences into the pedagogical planning of the European Schools would be postponed from the 2021-2022 school year to the 2022-2023 school year because of the continuing pandemic situation and the related new tasks for schools and teachers.
- The 2021-2022 school year would be used for institutionalised reflection in the schools, with the support of the Inspectors responsible.
- During the 2022-2023 school year, the eight key competences would be mandatorily incorporated into pedagogical planning.
- From the 2023-2024 school year, the inclusion of the eight key competences in pedagogical planning would be taken into account in performance evaluation of teachers.
- The sub-working group of the Pedagogical Reform Task Force would submit to the Joint Board of Inspectors and to the Joint Teaching Committee in February 2021 a proposal for further harmonisation of pedagogical planning in the European Schools.

During the 2021-2022 school year, a common understanding of the eight key competences needed to be developed in all the schools.

As from the 2022-2023 school year, the eight key competences needed to be visible and explicit in pedagogical planning.

The French Presidency wishes to emphasise the Inspectors' essential role in developing a common understanding and in implementing the key competences, particularly in provision of support for the pedagogical teams and in training of teachers.

2.4. Multi-Annual Plan (MAP)

At its meeting of 13-15 April 2021, the Board of Governors approved the Multi-Annual Plan of Pedagogical Priorities (Document 2021-01-D-58), with immediate entry into force. The Multi-Annual Plan's objective is to envisage prospects in the pedagogical development area thanks to an overview of ongoing activities. Those prospects are translated into strategic and operational targets. These targets will have an impact on many working groups (WGs) and will lead to changes related to training, curricula and quality assurance, to name but a few. This document will be used as a guide both strategically and operationally. Its coordination will be handled by the Pedagogical Development Unit, which will inform the 'Pedagogical Reform' WG of the progress made in the areas concerned and will consult it if need be. It will also work in consultation with the 'Quality

Assurance' WG. An annual interim report will be produced for the Boards of Inspectors, the Joint Teaching Committee and the Board of Governors.

The Multi-Annual Plan (MAP) approved in April 2021 was created to offer perspective in the area of pedagogical development, giving an overview of the ongoing activities and finally presenting them in a multi-annual framework. It was decided that the MAP would focus on the following elements as the main strategic targets:

1. Embedding of the Key Competences in the curriculum, and
2. Investigating and identifying curricular changes in the educational offer of the European Schools.

Any proposal to modify the educational offer in the European Schools should be supported by international research data and statistics (for example, analysis of success and pass rates in different areas and cycles). The PISA-based Test for Schools ought to provide sufficient information for evidence-based improvement measures, at both school level and system level, to be proposed. Given that PISA assesses languages and scientific and technological competences (STEM – Science, Technology, Engineering and Mathematics), it will be possible to assess student's performances at international level. It will enable the system to reflect on the expected benefits of the new mathematics and science syllabuses, into which cross-curricular competences and inquiry-based learning have been introduced as fundamental concepts.

In that context, the analysis should also be widened to include the results of the Baccalaureate examination, using the very full report produced each year by the European Baccalaureate Unit.

Mention should be made of the fact that the Working Group proposes to set up a sub-working group of the Working Group on Pedagogical Reform to follow up on the PISA-based Test for Schools, composed of Inspectors responsible for the subjects included in PISA and of other members, details of whom will be given in due course.

Most of the MAP's targets draw on existing achievements and several related working groups started their activities before the plan was conceived. All the major challenges and issues have repeatedly been voiced at different meetings of the Board of Governors or of external sources (including in the reports of the European Baccalaureate Chairs). This has determined the approach that the Working Group on Reform intends to adopt.

3. Results of the work of the Boards of Inspectors and of the Joint Teaching Committee

For the sake of comprehensibility and so as not to unnecessarily overload this report, we have chosen not to repeat information outlined at several board meetings, meaning that it appears only once, on its first occurrence. Details of the reports of those board meetings can be accessed on DOCEE.

3.1. Board of Inspectors (Nursery and Primary)

3.1.1. October 2020

At its meeting of 6 October 2020, the Board of Inspectors (Primary) had the opportunity to welcome Mr PAKUCS, the new Head of the ICT Unit at the Office of the Secretary-General, who had taken up his post on 1 October 2020. The BIP took note of the fact that Ms K. Mehine had left her post of Inspector to join the Management of the European School (ES), Alicante. She had been replaced by Ms U. Kamp, who would act as Inspector for both the Primary and the Secondary.

Information about revision of the primary cycle Mathematics syllabus

The first version of this syllabus, approved in 2012, needs to be revised. The BIP took note of Ms Laczynska's proposal and also noted the difficulty in recruiting teachers for this working group. The Quality Assurance Working Group would be informed of this difficulty with recruitment of teachers to sit on the Working Group on revision of the primary cycle Mathematics syllabus. The possibility of using the services of external experts would be considered.

INTERMATH Commission

The BIP took note of the progress of the Intermath Commission's work and emphasised the importance of teachers' using the textbook and the interest of Matific for distance teaching.

Revision of the Early Education Curriculum

The BIP took note of the working group's proposal to postpone implementation of the new EEC until September 2022. It was important to highlight the need to support teachers in fostering language awareness as from the nursery school stage. The BIP was in favour of education for sustainable development as from the nursery school stage, which was one of the French Presidency's priorities this year.

PEDAGOGICAL RULES/STANDARDS

Mr Cornali, a teacher of French in P3 at the ES, Brussels 4 for five years and ICT coordinator, presented the use of the digital tools in Microsoft Office and their usefulness in the primary cycle.

The BIP thanked Mr Cornali for his presentation and encouraged use of online work tools, whilst making it clear that their use was not mandatory.

Proposal for a new mandate for the Assessment Primary Working Group (2020-09-D-27-en-1)

As assessment was an ongoing task and a source of continuous improvement of the system, the BIP expressed a favourable opinion on the proposal to change the status of the 'Assessment Primary' Working Group to make it a standing (i.e. permanent) working group.

The planning of the Dominant Language WG (2020-01-D-63-en-2) was approved by the BIP. The annex to that document: Guidelines for testing dominant language in N1, N2, on entry to P1, P2-P5 was the subject of a discussion.

Mr Marcheggiano invited Ms Musilová – should the group wish to make any change whatsoever this school year – to check that the proposed change(s) did not require an approval procedure. It was important to anticipate possible appeals by parents against test results and the consequences of any procedural irregularities. Issuing an invitation to the Central Enrolment Authority to meetings with teachers was desirable for better understanding.

New Syllabuses

Early Education Curriculum (EEC) – State of play – Presentation of the basic EEC - 2021-01-D-45-en-1

The BIP expressed a favourable opinion on the proposal presented and also took account of the comments made, particularly those relating to the formal aspects of this curriculum and the way in which the proposed structure fitted with the official structure of the curricula taught in the ES.

Decision on one-year postponement of entry into force of the Early Education Curriculum -2021-01-D-46-en-1

The BIP expressed a favourable opinion on one-year postponement of entry into force of the Early Education Curriculum until 01/09/2022.

Revision of document 2020-09-D-10-en-3 - 'Distance Learning Policy for the European Schools' - 2021-01-D-34-en-1

The BIP expressed a favourable opinion on point D.2 of the proposal presented in document 2020-09-D-10-en-3: minimum teaching time set at 75% for Mathematics, L1 and Discovery of the World.

Follow-up and revision of the Assessment System in the primary cycle of the European Schools – State of play of the activities scheduled (ref. 2020-09-D-27-en-1)

The BIP expressed a favourable opinion on the proposal made to reduce the number of areas for assessment to five (rather than six), given that the point 'Problem solving' was a cross-curricular element of assessment.

Introduction of new tools for assessment in the primary cycle - 2021-01-D-38-en-1

The BIP expressed a favourable opinion on implementation of start-of-year assessment and diagnostic testing to determine each pupil's profile

The BIP also expressed a favourable opinion on the proposal to embark upon experimentation with the digital portfolio with volunteer schools, emphasising, however, that vigilance would need to be shown right from the start of the experimentation., right from the start of the experimentation, as regards respect for data protection.

Any proposal for roll-out would first have to be submitted to the IT-PEDA Working Group and to the Pedagogical Development Unit for their respective opinions.

Framework and procedure for early identification of pupils' abilities and needs - 2021-01-D-29-en-2

The BIP expressed a favourable opinion on the framework and procedure proposed in the document.

Pedagogical Development and Quality Assurance of the European Schools (2020-2021) - Short and long-term - 2020-08-D-1-fr-3

The BIP duly noted the document presented and of the need to send its comments, if any, to the PDU.

3.1.2. February 2021

New Syllabuses

Early Education Curriculum (EEC) – State of play – Presentation of the basic EEC - 2021-01-D-45-en-1

The BIP expressed a favourable opinion on the proposal presented and also took account of the comments made, particularly those relating to the formal aspects of this curriculum and the way in which the proposed structure fitted with the official structure of the curricula taught in the ES. The latter aspect would therefore shortly be examined and discussed in the Quality Assurance Working Group.

Decision on one-year postponement of entry into force of the Early Education Curriculum - 2021-01-D-46-en-1

The BIP expressed a favourable opinion on one-year postponement of entry into force of the Early Education Curriculum until 01/09/2022.

Revision of document 2020-09-D-10-en-3 - 'Distance Learning Policy for the European Schools' - 2021-01-D-34-en-1

The BIP expressed a favourable opinion on point D.2 of the proposal presented in document 2020-09-D-10-en-3: minimum teaching time set at 75% for Mathematics, L1 and Discovery of the World.

Follow-up and revision of the Assessment System in the primary cycle of the European Schools – State of play of the activities scheduled (ref. 2020-09-D-27-en-1)

The BIP expressed a favourable opinion on the proposal made to reduce the number of areas for assessment to five (rather than 6), given that the point 'Problem solving' was a cross-curricular element of assessment.

Introduction of new tools for assessment in the primary cycle - 2021-01-D-38-en-1

The BIP expressed a favourable opinion on implementation of start-of-year assessment and diagnostic testing to determine each pupil's profile

The BIP also expressed a favourable opinion on the proposal to embark upon experimentation with the digital portfolio with volunteer schools, emphasising, however, that vigilance would need to be shown, right from the start of the experimentation, as regards respect for data protection.

Any proposal for roll-out would first have to be submitted to the IT-PEDA Working Group and to the Pedagogical Development Unit for their respective opinions (comments appended).

Framework and procedure for early identification of pupils' abilities and needs - 2021-01-D-29-en-2

The BIP expressed a favourable opinion on the framework and procedure proposed in the document.

Pedagogical Development and Quality Assurance of the European Schools (2020-2021) - Short and long-term - 2020-08-D-1-fr-3

The BIP duly noted the document presented.

The BIP took note of the outcome of the following written procedure: 2020/62 - Draft Conclusions of the meeting of the Board of Inspectors (Nursery and Primary) of 6 October 2020 (2020-09-D-72-fr-2) - 2020-12-D-36-en-fr-de-1 - L. MUNKÁCSY

3.2. Board of Inspectors (Secondary)

3.2.1. October 2020

At its meeting of 6 October 2020, the Board of Inspectors (Secondary) had the opportunity to welcome Mr PAKUCS, the new Head of the ICT Unit at the Office of the Secretary-General, who had taken up his post on 1 October 2020.

Mr MUNKÁCSY gave an overview of the statistical analysis of the final marks achieved in S6 for the 2019-2020 school year. The new marking scale had come into force for the first time in 2018-2019 and for year S6 in 2019-2020. Comparison of the results of three consecutive cohorts did not show anything unexpected. The average results of the same cohort had changed in a way considered to be normal from S4 to S5 and from S5 to S6. The lowest averages in the new marking scale years were due to lowering of the pass mark from 6 to 5. The distribution of marks showed a slightly higher frequency of the maximum mark, although the distribution curves remained similar.

It had, however, been noted that the year 2019-2020 had been marked by the Covid-19 pandemic in Europe and that that had influenced the assessment of students and the award of final marks, meaning that the results could not be regarded as a trend. B marks (as a component of final marks) in S6 had been awarded by duplicating the first semester B1 marks and the forms of assessment in the distance teaching and learning period had also been different from the customary forms. The number and proportion of pupils who had failed was down significantly.

Mr WOLFF also presented the progress of implementation of the new marking scale in the Baccalaureate cycle, which would be implemented in S7 this school year.

The pre-Bac examinations, the Baccalaureate written and oral examinations and mid-year assessment would be carried out using the new marking scale. Its implementation was the subject of a specific chapter in the guidelines. At the end of this year and in subsequent years, there would be follow-up to analyse implementation.

The BIS took note of document 2020-09-D-25-en-1, concerning the Inspectors leaving the European School System. The document indicated a single change: Ms MEHINE (Estonia) had left the post of Inspector for the nursery and primary cycles to take up the post of Deputy Director for the nursery and primary cycles at the European School, Alicante. She had been replaced by Ms KAMP (Estonia), secondary cycle Inspector, who would also from now on perform the duties of Inspector for the nursery and primary cycles.

When presenting the report on the 2020 European Baccalaureate (2020-08-D-2-en-1), Ms RUDOMINO harked back to the 2020 session which, on account of the Covid-19 pandemic that had been raging in Europe since March 2020, had been very heavily impacted and had seen cancellation of the examinations. The final mark had been calculated taking the A and B marks as a basis and the final results had been moderated, following the decisions taken by the BoG at its April 2020 meeting.

The number of candidates had continued to increase this year, the number and the strongest growth coming from the Accredited European Schools. The number of schools entering candidates remained unchanged and the number of special arrangements remained stable.

At the end of June, the pass rate had been 98.8% and after moderation, the average final mark had been 79.99. 134 administrative appeals had been registered, only one of which had been allowed. 31 contentious appeals had been lodged, as had 23 appeals in summary proceedings. All the appeals lodged in summary proceedings had been dismissed by the Complaints Board and the first decision on the main appeal also ruled in favour of the European Schools.

28 students had registered for the September 2020 extraordinary session, 11 of whom had withdrawn before the start of the session. Four students had passed. Six students had decided to voluntarily repeat the year. The BIS expressed a favourable opinion on the report.

Because of the changes made to the document 'Arrangements for Implementing the Regulations for the European Baccalaureate (applicable for the 2021 EB session)' (2015-05-D-12-en-23), presented by Ms RUDOMINO, the BIS requested the setting up of a task force, comprising all the stakeholders, which would present the outcome of its work to the BoG at its December meeting. The report would also be presented to the JTC.

To cope with the particular health situation, the BIS expressed a favourable opinion on the proposal to amend Article 59 of the General Rules of the European Schools. The last sentence of Article 59.5 was reworded, to read: "The ongoing observations require the recording of the pupils' progress." The rest of the document remained unchanged. The document would also be presented to the JTC and, finally, to the BoG at its extraordinary meeting in October, for approval.

Following Ms KERTESZ's presentation (2020-09-D-56-fr-1), the BIS expressed a favourable opinion on the creation of an online platform for the sharing of experiences and monitoring of harmonised application of the new syllabuses and examinations in the context of the new marking scale in L1.

The BIS took note of the following written procedures:

2020/12	Draft conclusions of the meeting of the Board of Inspectors (Secondary) of 11 February 2020 (2020-01-D-51-fr-1)	2020-05-D-12-fr/en/de-1	L. MUNKÁCSY
2020/48	Draft conclusions of the meeting of the Board of Inspectors (Secondary) of 15 June 2020 (2020-06-D-45-fr-1)	2020-09-D-8-fr/en/de-1	L. MUNKÁCSY
2020/16	Process for approval of written examination material for use with the new marking system in the European Baccalaureate – First part (2020-04-LD-13)	2020-05-D-17-fr/en/de-1	L. MUNKÁCSY
2020/17	Process for approval of written examination material for use with the new marking system in the European Baccalaureate – Second part (2020-07-LD-4)	2020-09-D-5-fr/en/de-1	L. MUNKÁCSY

3.2.2. February 2021

At its February 2021 meeting, the Board of Inspectors (Secondary) welcomed a new Inspector, Mr GIURUMESCU, who was Ms PETRACHE's successor for Romania. Ms JAKAVONYTE-STASKUVIENE (Nursery and Primary Cycles Inspector) would replace Ms VALIUSKEVICIENE for Lithuania.

SYLLABUSES

The BIS expressed a favourable opinion on the following new syllabuses:

Biology 4 Periods S6-S7	2020-12-D-27-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.
Chemistry 4 Periods S6-S7	2021-01-D-51-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.
Mathematics 3 Periods S6-S7	2021-01-D-52-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.
Mathematics 5 Periods S6-S7	2021-01-D-53-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.
Mathematics 3 Periods Advanced Level S6-S7	2021-01-D-54-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.
Physics 4 Periods S6-S7	2021-01-D-56-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.

ONL Irish - Secondary cycle	2020-12-D-3-en-1	Entry into force on 1 September 2021 for S6, on 1 September 2022 for S7 and first European Baccalaureate in June 2023.
Catholic Religion S1-S3	2021-01-D-11-en-1	Entry into force on 1 September 2021 from S1 to S3.
Catholic Religion S4-S5	2021-01-D-12-en-1	Entry into force on 1 September 2021 for S4 and on 1 September 2022 for S5.
Catholic Religion S6-S7	2021-01-D-13-en-1	Entry into force on 1 September 2021 for S6 and on 1 September 2022 for S7.
Orthodox Religion	2021-01-D-57-en-1	Entry into force on 1 September 2021 from S1 to S4 and S6, on 1 September 2022 for S5 and S7.

All of these syllabuses would be sent forward to the JTC for information, then to the BoG for information.

The BIS took note of the History Syllabus S6 and S7 for the secondary cycle, work on which was continuing and should be completed in 2023.

As regards the matrices adapted to the new marking scale, it was pointed out that mark sheets and guidelines were expected for the BIS's October meeting at the latest.

EUROPEAN BACCALAUREATE

The opinion delivered by the BIS was based on the document (2021-01-D-44-en-1) produced by the 'Preparation of the 2021 Baccalaureate session' Task Force. Scenario 2, outlined in that document and which involved cancelling the three oral examinations for the 2021 European Baccalaureate session and substituting for the mark for each oral examination the equivalent related A mark in the same subject, was adopted by a majority vote.

The 'Assessment Secondary' WG said that it was prepared to support the schools in achieving the necessary harmonised approach to continuous assessment with a view to replacing the cancelled oral examinations.

As regards the quality assurance procedure, each Vice-Chair would visit the school(s) located in his/her country or neighbouring country, unless travel within the country or to a neighbouring country was not authorised. Vice-Chairs who were able to travel were invited to visit more than one school. The BIS reiterated the importance of the presence of the Vice-Chairs of the Examining Board in examination centres, whether ES or Accredited ES were concerned.

In addition, the BIS also wished alternative solutions for the taking of European Baccalaureate oral examinations (notably online) to be analysed, with possible implementation as early as the 2022 European Baccalaureate session.

The BIS expressed a favourable opinion on adaptation of several articles of the Arrangements for Implementing the Regulations for the European Baccalaureate applicable for the 2022 European Baccalaureate session (2015-05-D-12-en-26). The proposals for adaptation also took account of the decisions already taken by the BoG at its December 2020 meeting in respect of the Task Force's proposals and of some comments made at the time of the audit of the European Baccalaureate by the European Commission.

The BIS had approved the document 'Proposals of the sub-Working group 'Quality assurance – L1'' on the 'Harmonised structure of the L1 written and oral examinations in the European Baccalaureate' with a view to its entry into force in S7 as from 1 September 2020 (ref. 2020-01-D-41-fr-2). In December 2020, the working group

had deemed it necessary to clarify the rules concerning the nature of the text set for the oral examination: "*The number of literary and non-literary texts must be balanced.*"

Annex II to the document had also been adapted. The timescale for entry into force had been revised in line with the new proposal.

OTHER ITEMS

1- PISA-Based Test for Schools (PBTS) project - 2021-01-D-47-en-1

The BIS expressed a favourable opinion on the proposed participation of the European Schools in the PISA test in 2022; the financial aspects would be clarified as far as possible before submitting the proposal to the BC for an opinion.

All students in all sections would be likely to be tested, some in L1, the others in L2. Thanks to the sampling exercise in L1 and in L2, it should ultimately be possible for the results to be compared with the PISA national results.

2- Appointments of the persons responsible for subjects and replacement in Working Groups - 2021-01-D-43-en-1

Russian	Mr GIURUMESCU
Non-Confessional Ethics	Ms VERMEIRE (Chair), assisted by Mr ROME (Vice-Chair)
Harmonisation pedagogical planning	Chair: Ms DUCATEZ (primary) Secondary Inspector to be appointed (Vice-Chair)
Whole School Inspections	Primary Inspector to be appointed
Art Education	Mr COENEN

3.2.3. BIS June 2021

The last meeting of the Board of Inspectors (Secondary) under the French Presidency had taken note of some changes to its composition:

Further to the decisions taken with respect to Brexit, Mr METCALF (UK) would be stepping down as secondary cycle Inspector in the European Schools at the end of August.

Ms O'TOOLE (IRL) was also stepping down as secondary cycle Inspector in August and would be replaced on 1 September by Ms QUIGLEY.

Ms KAMP (ES) was interrupting her assignment in the European Schools for a year, with effect from September 2021.

Once the agenda had been adopted, a quick look back at the Presidency's priorities enabled the state of play to be outlined. Mr Beckmann then commented on the situation in the European Schools and reviewed the results the work of the 'Preparation of the beginning of the 2021-2022 school year' Task Force, which would make proposals and recommendations for the beginning of the new school year. The Task Force was to work as a

restricted group, then as an enlarged group, to produce a proposal to be approved by written procedure in mid-July. The emphasis would be placed on educational support, on the wellbeing of pupils and teachers and on psycho-social risks. Depending on the Task Force's recommendations, there would perhaps be proposals that would have an impact on the Inspectors' work.

Implementation of the New Marking System

Mr WOLFF presented the state of play of implementation of the NMS and more particularly for the European Baccalaureate cycle. There was nothing particular to report for the time being regarding the Baccalaureate written examinations, although the outcome of the analyses of the marks when correction of the examination scripts had been completed needed to be awaited. There were still some syllabuses that did not have the required material and that had not been updated. He emphasised the importance of finalising this work at the earliest opportunity. Mr WOLFF pointed out that the languages syllabuses needed to be harmonised. With reference to harmonisation of Language 1 and Advanced Language 1, it was advisable to reach agreement on a degree of flexibility that there might be with respect to the choice of weighting between each part of the examination. Although there were national requirements that might come into play, a degree of harmonisation ought also to be followed, the reason being that it was important for it to be possible for all students to be treated in the same way.

Mr WOLFF also pointed out that some syllabuses did not yet have the annex relating to the oral examination assessment sheets. That work needed to be finalised by October so that the oral examinations during the next European Baccalaureate session would proceed normally. These assessment sheets ought in the future to be produced by October at the latest, or indeed as early as June, for the sake of transparency vis-à-vis the schools.

A number of training sessions on the new marking system for teachers, examiners and experts had had to be cancelled or postponed because of the health situation. It was desirable for those training sessions to be held next school year (2021-2022). It was reiterated that when a new syllabus was introduced, it was important also to take account of the new marking system context.

After having expressed a favourable opinion on Mr WOLFF's proposals, the BIS made two recommendations:

- The importance of harmonisation of the examinations for L1, L2, L3 and L4.
- With reference to training, the schools must continue their efforts, particularly from the viewpoint of newcomers. That should be a priority for the coming school year. A communication to that effect might be made at the Directors' meeting on 21 June.

In addition, the BIS decided that as far as the assessment criteria for the oral examinations were concerned, so that the teachers could be informed as quickly as possible, the criteria should be delivered not later than the beginning of the school year, so that they could be presented at the October 2021 meetings. The sheets should be published in a separate document and not in the syllabus.

German Advanced Language 1 – S6-S7 NMS

Although it was a question here of approving the NMS material, the BIS took note of the fact that the syllabus did not meet the guidelines on harmonisation of Advanced L1. Now the same rules were applicable for all languages. The German Inspector was invited to revise the syllabus accordingly.

The BIS approved the DE Advanced L1 NMS material but suggested that there should be in-depth reflection on the question of implementation of the harmonisation of the Advanced L1 syllabuses. For that reason, the BIS mandated the L1/L1 A sub-Working Group to move forward on the question of harmonisation of L1/Advanced L1 syllabuses, from the viewpoint of both the structure and the content.

French Advanced Language 2 NMS

The BIS approved the French Advanced L2 NMS material.

Music S6-S7

The BIS expressed a favourable opinion on the Music S6/S7 syllabus, which would need to be approved by the JTC via a written procedure.

Complementary Courses

The BIS took note of the clarification concerning the restriction in force not allowing new Complementary Courses to be created. The Pedagogical Reform WG would make a proposal in due course regarding the future place of Complementary Courses in the curriculum.

EUROPEAN BACCALAUREATE

Proposal for appointment of the Chair of the 2022 European Baccalaureate Examining Board

The proposal for appointment of the Croatian Chair of the 2022 European Baccalaureate Examining Board, Ms MIKŠIĆ, was unanimously favourably received by the BIS.

Conduct of the June 2021 written examinations

The BIS took note of the fact that the June 2021 written examinations session had gone smoothly. No major events had disrupted this session. It should be noted that 20 students had been absent, four of them because they were in quarantine due to Covid, one student who had to take a university entrance examination and 15 other students who had submitted a medical certificate. One student had withdrawn from the session.

The European Baccalaureate Unit would request permission from the Chair of the European Baccalaureate Examining Board to organise an extraordinary session in September for three students (long-term illness, with medical certificates).

External audit of the 2021 European Baccalaureate written examinations

The BIS took note of the external audits of the 2021 European Baccalaureate written examinations for the following subjects: Biology, Chemistry, Mathematics 3P and 5P, Physics, Philosophy and French Language 2. Those external audits had not identified any major problems in the examination papers set within the framework of their respective syllabuses. The proposals made by the external auditors had enabled and would enable the quality of the examination papers to be improved in the years to come.

The following comments were to be noted in particular:

- the chemistry examination was considered to be too long,
- the physics examination seemed too abstract and lacked contextualisation,
- the disharmony between the three parts of the L2 paper was emphasised,
- care needed to be taken when photos or iconographic elements were used: inappropriate colours, etc.
- the mathematics and philosophy examination papers had been modified after the audit.

External audit of the 2022 European Baccalaureate

The BIS approved the following list of subjects to be audited for the 2022 European Baccalaureate session: Biology, Chemistry, 3-period and 5-period Mathematics, Physics, Croatian L1 and Art.

Change to the timeframe for implementation of document 2019-01-D-66-en-1 'Proposals of the Assessment Secondary' Working Group on the written and oral Baccalaureate'

The BIS endorsed the principle of postponing implementation of the third correction until the 2023 Baccalaureate. A more detailed proposal would be produced for the October 2021 pedagogical meetings. The proposal's financial consequences would be analysed and subsequently presented to the BC. It was emphasised that the European Baccalaureate Unit would need to be consulted and involved in this work throughout the process.

As regards the setting up of the pilot phase for the 'pool' of questions for the oral examinations, the BIS endorsed the 'Assessment Secondary' Working Group's proposal that it be started as soon as the proposal had been endorsed in October 2021 (2021-2022 school year). This proposal should be confined to establishing and determining the organisation and the practical aspects of creating this pool of questions (for at least two different areas for the scientific subjects and languages).

Inspectors who are leaving the European School System (Appointment of the persons responsible for subjects, Replacement in the Working Groups)

The BIS approved the document and took note of the replacements to be made in the Working Groups because of the departure of certain Inspectors and of the necessary appointments in the new Working Groups. Inspectors wishing to sit on those Working Groups were invited to inform the 'Pedagogical Development' Unit and the Presidency of their candidature. Should several Inspectors put forward their candidature, the Presidency would take the final decision, taking as its basis document 2020-02-D-15-fr-en-5 *Areas of Interest and of Expertise of the Inspectors of the nursery, primary and secondary cycles of the European Schools*.

3.3. Joint Board of Inspectors

3.3.1. JBI October 2020

Final Report on the Whole School Inspection at the European School, Luxembourg II from 2 to 6 March 2020 (2020-03-D-7-en-1)

The Joint Board of Inspectors approved the 'Final Report on the Whole School Inspection at the European School, Luxembourg II'.

Follow-up Reports on the Whole School Inspections conducted at the European Schools:

- Brussels I from 14 May to 18 May 2018 (2020-09-D-2-en-1)**
- Alicante from 7 May to 11 May 2018 (2020-09-D-3-en-1)**
- Luxembourg I from 12 March to 16 March 2018 (2020-09-D-4-en-1)**

The Joint Board of Inspectors approved the three follow-up reports on the Whole School Inspections conducted at the Brussels I, Alicante and Luxembourg I European Schools. In so far as the report on the ES, Alicante did not clearly reflect whether it had been possible for the last Inspection's recommendations to be followed, a new follow-up report would be completed by the School, then presented at the JBI's February 2021 meeting.

Summary of the second round of Whole School Inspections (2020-09-D-6-en-1) Decision

In order best to guarantee their follow-up, the major recommendations would be incorporated into each School's Annual and Multi-Annual Plans. The Joint Board of Inspectors approved the report.

Report on school failures and repeat rates in the European Schools 2020 (2020-09-D-26-fr-1)

The Joint Board of Inspectors expressed a favourable opinion on the report presented by Mr MUNKÁCSY and thanked the WG for the work done and to come.

PEDAGOGICAL RULES/STANDARDS

Amendments to the Structure for all syllabuses in the system of the European Schools (2019-09-D-27-en-4) (2020-09-D-15-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the proposed amendment of the 'Structure for all syllabuses in the system of the European Schools' (2019-09-D-27-en-4), subject to the requests made during the meeting.

Guidelines for organisation of the Working Groups coordinated by the Pedagogical Development Unit (2018-01-D-18-fr-7)

The JBI approved the changes made to the document, subject to the one requested during the meeting concerning point 1.1, with immediate entry into force.

Proposal for a Distance Teaching and Learning Policy for the European Schools (2020-09-D-69-en-2)

The Inspectors agreed that this document must be future-oriented and take the long-term needs of the system into consideration, besides providing solutions in the current situation.

The Joint Board of Inspectors expressed a favourable opinion on all the points presented in the proposal.

Framework for Digital Competence (2019-09-D-36-en-2 and 2019-09-D-50-en-2) – Follow-up on Action 1.1 (2020-09-D-50-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the Framework for Digital Competence and on its proposals. It advocated keeping the initial scheduled date of entry into force, namely 1 September 2021, and encouraging the schools already to implement digital competence through this framework. This school year should enable teachers to become familiar with use of this competence in the context of their teaching and its implementation would only be regarded as mandatory and taken into account in their evaluation as from the beginning of the next school year.

Updating of the document ‘Framework for and organisation of Continuous Professional Development in the European Schools’ (2016-01-D-40-fr-5) (2020-09-D-19-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the proposals for amendments to the ‘Framework for and organisation of Continuous Professional Development in the European Schools’.

Proposed amendment of the documents ‘Quality Teaching in the European Schools – Booklet’ (2015-09-D-3-en-3) and ‘Evaluation of teachers in the European School system’ (2015-09-D-40-en-5) (2020-09-D-62-en-1)

The decision on updating of these two documents was scheduled for April 2021, for entry into force at the beginning of the 2021-2022 school year. The Working Group, possibly assisted by other players, would therefore have time to adapt the document, in response to the comments made during the meeting, for the next pedagogical meetings.

Common framework for Whole School Inspections in nursery/primary and secondary cycles (2019-09-D-24-en-3)

The JBI approved moving from 29 to 12 evaluation criteria, focusing on the quality of teaching and learning.

Harmonised Planning Working Group: Introduction of the Eight Key Competences into the pedagogical planning of the European Schools – Postponing the measures to the school year 2022-2023 (2020-09-D-43-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the proposals made in the document, aimed at postponing by one school year the piloting of the eight key competences in the schools' pedagogical planning.

Proposed new mandate for the 'Assessment Primary' Working Group (2020-09-D-27-en-1)

The Joint Board of Inspectors supported the request for a new status for the 'Assessment Primary' Working Group and granted it permanent status, making it a standing WG, like its counterpart the 'Assessment Secondary' WG.

ACCREDITED SCHOOLS

General Interest File – Mersch AES (LU) (2020-09-D-54-fr-1)

General Interest File: Luxembourg-City AES (LU) (2020-09-D-76-fr-1)

The Joint Board of Inspectors expressed a favourable opinion on these two schools' respective General Interest Files.

Changes to the Dossiers of Conformity of Lënster Lycée International, Junglinster and Lycée Edward Steichen, Clervaux (LU) (2020-09-D-74-en-1)

The Joint Board of Inspectors took note of the changes to these two Dossiers of Conformity.

Changes to the Dossier of Conformity of the European School, Ljubljana (SI) (2020-09-D-75-en-1)

The Joint Board of Inspectors took note of the changes to the Dossier of Conformity of the Ljubljana School.

OTHER ITEMS

System-level support for online training in the European Schools (2020-08-D-7-en-2)

The Joint Board of Inspectors took note of the document, which enabled teachers' responsibility for and involvement in their own training to be recognised.

System-level professional communities in the European Schools and sharing of pedagogical material (2020-08-D-10-en-2)

The Joint Board of Inspectors expressed a very favourable opinion on this ambitious online tools project.

Inspector Activities – Evaluation of Directors, Deputy Directors and members of the teaching staff (2020-09-D-38-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the proposal to derogate from Article 28 of the Regulations for Members of the Seconded Staff, in order to allow all or part of the evaluation of each of the members of the Management Staff to be conducted remotely.

As regards evaluation of locally recruited teachers, the JBI was also in favour of the proposal to derogate during this school year from Articles 12 and 22 of their Service Regulations and to waive the requirement for a national Inspector to participate in the context of the requisite evaluations for a permanent contract to be offered and of the requisite evaluations for advancement to a higher step.

As regards evaluation of seconded teachers, the JBI failed to reach a consensus.

Draft Recommendations concerning the Qualifications and Expertise of Educational Support Coordinators in the European Schools (2020-01-D-17-en-5)

The Joint Board of Inspectors expressed a favourable opinion on the draft document.

Draft Recommendation on a minimum ratio of time allocation for Coordination of Educational Support (2020-04-D-12-en-5)

The Joint Board of Inspectors expressed a favourable opinion on the proposal, which responded to point 1.2 of the Action Plan for Educational Support and Inclusive Education, and recommended that a certain time ratio be allocated to coordination of support, according to the number of pupils receiving Educational Support. The ratio broke down into a fixed part, dependent upon the number of pupils receiving Educational Support, and a variable part, for which the schools enjoyed autonomy in the form of discretionary power. This was accompanied by a duty of transparency, which would involve annual communication of coordination hours to the Administrative Boards and would also be reflected in the statistical report.

Draft Profile of Teaching Staff involved in Educational Support and Draft Guidelines on their Appointment and Recruitment (2019-12-D-39-en-4)

The Joint Board of Inspectors endorsed the proposal concerning the profile(s) of teachers involved in the provision of Educational Support and the Guidelines on selection and recruitment of teachers matching that/those profile(s).

Pedagogical Development and Quality Assurance of the European Schools (2019-2020) – Follow-up on 30 June 2020 (2019-08-D-11-fr-5)

The JBI approved the document 'Pedagogical Development and Quality Assurance of the European Schools (2019-2020) – Follow-up on 30 June 2020'. The finalised version of the document would be appended to the 'Joint Report of the Spanish Presidency of the Boards of Inspectors and of the Teaching Committee – 2019-2020 school year'.

Pedagogical Development and Quality Assurance of the European Schools (2020-2021) – Short and long-term planning (2020-08-D-1-fr-1)

The JBI approved the document. Once finalised, it would be brought to the attention of the Board of Governors, for its information.

Areas of interest and expertise of the nursery/primary and secondary Inspectors of the European Schools (2020-02-D-15-fr-en-2) L. MUNKÁCSY Decision

The Joint Board of Inspectors approved the document subject to any corrections or updates.

Establishing a Planning Committee to plan Inspectors' activities (2020-09-D-29-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the proposal to set up such a Planning Committee.

Inspectorate of the European Schools (2020-09-D-35-en-1)

The Joint Board of Inspectors expressed a favourable opinion on the draft document and invited the Working Group to continue completing the document, taking into account the comments made during the meeting.

3.3.2. JBI February 2021

Follow-up Report on the Whole School Inspection at the European School, Alicante from 7 May to 11 May 2018 (2020-09-D-3-en-3)

The JBI approved the new Follow-up Report on the Whole School Inspection of the Alicante School.

On account of the health situation and of the uncertain travel conditions, the JBI also decided to postpone the inspection of the Frankfurt School, scheduled in May 2021, until next autumn and that of the Karlsruhe School until November 2021. It was not yet possible to determine whether the inspections would take place *in situ* or remotely.

The JBI took note of and gave a favourable opinion on the request of the Steering Group to the Secretary-General, so that reference to the actions undertaken concerning follow-up on Whole School Inspection would be incorporated into the template of the performance evaluation report of Directors and Deputy Directors.

Statistical Report on Educational Support and on the Integration of Pupils with Special Educational Needs into the European Schools in the School Year 2019-2020 (2020-12-D-12-en-2)

The Joint Board of Inspectors expressed a favourable opinion on the statistical report and took note of the positive feedback from the schools on the educational support provided during the health crisis.

Proposed amendment of 'Quality Teaching in the European Schools – Booklet' (2015-09-D-3-en-3) and 'Evaluation of teachers in the European School system' (2015-09-D-40-en-5) – 2020-09-D-62-en-2

The JBI expressed a favourable opinion on the proposals relating to 'Teaching standards' that were applicable to distance teaching, without replacing the original rules, which remained applicable in the case of conventional *in situ* teaching.

The JBI requested that the section on 'Teaching Standards for distance teaching' be clarified with respect to the guidance with which Inspectors were supposed to provide teachers.

Revision of document 2020-09-D-10-en-3 'Distance Teaching and Learning Policy for the European Schools' – 2021-01-D-34-en-1

The JBI took note of the favourable opinion of the Board of Inspectors (Nursery and Primary) on section D.2, third bullet point, defining teaching time for Mathematics, L1 and Discovery of the World at 75% of total teaching time in the case of distance teaching.

Harmonised Planning – Introducing the Eight Key Competences into the Pedagogical Planning of the European Schools – 2020-11-D-40-en-1

The JBI expressed a favourable opinion on the calendar in Annex I to the document and on the proposal for a second pilot phase and its follow-up.

Nevertheless, the JBI requested clarifications, according to the subject concerned, as to:

- how to apply certain key competences,
- the obligation to apply the eight key competences,
- the possibility of focusing on certain competences rather than others.

In that connection, the JBI suggested that the document 'Structure for all syllabuses in the system of the European Schools' (2019-09-D-27) might be revised and also serve as a guide for teachers.

Annual pedagogical priorities

The JBI took note of the annual pedagogical priorities, which hinged on three main themes: implementation of the new marking system, the educational support evaluation report and enhancement of digital competences amongst pupils and members of the teaching and administrative staff. In addition, the JBI wished in future to be better informed about the schools' action plans.

Task Force of the Pedagogical Reform Working Group: Proposal for a Multi-Annual Plan (MAP) of Pedagogical Priorities – 2021-01-D-41-en-1

The JBI expressed a favourable opinion on the proposal for a Multi-Annual Plan (MAP) of pedagogical priorities. It commended the global vision of the actions conducted pedagogically in the system's three cycles and the usefulness of this Plan for coordination of work amongst the working groups. An annual review should be conducted in order to have an overview of the progress of work.

However, the JBI recommended that the level of priorities and the timeframes should be more visible and that the coordination method should be better explained, as this plan required strong coordination. The term 'level' might be used instead of 'priority' in the case of pedagogical targets.

Revision of the Policy on the Provision of Educational Support in the European Schools – 2020-11-D-30-en-2

The JBI expressed a favourable opinion on revision of the Policy on the Provision of Educational Support in the ES, which aimed to update and improve aspects of the existing policy, whilst taking account of inclusive education as a guiding principle.

Guidelines for organisation of the Working Groups coordinated by the Pedagogical Development Unit – Proposals for adaptations – 2021-01-D-67-fr-1

The JBI approved the document subject to the addition of the following sentence in the section 'Procedure proposed for appointment of the vice-chair of a working group':

"In this context, this process is not mandatory, on account of the potential difficulty of finding an additional or alternate Inspector responsible for a subject."

Attention was drawn to the consequences of the health crisis, whilst it was also emphasised that a proportion of the Working Groups' meeting were expected to continue to be organised remotely rather than *in situ*.

Audit Report – Europäische Schule RheinMain (DE) – Accreditation renewal N-S7 – 2020-10-D-43-en-1

The JBI expressed a favourable opinion on the audit report on the *Europäische Schule RheinMain*, whilst also noting the reservations expressed about the School's linguistic offer.

The JBI therefore recommended, during the next audit of the School, examining in depth the steps taken by the School to promote French.

Audit Report – European School Copenhagen (DK) – Accreditation renewal, N-S5 – 2020-10-D-41-en-1

The JBI expressed a favourable opinion on the audit report on the European School Copenhagen.

The school would need to make an extra effort to ensure to its satisfaction that the newly opened FR section met the commitments entered into in its Dossier of Conformity, with particular reference to the language offer.

Audit Report – International School Provence-Alpes-Côte d'Azur, Manosque (FR) – Accreditation renewal, N-S7 – 2020-10-D-36-en-1

The JBI expressed a favourable opinion on the audit report on the International School Provence-Alpes-Côte d'Azur in Manosque.

Audit Report – European School, Paris-La-Défense (FR) – Initial accreditation, S6-S7 – 2020-10-D-37-en-1

The JBI expressed a favourable opinion on the audit report on the European School *Paris-La-Défense*.

Audit Report – Scuola Europea di Brindisi (IT) – Accreditation renewal, N-S7 – 2020-10-D-40-en-1

The JBI expressed a favourable opinion on the audit report on the *Scuola Europea di Brindisi*.

Audit Report – Scuola per l'Europa Parma (IT) – Accreditation renewal, N-S7 – 2020-10-D-39-en-1

The JBI took note of the fact that the School's objective was to rebalance the FR section vis-à-vis the EN and IT sections, particularly when it came to new enrolments.

The JBI expressed a favourable opinion on the audit report on the *Scuola Per L'Europa Parma*.

Audit Report – Ecole Internationale Edward Steichen (LU) – Accreditation renewal N-S5 – 2020-10-D-46-en-1

The JBI expressed a favourable opinion on the audit report on the *Ecole Internationale Edward Steichen* in Luxembourg.

It nevertheless invited the school to embark upon steps to integrate more SWALS in order to guarantee that as much of the curriculum as possible was taught in pupils' mother tongue, as recommended at the time of the previous audit.

Audit Report – Lënster Lycée International School, Junglinster (LU) – Accreditation renewal, N-S5 – 2020-10-D-44-en-1

The JBI expressed a favourable opinion on the audit report on the *Lënster Lycée International School* in Junglinster.

Audit Report: International European School, Warsaw (PL) – Initial accreditation, N-S5 – 2020-10-D-38-en-1

The JBI expressed a favourable opinion on the audit report on the International European School in Warsaw, but recommended that the teaching of L1 for SWALS be supported. The School also needed to work with Frontex to attract more pupils to the school and ensure that the teachers who formed part of the school's two education systems did indeed apply the European Schools' syllabuses.

Audit Report – Ecole Internationale de Mondorf-les-Bains (LU) – Accreditation renewal N-S5 – 2020-10-D-45-en-1

The JBI took note of the main recommendations concerning the language offer for SWALS and the need to open the nursery cycle.

The JBI expressed a favourable opinion on the audit report on the *Ecole Internationale de Mondorf-les-Bains*.

Audit Report – European School Ljubljana (SI) – Accreditation renewal N-S5 – 2020-10-D-42-en-1

The JBI took note of the fact that the nursery cycle had had to be opened unexpectedly in September 2020 on account of the closure of an international school in Ljubljana. The Board of Governors had approved that cycle's opening at its December 2020 meeting.

Because of the pandemic, the opening of years S4 and S5, scheduled in September 2021, had been postponed for a year. The first European Baccalaureate session would therefore be held in June 2025.

The JBI expressed a favourable opinion on the audit report on the European School Ljubljana.

In the light of the presentation of the different audit reports, the JBI observed that in several Accredited Schools pupils did not receive tuition in their mother tongue as requested by parents. Yet each school undertook to provide such tuition through its dossier of conformity.

Hence, the JBI concluded that it was more than necessary for all Accredited Schools to widen their offer of L1 tuition for SWALS. That characteristic was one of the founding aspects of the European Schools that distinguished them from international schools. The system needed to reflect upon this trend and the solutions to remedy the situation.

The JBI proposed adding compliance with this key element of the Language Policy of the European Schools as a priority within the framework of the Multi-Annual Plan.

Changes to the dossier of conformity of the European School Lille Métropole (FR) – 2020-12-D-33-en-1

The JBI took note of the postponement by one school year of the opening of years P4 and S4, because of a delay in the extension work in the school. Only years P3 and S3 would open at the beginning of the 2021-2022 school year and the first Baccalaureate session would therefore be held in June 2026.

Changes to the dossier of conformity of the European School Ljubljana (SI) – 2021-01-D-82-en-1

The JBI took note of the postponement by one school year of the gradual opening of classes from year S5 onwards. As a result of a substantial fall in the number of enrolments in September 2020, which was probably due to the health situation, only S4 would open at the beginning of the 2021-2022 school year. The first European Baccalaureate session would therefore take place in June 2025.

Other items

Establishing a Central Planning Committee to plan Inspectors' team activities – 2020-09-D-29-en-2

The JBI expressed a very favourable opinion on this document, whose high quality and fundamental nature it emphasised, and recommended that the Joint Teaching Committee should approve it, with immediate entry into force.

Follow-up on Document 2020-08-D-10-en-2 System-level professional communities in the European Schools and sharing of pedagogical material – 2021-01-D-18-en-1

The JBI expressed a favourable opinion, albeit with some reservations, on the proposals put forward by the Pedagogical Development Unit in the document and on the document 'Follow-up on Document 2020-08-D-10-en-2 System-level professional communities in the European Schools and sharing of pedagogical material'.

The reservations involved in particular some Inspectors' fears about the creation of professional communities that would require a substantial amount of training and would result in an increase in their workload and in their responsibilities.

However, the JBI also took note of the fact that conversely, other more experienced Inspectors praised these new collaboration methods and extolled its benefits in terms of considerable time saving and of facilitation of information sharing.

Consequently, it was proposed that a practical and reflection workshop on online Communities be organised for the Inspectors at the earliest opportunity, in order to exchange and to promote their various experiences.

Education for Sustainable Development – State of play and Proposals for actions – 2021-01-D-65-en-1

The JBI expressed a very favourable opinion on the document and the actions proposed in points 1 to 6. It recommended that the JTC should approve actions 1, 2, 3 and 6 and that it should deliver a favourable opinion on actions 4 and 5, which would need to be the subject of a financial assessment, with a view to their approval by the Budgetary Committee.

The JBI also took note of the fact that education for sustainable development, which was one of the French Presidency's priorities, was a fully cross-curricular theme that was compatible with the eight key competences. This student-driven concept reflected the European spirit and tomorrow's World in equal measure and would ultimately be incorporated into all syllabuses and for every level. It could also be developed in various school contexts and different events, like the ESSS. Initially, a study would be conducted of the budget of the schools and of the system allocated to sustainable development.

Areas of interest and expertise of the Inspectors of the Nursery-Primary and Secondary cycles of the European Schools – 2020-02-D-15-fr-en-4

The JBI approved the document, which served as a basis for the choice of volunteer Inspectors wishing to participate in a working group.

Inspectors leaving the European School system:

Appointment of the persons responsible for subjects-Replacement in Working Groups – 2021-01-D-43-en-1

The JBI approved the document and the changes proposed and requested the Inspectors to volunteer to fill the posts that were vacant in the Working Groups.

The JBI approved the following changes:

- **Ms JAKAVONYTÉ-STĄŠKUVIENÉ** took on responsibility for Lithuanian for the secondary cycle, in addition to the nursery/primary cycle.
- **Ms VERMEIRE** took on the Chairmanship of the Non-Confessional Ethics Working Group and **Mr ROME** was appointed alternate (vice-chair).
- **Mr GIURUMESCU** was charged with the Complementary Course in Russian.
- A volunteer would need to be appointed for Art in place of **Ms RODOSTHENOUS**: **Mr COENEN** wished to take responsibility for that subject if someone would agree to replace him for Chemistry.
- **Ms DROC** replaced **Ms SCHUMACHER** in the Whole School Inspections Steering Group.
- **Ms DUCATEZ** became Chair of the 'Harmonisation of Pedagogical Planning' Working Group, in place of **Ms SCHUMACHER**, who became an expert. **Ms KALOGRIDOU** (vice-chair) and **Mr GIURUMESCU** would join the Working Group for the secondary cycle.

The JBI took note of the fact that the Lithuanian Inspector, **Ms VALIUSKEVICIENÉ**, and the German Inspector, **Ms SCHUMACHER**, were leaving the European School system.

Pedagogical Development and Quality Assurance of the European Schools (2020-2021) – Short and long-term planning – 2020-08-D-1-fr-3

The JBI approved the document, subject to any changes or additions to be made by the Inspectors.

3.4. Joint Teaching Committee

3.4.1. JTC October 2020

Communication from the Secretary-General

Mr MARCHEGGIANO thanked all the stakeholders and players in the system for the way in which each and every one had overcome the difficulties of the Covid-19 pandemic. He was very grateful for the investment of the teachers and of all members of staff, which had enabled a switch to be made quickly and effectively from *in situ* teaching to distance teaching during the second part of the 2019-2020 school year. This school year had started on site. The current situation was that there were 74 confirmed cases amongst the staff and pupils of the ES. All due attention was continuing to be given to the pandemic's development in the ES system.

The posts of Assistant Deputy Directors had been filled. At the OSGES, a new Head of the ICT and Statistics Unit had been recruited: Mr PAKUCS (Sweden). Mr DEPRET, Head of the Human Resources Unit, was absent because of illness until the end of the current month. He thanked Mr BECKMANN, who had acted as Head of the ICT and Statistics Unit and who was now acting as Head of the Human Resources Unit. Ms SPITZER had been recruited locally for the post of Head of the Internal Control Unit. No delegations had put forward candidates despite two calls.

Mr MARCHEGGIANO outlined the worrying situation of saturation of the accommodation capacity of the Brussels ES. Although the problem had long been known about, there was a risk that the Brussels ES would no longer be able to admit all future category 1 pupils for whom enrolment applications were submitted. There was also the question of safety and security and audits would be conducted between now and the next BoG meeting.

The making available of the Evere temporary site by the Belgian authorities for the 2021-2022 school year would only enable the overcrowding to be lessened for two years at the most. The system would then find itself in the same situation as today.

The estimate of the breakdown of the pupil populations in Brussels with and without the Evere temporary site took account of the constraints of the Policy on Enrolment in Brussels, in particular the regrouping of siblings. He emphasised that the Evere site would be regarded as part of the Woluwé ES. Transition to the secondary cycle would mean that pupils would naturally go to the Woluwé ES, without the need for re-enrolment. In addition, it would be possible for families to apply for a transfer to the Evere site.

The JTC took note of the communication from the Secretary-General about the worrying situation of the Brussels ES.

Review of the package of measures to increase the European Schools' attractiveness

A mandate to review salaries in the primary cycle had been given. In line with the recommendations of several delegations on the BoG, this review would be conducted in parallel with the review of the ES attractiveness package. This work would start in November and a report would be presented to the BoG at its April 2021 meeting.

Audit of Accredited European Schools in 2020 – State of play

The rules concerning AES had been revised and new Agreements had been drawn up. The audits process had been redefined, including a new toolkit and accompanied by training sessions for audit teams. Eleven audits were planned this autumn. They were essential for renewal of agreements and for accreditation of new AES.

At its extraordinary meeting of 31 August, the BoG had decided not to postpone these audits. The Steering Group for the AES had taken measures to conduct the audits according to different scenarios. At the present time, it had been possible for the audits to take place partly on the spot and partly remotely, given the fact that it was impossible for some members of the audit teams to travel. Three audits had been finalised and one audit was in progress. Remote classroom observations were not considered to be ideal but were preferable to no observation whatsoever.

New marking scale - State of play

Mr MUNKÁCSY presented the analysis of the final marks in S6, where the new marking system had entered into force for the first time in 2019-2020. It was specified that these data did not include AES. When three cohorts were compared, it could be seen that the averages of the final marks remained similar. It of course needed to be borne in mind that 2019-2020 had been marked by the pandemic. The distribution of marks showed a slightly higher frequency of the maximum mark. Nevertheless, the distribution curves remained similar. The figures showed an appreciable reduction in failures.

Mr WOLFF presented the state of play of implementation of the new marking system in the Bac cycle. The pre-Bac examinations, the Bac written and oral examinations and any assessment during the year would be conducted in accordance with the new marking system. At the end of this year, there would need to be follow-up on this implementation.

REPORTS

Mr GARRALÓN BARBA presented the joint report of the Spanish Presidency of the Boards of Inspectors and of the Joint Teaching Committee.

Mr COENEN presented the final inspection report on the ES, Luxembourg II. The inspection team had issued a very positive report. The recommendations had already been incorporated into a very satisfactory action plan by the school. The follow-up reports on the Brussels I and Luxembourg I ES presented the actions implemented subsequent to the inspections. Those actions fully met the inspection teams' expectations.

The follow-up report on the ES, Alicante did not present sufficient information about implementation of the recommendations made during the May 2018 inspection. The school was requested to scrutinise the follow-up report and to produce a self-evaluation of implementation of those recommendations by January 2021, so that another follow-up report could be presented at the February 2021 pedagogical meetings.

The JTC took note of the summary of the second round of Whole School Inspections and of the innovations that would be put into practice in the third round.

EUROPEAN BACCALAUREATE

Mr GUERRERO SALOM presented his report and his recommendations. Mr DE TOURNEMIRE said that these recommendations would be taken on board by the relevant WGs and that a great deal of attention would be paid to their implementation.

Ms CAMPION, Chair of the 2021 Bac, introduced herself and presented the principles that would guide her Presidency and her actions during the 2020-2021 school year. The JTC welcomed her.

Ms RUDOMINO presented the report on the 2020 Bac. The JTC expressed a favourable opinion. The Draft Report would be sent forward to the Budgetary Committee for an opinion and to the Board of Governors for approval.

Under the action plan of the 'Preparation of the 2020-2021 school year' Task Force, particular attention was to be paid to the Bac in the three scenarios, whilst also emphasising the importance of transparency and legality. Preference had been given to the organisation *in situ* of the Bac and pre-Bac examinations, even in the event of scenario 3. However, the action plan advocated anticipating the possible use of a modified formula for calculating the Bac final marks and of a process of moderation, should that prove inescapable, either for the system as a whole or for some schools.

Mr de TOURNEMIRE reported the position taken by the BIS on this point: there was a need to take a cautious and concerted approach. It advocated the setting up of a task force on the same model as the one that had been put in place for the preparation of this school year. This task force would work at an expert level, with a small number of members, which would report to the second level, including all the stakeholders. It would present the outcome of its work directly to the BoG at the December meeting, which would then take a decision.

Finally, Mr BECKMANN presented the form that the task force would take. The JTC analysed document 2015-05-D-12-en-23 'Arrangements for Implementing the Regulations for the European Baccalaureate (applicable for the year 2021 European Baccalaureate session)'. An exchange of views was held on the subject of the potential impact of the Covid-19 pandemic on the 2021 European Baccalaureate session and on the subject of the measures to be taken, in particular in the case of scenario 3, as defined by the 'Preparation of the 2020-2021 school year' Task Force (see document 2020-07-D-9-en-2). The JTC was of the opinion that a decision on the proposed amendments to the Arrangements for Implementing the Regulations for the European Baccalaureate was premature and that it was advisable to work on more detailed guidance relating to the different possible sub-scenarios, taking account of the Complaints Board's recent decision No 20/56 of 5 October 2020. In the light of those considerations, the JTC mandated the Office of the Secretary-General to set up a task force, comprising a core group and a consultative body. The core group would be composed of: - the Chair of the 2021 European Baccalaureate session, - the Secretary-General of the European Schools, - the Deputy Secretary-General of the European Schools, - the Head of the European Baccalaureate Unit, - the Chair of the Board of Inspectors (Secondary), - the Chair of the 'Assessment Secondary' Working Group, - a representative of the Directors, - a representative of the Directors of the Accredited European Schools and – a representative of the Deputy Directors for the secondary cycle.

The consultative body would be composed of: - a representative of the secondary cycle teaching staff, - a representative of the secondary cycle teaching staff of the Accredited European Schools, - a representative of CAPEEA (Coordination of Accredited European Schools Parents' Associations), - a representative of CoSup (Students' Committee), - a representative of the students of the Accredited European Schools, - a representative of the European Commission. The core group would be expected to provide proposals that would be used as a basis for discussion within the task force between now and the end of October. The core group would finalise its proposals in the light of this consultative process and would submit its finalised proposals to the Board of Governors at its meeting of 1-3 December 2020 for approval.

Ms RUDOMINO said that to date, only 18 MS had updated the table of equivalence between the European Baccalaureate and the upper secondary leaving certificate of national schools. The other delegations had been contacted many times. Most of them were working on an update but some delegations had remained silent to date. She invited the Inspectors to urge their particular delegation to respond. After the pedagogical meetings, the document as it stood at present would be published with the information available. Mr BECKMANN emphasised the critical importance of this question. Each delegation would be contacted personally again to update the equivalence.

The JTC took note of the document establishing equivalence between the European Baccalaureate and the upper secondary leaving certificate of national schools and admission of European Baccalaureate holders to universities in the member countries. It regretted that ten delegations had not yet updated their equivalences. Those delegations were requested to update them with all speed, in order to comply with Article 5 of the Convention defining the Statute of the European Schools.

PEDAGOGICAL RULES AND STANDARDS

Mr DAMKJAER presented the amendments to Article 59 of the General Rules of the ES proposed by the 'Assessment Secondary' WG. He drew attention to the fact that the BIS had proposed an adaptation of the amendment relating to A marks (Article 59.5): "The ongoing observations require the recording of the pupils' progress."

The Joint Teaching Committee expressed a favourable opinion on the document, including the amendment made at the meeting, which would be reflected in the document sent forward to the Board of Governors for its extraordinary meeting on 20 October 2020. The Board of Governors was invited to approve the proposed amendments to Article 59 of the General Rules of the European Schools.

Mr MUNKÁCSY presented the proposed amendments to the document on the structure of the syllabuses used in the ES.

The JTC approved this proposal for amendments to document 2019-09-D-27 Structure for all syllabuses in the system of the European Schools, with immediate entry into force. The amended version of this document would be published on the website www.eurisc.eu.

Mr MUNKÁCSY presented the proposal for a Distance Teaching and Learning Policy.

The JTC expressed a favourable opinion on the proposal for a Distance Teaching and Learning Policy. There were two objectives: to respond to the urgency of the situation associated with Covid and to put in place a longer term policy. Several members made comments and proposals, with particular reference to the question of assessment. They would be taken into account to finalise the policy, which would be presented to the BoG at its December meeting for approval.

Ms KAMP presented the Framework for Digital Competence.

Mr GASSNER emphasised the importance of this framework in the development of digital competence, detailing as it did for each cycle and year group themes and activities to work on digital competence. As the document was intended to be dynamic, he wished implementation work to start.

The JTC approved the Framework for Digital Competence. Its implementation would be overseen by the 'IT PEDAGOGICAL WG'.

Ms KAMP presented the adaptations to the framework for and organisation of continuous professional development.

The JTC expressed a favourable opinion on the update of the framework for and organisation of continuous professional development in the European Schools. It would be sent forward to the Budgetary Committee for a decision. A comment was made in relation to the importance of the concept of continuous professional development being both an individual responsibility and a responsibility of the system. Some comments were made regarding in particular possible review of the concept of subject referent and the need to make time available for teachers to attend training courses, especially when they had to train their colleagues. Those comments would be passed on to the WG in charge of continuous professional development.

The JTC scrutinised and took note of the proposed amendments to the documents 'Quality Teaching in the European Schools – Booklet' and 'Evaluation of teachers in the European School system'. Some members expressed their comments. Consultations would be engaged in with the different WGs concerned to finalise revision of the said documents and a new proposal would be presented at the February 2021 pedagogical meetings.

Mr COENEN presented the two proposed adaptations to the common framework for Whole School Inspections. He announced that the Whole School Inspection of the ES, Frankfurt had had to be postponed until March 2021. The inspection of the ES, Karlsruhe would also be postponed until May 2021. The situation would be reassessed at the February 2021 pedagogical meetings and it would be decided whether those inspections would be able to go ahead, in order to give priority to *in situ* inspections as the preferred option. The JTC approved adaptation of the evaluation and assessment criteria, which would focus on evaluation of teaching and learning for future Whole School Inspections, and the schedule of inspections, updated on account of the Covid-19 pandemic and appearing in Annex 2. In response to the Directors' request during the meeting, in agreement with the Presidency, the calendar would be revised if necessary so as to postpone the inspections.

Ms SCHUMACHER presented the proposal to postpone the pilot phase of inclusion of the eight key competences into the pedagogical planning of the ES. The JTC approved postponement of the measures concerning introduction of the eight key competences into the pedagogical planning of the European Schools until the 2022-2023 school year. It emphasised the need for continuation of the work concerning training courses to support teachers in this process. The French Presidency undertook to monitor implementation of the key competences, following on from what had been done by the Spanish Presidency.

Ms MUSILOVÁ presented the guidelines for the tests designed to determine the dominant language in the nursery and in the primary. The JTC endorsed the proposal defining guidelines for language tests designed to determine dominant language in N1 and N2 and on entry to P1 and to P2-P5. These guidelines would enable practices to be harmonised and improved. Interparents' comments would be taken on board for possible future improvements.

ACCREDITED SCHOOLS

Mr DAMKJAER presented the dossier of conformity of the European School, Copenhagen and passed on a request for a derogation to allow dyslexic pupils to use computers on which specific software was installed when taking the pre-Bac and Bac examinations.

Mr MARCHEGGIANO said that the question of special arrangements for dyslexic pupils would need to be considered by the Educational Support Policy Group. The dossier of conformity would have to be amended by removing the request for a derogation before being submitted to the BoG.

The JTC expressed a favourable opinion on the dossier of conformity of the European School, Copenhagen subject to removal of the request for a waiver.

Mr ZENS presented the dossier of conformity of the International School, Differdange and Esch-sur-Alzette and passed on a request for a derogation concerning the teaching of ethics and of religions. In the Grand Duchy of Luxembourg, those courses were replaced by Life and Society courses.

Mr MARCHEGGIANO said that it was foreseen that an AES could replace an ethics or religion course with a course on ethics or religion. He assumed that this request came within that framework. Mr ZENS confirmed that it was indeed the case.

The JTC expressed a favourable opinion on the dossier of conformity of the International School, Differdange and Esch-sur-Alzette.

The JTC took note of three sets of changes to dossiers of conformity: *Lënster Lycée International*, *Junglinster, Lycée Edward Steichen*, Clervaux and European School, Ljubljana.

OTHER ITEMS

The JTC took note of the document on system-level support for online training in the European Schools.

The JTC took note with a great deal of interest of a proposal concerning the setting up of system-level professional communities and the sharing of pedagogical resources. It looked forward to being able to scrutinise, in February 2021, the follow-up on the pilot phase.

Mr BECKMANN presented the measures envisaged for evaluations of management and teaching staff in the current context. The JBI had proposed an adaptation of proposal II.2 concerning the evaluation of seconded teachers.

The JTC expressed an unqualified favourable opinion on proposal II.1 concerning the evaluation of Directors and Deputy Directors. Proposal II.3 concerning the evaluation of locally recruited teachers was also favourably received. Proposal II.2 concerning the evaluation of seconded teachers was adapted following the discussions conducted by the JBI. For the 2020-2021 school year, seconded members of the teaching staff would be evaluated by the Directors and by their national Inspector. If the national Inspector was unable to travel to a school and to be present in person because of the pandemic, the evaluation would be conducted remotely and no classroom observation would be foreseen.

Subject to this adaptation, the JTC expressed a favourable opinion on this document. It would be adapted to reflect the changes made during the meeting and would be sent forward to the Board of Governors for approval at its extraordinary meeting on 20 October 2020.

Ms GRACIO presented the document with recommendations concerning the qualifications and expertise of Educational Support Coordinators in the European Schools. The JTC expressed a favourable opinion on the recommendations concerning the qualifications and expertise of Educational Support Coordinators in the European Schools. Their implementation would be gradual and these qualifications and expertise exactly matched the schools' requirements for the development and quality of the educational support offer.

Ms GRACIO presented the draft recommendation on a minimum time allocation ratio for coordination of educational support. The JTC expressed a favourable opinion on this proposal concerning the minimum time allocation ratio for coordination of Educational Support. The ratio broke down into a fixed part, dependent upon the number of pupils receiving Educational Support, and a variable part, for which the schools enjoyed autonomy in the form of discretionary power. This autonomy was accompanied by a duty of transparency, which would involve annual communication of coordination hours to the Administrative Boards and would also be reflected in the statistical report. The proposal would be sent forward to the Budgetary Committee for an opinion and to the Board of Governors for a decision.

Ms GRACIO presented the profile of teaching staff involved in the provision of educational support. The JTC expressed a favourable opinion and endorsed the proposed profile of teaching staff involved in educational support and the draft guidelines on their appointment and recruitment, which matched the needs identified in the European Schools for several years now.

Mr BECKMANN presented the draft proposal for revision of Educational Support Assistants' legal status. The JTC expressed a favourable opinion on this proposal. It would be sent forward to the Budgetary Committee for an opinion, accompanied by a financial statement, and to the Board of Governors for approval. As regards proposal B, namely to create an additional occupational category for Specialist Educational Support Assistants, prior to any decision, there would be more in-depth reflection on the subject in response to the comments made by the 'AAS' WG and the European Commission.

Interparents proposed the creation of a task force to develop electronic books to support the syllabuses of the European Schools. The JTC did not endorse this proposal as that fell outside the scope of the Inspectors' role, which was to set harmonised curricula and timetables and to make recommendations for the choice of methods. The development of online professional communities for the sharing and development of good practices and of pedagogical resources amongst teachers was a step in the right direction and it was not desirable to limit teachers' autonomy by imposing textbooks on them.

Mr GÄLLSTAD presented CoSup's proposal for a budget for ecology. Mr DE TOURNEMIRE noted that this proposal was in line with one of the French Presidency's priorities. He very much welcomed the fact that this question could be explored as part of the work of the 'Education for Sustainable Development' WG, chaired by Mr OTTOSSON. He was not, however, convinced that the budgetary question should be the first step in such an undertaking. Mr OTTOSSON welcomed the students' interest in this issue. If a fund was created, there would be a need to cooperate with the national authorities of the Host States, particularly on the question of the energy efficiency of buildings. He was delighted that this formed part of the Presidency's priorities and hoped that this work would be continued by the Presidencies to come. Mr GÄLLSTAD pointed out that the EC's objectives were a 55% reduction in CO₂ emissions in ten years. That would inevitably require funds, which ought to be seen rather as an investment. The example of photovoltaic panels was edifying: after a few years, their cost was fully offset by the savings on energy bills. Mr MARCHEGGIANO urged the students to make the political decision-makers at BoG level aware of the issue, so that they could respond favourably when concrete projects and requests for funding were presented. The French Presidency's priorities meant that it was an opportune moment to do so. He offered to make himself available to discuss the matter with the students' representatives.

The JTC endorsed CoSup's proposal for creation of a budget for ecology. This question would, however, have to be addressed in the 'Education for Sustainable Development' WG and the practical approaches would first need to be determined before addressing the budgetary question. Both the OSGES and the French Presidency, of which it was one of the priorities, stood ready to assist with this undertaking.

Mr GÄLLSTAD presented CoSup's proposal to convert the Non-Confessional Ethics courses in the Bac cycle into an option course.

The JTC considered CoSup's proposal to be a sensitive subject. Changing a compulsory course into an optional one in the European Baccalaureate cycle posed a wider question, which needed to be evaluated by analysing the curriculum as a whole and not solely on the basis of the fact that a course counted or otherwise towards certification. The non-confessional ethics and religion syllabuses were, moreover, in the process of being updated. The 'Pedagogical Reform' WG was invited to reflect upon this proposal and the possible revision of the curriculum in the European Baccalaureate cycle.

The JTC unanimously welcomed the proposal to set up a committee to plan the Inspectors' activities. The 'Role and Duties of Inspectors' WG would continue its work and would present a finalised proposal for approval at the February 2021 pedagogical meetings.

3.4.2. JTC February 2021

The JTC took note of the communication from the French Presidency, which quickly returned to its priorities, pointing out that they were set out in many documents that were on the agenda. The Presidency particularly highlighted Education for Sustainable Development, promotion of the Baccalaureate's excellence and simplification of administrative and financial management. It also drew attention to the actions that continued on from those of the previous presidencies, such as harmonisation of planning, incorporation of the key competences and planning of the Inspectors' team activities.

The Secretary-General thanked the entire school community and the stakeholders for their continued commitment, which had enabled the quality of European School education to be maintained throughout the health crisis.

The JTC took note of the update concerning Brexit, which covered the following aspects in particular:

The post-Brexit period would be marked by the departure of the UK Inspectors with effect from 31 August 2021, the date on which the UK would no longer form part of the European School system. The Irish and Maltese Inspectors were prepared to take over a proportion of the duties involved, for English L1 and L2 and for English L3 and L4 respectively. To provide them with the necessary support, a coordinator was to be taken on at the OSGES for a two-year period. That contract might be renewed or converted into a permanent post according to the requirements. A meeting would need to be arranged between the UK Inspectors and their Irish and Maltese counterparts in order to guarantee optimum transition.

The European Schools' Financial Regulation would still allow UK-based experts to be recruited.

The possibility of being taken on as Locally Recruited Teachers had been offered to seconded teachers. The secondments of UK executive staff (Directors and Deputy Directors) would terminate at the end of this school year. For future recruitments of teachers whose mother tongue was English, there would be a need to continue to evaluate the extent to which they would prove problematic, despite the measure taken by the Board of Governors to convert seconded posts into protected Locally Recruited Teacher posts.

SYLLABUSES

The JTC approved the following syllabuses:

- Biology 4 Periods S6-S7 – 2020-12-D-27-en-1
- Chemistry 4 Periods S6-S7 – 2021-01-D-51-en-1
- Mathematics 3 Periods S6-S7 - 2021-01-D-52-en-1
- Mathematics 5 Periods S6-S7 - 2021-01-D-53-en-1
- Mathematics 3 Periods Advanced Level S6-S7 – 2021-01-D-54-en-1
- ONL Irish – Secondary cycle – 2020-12-D-3-en-1
- Physics 4 Periods S6-S7 – 2021-01-D-56-en-1
- Catholic Religion – S1-S3 – 2021-01-D-11-en-1
- Catholic Religion – S4-S5 – 2021-01-D-12-en-1
- Catholic Religion – S6-S7 – 2021-01-D-13-en-1
- Orthodox Religion – 2021-01-D-57-en-1

Annexes would be added to the Catholic Religion syllabuses and any mistakes that the teachers had mentioned or might mention to the Inspectors responsible would be corrected. In the case of non-substantive changes, there was no need for them to be presented again to the JTC for approval. They would be sent for information once amended.

The JTC took note of the reservations expressed by Interparents and the ISTC about the scientific syllabuses, with particular reference to the examination mode for Geogebra. The latter ought already to be tested as from S5 for the harmonised examinations so that S6 and S7 students would be fully prepared.

The JTC approved a one-year postponement of entry into force of the Early Education Curriculum, which was now scheduled for 1 September 2022, in order to enable the teachers to receive suitable training. The Board of Governors would be informed of this decision.

REPORTS

The JTC took note of the Follow-up Report on the Whole School Inspection of the European School, Alicante from 7 to 11 May 2018. It noted that the school had still not provided a satisfactory plan for further action on the recommendations made in the inspection report. The JTC also took note of the fact that the school's management undertook to clarify for the steering group's benefit how the recommendations had been implemented.

The JTC expressed a favourable opinion on the Statistical Report on Educational Support and took note of the positive feedback from the schools on the educational support provided during the health crisis. Particular attention would need to be paid to:

- analysis of the development of costs per pupil,
- the need to harmonise even further implementation of Educational Support Policy in the different schools and within each school,
- the need also to harmonise the distribution of resources amongst schools.

It would also be necessary to engage in further reflection on the findings and on the areas for reflection referred to in the report.

It was specified that particular attention would be given to the production of multidisciplinary reports, something which might still be affected by the health crisis throughout this year: special measures would be envisaged if necessary and communicated through a memorandum during May 2021.

This opinion, accompanied by the JBI's opinion, would be sent forward to the Budgetary Committee for its March 2021 meeting, then to the Board of Governors for its April 2021 meeting, at which it would be invited to approve the report. Following that approval, the statistical report would be published on the website www.eursc.eu.

EUROPEAN BACCALAUREATE

The 'Preparation of the 2021 Baccalaureate session' Task Force presented two possible scenarios and expressed its preference for scenario 2, for pedagogical reasons and to promote the European Baccalaureate, bearing in mind the fact that universities did not generally pay particular attention to the oral examinations.

The JTC took note of the Task Force's conclusions and of the opinion of the BIS, which had come out in favour of scenario 2 as proposed by the Task Force: cancellation of the 3 oral examinations in the 2021 European Baccalaureate session and replacement of the marks for the oral examinations by the related final A marks in the subjects concerned. It was agreed that scenario 2 (cancellation of the 3 oral examinations) would be the best solution, given the current circumstances, in so far as it offered students and the entire school community the greatest legal certainty possible and as it took account of the limits imposed on external examiners' movements in the context of the Covid-19 pandemic.

The possibility of organising oral examinations online was also discussed and, at this stage, rejected. The reason was that it seemed that such remote organisation of orals (via an online tool) was unable at present to offer sufficient legal certainty to all the parties concerned (students, teachers, external examiners and inspectors).

As regards assessment involving taking over the A mark (class marks by subject), the BIS wished to inform the members of the JTC that the 'Assessment Secondary' WG had proposed to support the schools in achieving a harmonised approach towards continuous assessment, with a view to substituting this A mark for the cancelled oral examinations. That course of action ought to offer guidelines guaranteeing objectivity and quality.

The JTC delivered a generally favourable opinion on this choice of cancelling the 3 oral examinations in the 2021 session, with the exception of Interparents, which expressed its preference for keeping one oral examination.

Taking account of the opinion of the BIS, of the JTC and of the BoG, the latter being questioned in parallel via a written procedure currently under way, the Chair of the 2021 European Baccalaureate session, Ms CAMPION, would deliver her decision on 15 February 2021. The decision would be communicated to all the schools, including the accredited schools.

Particular attention would need to be paid to communication of the final decision to the schools and the teachers. That communication should enable the teachers to adapt their assessment strategies, focusing on oral performances to a greater extent, so that this aspect was reflected better in the A mark. Harmonisation of continuous assessment could be envisaged by the 'Assessment Secondary' Working Group. The teachers said that they were prepared to contribute their expertise.

Following the BIS's opinion, the JTC would also like arrangements for implementation of online European Baccalaureate oral examinations to be the subject of an analysis for coming European Baccalaureate sessions.

The JTC noted that a statistical analysis of the results of the 2021 Pre-Bac examinations would be made. Moderation of candidates' final marks in the 2021 European Baccalaureate session would need to take account of the context of the new marking system in S7 in 2020-2021.

Finally, the JTC was intent on preserving the European Baccalaureate's value, whilst remaining sensitive to each school's particular situation in the context of the Covid-19 pandemic.

The BIS expressed a favourable opinion on the Memorandum on organisation of the 2021 European Baccalaureate session. It would be adapted in the light of the decision taken by Ms CAMPION, Chair of the European Baccalaureate, on the oral examinations. and depending on the development of the pandemic. The memorandum would be approved by the Board of Governors by means of the written procedure, with immediate entry into force.

The JTC expressed a favourable opinion on the proposed adaptations to the Arrangements for Implementing the Regulations for the European Baccalaureate.

The JTC took note of the fact that nothing in these adaptations or in the Arrangements prohibited access to the pre-Bac corrections for students, a concern expressed by Interparents and CoSup. Similarly, the pedagogical practice of correction of the pre-Bac examinations in class was not regulated by these Arrangements. Only the procedure for viewing of scripts, on which the possibility of lodging an appeal was dependent, was described in them. Article 6.3.10 of the Arrangements specifically provided for the making available of scripts, annotations and marks.

PEDAGOGICAL RULES AND STANDARDS

The JTC expressed a favourable opinion on revision of points in the Distance Teaching and Learning Policy for the European Schools. Those revised points would be presented to the Board of Governors by written procedure for approval, with immediate entry into force.

Furthermore, the JTC also took note of the fact that the status of this document would remain a policy whose purpose was to offer a framework and to specify the minimum requirements, through which the schools could develop their own local policies, whilst taking account of their autonomy.

The JTC also took note of the comments addressed to the IT PEDA WG, with particular reference to the psychologists' role and the question of quarantined pupils, particularly in the primary cycle. The question of the equipment, training, resources and tools made available to teachers was also raised. The role of nursery and classroom assistants might also be better defined, as might differentiation between cycle P1/P2 and the other cycles.

The comments made during the meeting would be taken on board for the Policy's subsequent revision for the 2021-2022 school year.

The JTC took note of the state of play of the activities planned for follow-up on and revision of the assessment system in the primary cycle of the European Schools. In addition, the Secretary-General drew the JTC's attention to the fact that account would also need to be taken of the workload that introduction, particularly the digital portfolio on a system-wide scale, represented for the ICT Unit, which was already overstretched, given the demands of other projects under way.

The JTC expressed a positive opinion overall on the proposed introduction of new assessment tools in the primary cycle. However, it was unable at this stage to agree to gradual and system-wide introduction of the digital portfolio in the nursery and primary cycle of the European Schools. According to document 2011-01-D-14 (approved by the JTC in February 2011) and document 2013-09-D-38 (approved by the JTC in February 2018), the portfolio could also take digital form. In that context, the schools could already experiment with the new arrangements proposed in the new guidelines concerning the digital portfolio in the nursery and primary cycles, but only on a voluntary basis.

The JTC nevertheless emphasised the fact that this question had to be seen in a broader perspective, which took account in particular of all the projects mobilising the OSGES' ICT Unit. It was therefore proposed that this question be remitted to the 'IT Peda' WG, which would consider its feasibility, before the decision to roll out the digital portfolio across the board could be taken. The question of prior training for teachers also needed to be taken into account. Attention was drawn to respect for data protection, also at the experimentation level.

As regards implementation of start-of-year assessment as from the 2021-2022 school year, the JTC expressed a favourable opinion, whilst emphasising the importance of envisaging the necessary training of teachers if need be and communication with the schools' management.

The JTC approved the adaptations proposed in the document 'Quality Teaching in the European Schools – Booklet' (2015-09-D-3-en-4), and in particular the specific adaptations to teaching standards for distance teaching, with immediate entry into force. The Board of Governors would be informed of this decision.

The JTC expressed a generally favourable opinion on the adaptations proposed in the document 'Evaluation of teachers in the European School system' (2015-09-D-40-en-5, Annex III to document 2015-09-D-3). The JTC's opinion would be sent forward to the Board of Governors, which would be invited to approve those adaptations with entry into force on 1 September 2021. The template concerning the evaluation of locally recruited teachers appearing in the annex would be corrected and communicated to the schools.

The JTC took note of the state of play with respect to implementation of the Action Plan on Inclusive Education and Educational Support in the European Schools and of the actions that remained to be implemented.

The JTC delivered a favourable opinion on the proposed revision of the Policy on the Provision of Educational Support in the European Schools and invited the Board of Governors to approve it with immediate entry into force.

The JTC also took note of the need to revise the procedural document in the near future. When the document came to be revised, the comments made during the meeting would be taken into account, in particular the definition of reasonable accommodations and the role of psychologists and Directors in the process of decision-making on educational support. Moreover, some questions associated in particular with highly qualified posts in the educational support area could be envisaged in the context of the reflections engaged in on the measures to increase the European Schools' attractiveness.

The JTC approved the Framework and Procedure for early identification of pupils' abilities and needs, which entered into force immediately. The Board of Governors would be informed of this decision.

The JTC took note of the fact that the harmonised tools that were to be made available under this Framework would be submitted to the appropriate Boards and Committees. Their financial implications, in terms of workload, expertise and training, would be analysed.

The JTC approved the timeline illustrating the progress of the procedure in the 2020-2021 and 2021-2022 school years and also giving an overview of the next steps in the harmonisation process at the individual sites and in the European School system.

It also approved the proposal to set up a second pilot phase, in order to implement harmonisation of pedagogical planning between the primary and secondary cycles as from February 2022. The actual entry into force of harmonisation of pedagogical planning was foreseen in September 2023.

Finally, the appointment of a secondary cycle Inspector to take part in the temporary group that would accompany the secondary cycle during the videoconferences scheduled between March 2021 and July 2021 was approved.

The JTC took note of the reservations expressed by the Directors, the Deputy Directors for the secondary cycle and the ISTC on the timeline proposed. It also took note of the ISTC's comment that more concrete proposals should be included in the syllabuses to help teachers to incorporate the eight key competences into their planning.

The JTC expressed a favourable opinion on the three annual pedagogical priorities selected: the marking system, educational support and digital competence.

The JTC took note of the Directors' proposal that the schools be directly involved in definition of the priorities.

The JTC expressed a favourable opinion on the proposed Multi-Annual Plan of Pedagogical Priorities. It noted the importance of moving forward coherently on all the proposed targets, following a dual line of action: stabilisation and consolidation of what already existed in the system, on the one hand, and the devising of ideas for innovations that would help to guarantee the system's future quality, on the other. An annual follow-up report on achievement of the Multi-Annual Plan's targets would be communicated to the different Boards and Committees.

The JTC took note of the need for teachers to receive concrete examples of planning documents incorporating the eight key competences in the context of the target concerning harmonised planning. It also took note of Interparents' wish that two additional targets be incorporated: students' wellbeing and child protection, and also the compilation of a systemic inventory of the pedagogical material available. Those points might possibly be the subject of a discussion by the Task Force of the 'Pedagogical Reform' WG at its next meetings.

This opinion would be sent forward to the Board of Governors, which would be invited to approve the Multi-Annual Plan of pedagogical priorities. An estimate of any costs associated with the targets defined in this Multi-Annual Plan would be sent to the Budgetary Committee, which would also communicate its opinion to the Board of Governors.

The JTC welcomed the French Presidency's initiative, seeking to give a mandate to a 'Simplification' WG, which would look at measures to simplify different administrative processes. This new WG would produce an interim report by autumn 2021. Its final report was expected by spring 2022.

The JTC took note of the fact that the time periods and deadlines for forwarding items to appear on the agenda had always been mentioned in the request concerning preparation of agendas sent by the Pedagogical Development Unit. The calendar mentioned in Article 5, which would be sent at the start of the organisation of pedagogical meetings, would clearly mention all time periods and deadlines that members needed to know. It also noted the JBI's request that it be added to Article 7.1. that opinions approved by the Presidency under the accelerated procedure would be sent for information.

The JTC therefore expressed a favourable opinion on the proposals for revision of its Rules of Procedure, contained in Annex I to document 2021-01-D-49. This opinion would be sent forward to the Board of Governors for approval at its April meeting.

Finally, the JTC approved the test phase of this new process. Follow-up on this February 2021 meeting would proceed in accordance with the proposed revision of the procedure. The opinions and comments of the members of the JTC would be taken into account and forwarded to the Board of Governors for its full information.

The proposal would be sent forward to the Budgetary Committee for its information.

ACCREDITED SCHOOLS

The JTC took note of the fact that the opening of the Luxembourg-City Accredited European School had been postponed until September 2022. Its first participation in the European Baccalaureate was also postponed by one year. The Mersch Accredited European School would open S1 in September 2021. The primary cycle would open in September 2022. The dossiers of conformity would be amended accordingly before being presented to the Board of Governors.

The JTC also took note of the Luxembourg authorities' commitment to respond to the fears concerning the impact of opening of Accredited European Schools on pupil populations and on the recruitment and retention of qualified staff in the 'conventional' European Schools in Luxembourg. Those points would be the subject of discussions by the Luxembourg European Schools Steering Group, which was to convene shortly.

Finally, the JTC noted the importance for all Accredited Schools of widening their offer of Languages 1 for SWALS. That characteristic was one of the founding aspects of the European Schools that distinguished them from international schools.

The JTC took note of the change to the dossier of conformity of the European School, Lille Métropole (France). Because of the delay in some building work, the opening of classes had slowed down. Years P3 and S3 would open in September 2021. The School's first participation in the European Baccalaureate would take place in the 2026 session.

The JTC took note of the changes to the dossier of conformity of the European School, Ljubljana (Slovenia). Because of a very low number of enrolments, no doubt attributable to the pandemic, the opening of classes would be delayed. Year S4 would open in September 2021. The School's first participation in the European Baccalaureate would take place in the 2025 session.

OTHER ITEMS

PISA-based Test for Schools (PBTS) project

The JTC took note of the presentation of the Executive Coordinator and of the OECD experts on the European Schools' participation in the PISA programme. It expressed a favourable opinion on this participation, which would offer a valuable tool for the steering of the schools and for their development.

All pupils in all language sections would be likely to be tested, some in L1, the others in L2. Thanks to sampling in L1 and in L2, it ought ultimately to be possible for the results to be compared with the PISA national results.

Nevertheless, the question of publication of the results was raised, as was its impact on the European Baccalaureate's recognition. The subject of post-assessment follow-up was also broached.

The cost of this participation would be clarified as far as possible before submission of the proposal to the Budgetary Committee, to which this opinion would also be sent forward. Discussion with the OECD teams would continue in order to explore in greater detail all the practical aspects of this project. The Boards and Committees would continue to be informed of the outcome of those discussions.

Attractiveness Measures for the Teaching Staff of the European Schools – Evaluation

The JTC welcomed the evaluation report and the measures approved by the Board of Governors in April 2019. Nevertheless, the ISTC, Interparents, the Directors and the Deputy Directors considered that the measures proposed were only a first step and did not go far enough. More in-depth reflection on how to attract and retain qualified teaching staff in the European Schools would be necessary.

Such reflection would need in particular to address in greater detail the questions of:

- alignment of the nursery and primary cycle salary scales with those of the secondary cycle,
- extension up to 12 years of secondments by the Member States to be bolstered in practice,
- protection of Locally Recruited Teachers' posts, in order to retain their experience and their competences and to guarantee that critical posts were filled,
- offering permanent contracts to Locally Recruited Teachers.
- In addition to those general questions, some national delegations raised general questions related to their particular context and requested that those questions be addressed.

A mandate would be requested of the Board of Governors to continue working on those points.

This document, including the JTC's opinion, would be sent forward to the Budgetary Committee for an opinion and to the Board of Governors for a decision

Posts of seconded teachers filled for the 2021-2022 school year

The JTC took note of document 2021-01-D-33-en-1 concerning posts of seconded teachers filled for the 2021-2022 school year. It was also pointed out that the compensation mechanism formed part of the old procedure and was therefore no longer applicable.

In addition, the European Commission emphasised the need for Member States to increase their secondments in the future in order to guarantee compliance with the Cost Sharing agreement.

Establishing a Central Planning Committee to plan Inspectors' team activities

The JTC approved the setting up of a Central Planning Committee to plan Inspectors' team activities, with immediate entry into force. A separate procedural document would be produced on the basis of this approved document (which would have the reference number 2021-01-D-86), which would then become an annex to the document *Inspectorate of the European Schools* (2020-09-D-35). The Board of Governors would be informed of this decision.

The JTC took note of the fact that a progress report would be produced at the end of the first planning period and that the use of digital tools for the Inspectors' activities would be envisaged.

System-level professional communities in the European Schools and sharing of pedagogical material

The JTC expressed a favourable opinion on the follow-up on the document on professional communities and in particular on the proposed recommendations. It also expressed a favourable opinion on the proposals put forward in the document by the Pedagogical Development Unit.

The JTC took note of the need to increase the visibility of these professional communities, which represented an asset for the system in terms of communication and of information and for cooperation with the Accredited European Schools. It welcomed the proposal to organise workshops for the Inspectors to allow the sharing of experiences and the promotion of professional communities.

Finally, the idea mooted of financial compensation for the teachers involved in these communities was not agreed to by the JTC at the present time.

Education for Sustainable Development – State of play and Proposals for actions

The JTC approved, with immediate entry into force, the actions outlined by the 'Education for Sustainable Development' WG in its document, on the basis of the French Presidency's priorities, and which had no financial impact – actions 1, 2, 3 and 6.

The JTC expressed, moreover, a favourable opinion on actions 4 and 5, which would need to be the subject of a financial assessment, with a view to their approval by the Budgetary Committee.

The JTC also took note of the proposals put forward during the meeting and addressed to the 'Education for Sustainable Development' WG, such as, in particular: the writing of information letters on the actions undertaken, the appointment of student ambassadors in terms of sustainable development in the schools and the inspiration that could be found in national policies on the subject.

Revision of the Election Procedure of the Pupils' Representatives within the European School system

The JTC expressed a favourable opinion on the proposals made by CoSup and mandated the WG on the 'Arrangements for Appointment of Pupils' Representatives' to further analyse the legal situation and to present a report and potential proposals to amend the current 'Election Procedures' (doc. 2019-01-D-55-en-4).

The re-activated WG would be composed of:

- the Deputy Secretary-General (chair),
- the legal Adviser of the Secretary-General,
- two representatives of CoSup,
- one representative of the Directors,
- one representative of Interparents and
- one representative of the ISTC.

Aware of the importance for CoSup of having a new election procedure for the beginning of the next school year, the WG would do its utmost to produce a proposal as soon as possible. If need be, the JTC might have to be consulted by means of the written procedure. If that could not be the case, the report and the potential proposals would be presented to the JTC in October 2021 for an opinion, with a view to their approval by the Board of Governors by means of the written procedure or during its December 2021 meeting, depending on the circumstances.

Student wellbeing

The JTC expressed a favourable opinion on CoSup's request and mandated the Office of the Secretary-General to re-activate the 'Child Protection Policy' WG, so as to include student wellbeing in the scope of its activities. This WG was invited to formulate proposals designed to ensure student wellbeing in the ES. Its composition would be specified in due course.

The JTC emphasised the need to separate students' wellbeing from the wellbeing of staff, as the latter did not come within the scope of the 'Child Protection Policy' WG's activity.

Furthermore, the JTC proposed that there should be two separate documents, one for 'Child Protection Policy' and another for students' wellbeing. Each of the two documents should be cross-referenced with the other.

The WG would also need to take account of the schools' action limits and envisage the social and emotional dimensions of students, in synergy with other players in society, such as, in particular, the family and the policies put in place by the Member States, each of which had their part to play. It would be dangerous to believe that schools could be a substitute for the other players involved.

CONCLUSION

The 2021-2022 school year was marked by a health crisis situation that prevented travel and disrupted normal functioning of the work of the Inspectors and of the schools. Digital tools acted as a partial substitute for the exchanges usually organised *in situ* and enabled the organisation of working groups to be continued. Although this solution was very much to be welcomed, what was regrettable was the absence of more convivial moments, so important to foster common reflection and a common culture, which are essential for the European spirit to come fully alive.

We wish first of all to thank all the participants at the meetings of the Boards of Inspectors and of the Teaching Committee for the quality of their interventions, for their involvement in the discussions and for their support in implementation of the French priorities.

Our thanks also go to the teams at the Central Office which, throughout our term of office, supported us and encouraged us tirelessly and with great benevolence. We commend their availability, their professionalism and their unstinting investment in follow-up on and monitoring and implementation of the presidency's actions. The Secretary-General, Mr Marcheggiano, took up a new post at the beginning of the 2021-2022 school year. We commend the work that he carried out during his term of office, we thank him for the interest that he showed in the French Presidency's main focuses and we wish him every success in his new position. Our thanks also go to Mr Beckmann, Deputy Secretary-General, who was elected Secretary-General under the French Presidency. We are very pleased to be able to continue working with him in the same spirit of openness and mutual willingness to listen to one another.

Despite the complex circumstances, the French Presidency was able to benefit from the advances successfully made by the previous presidencies, so that its action continued along the same lines, whilst also initiating new directions to be pursued for the European Schools. Thus, the relaunch and updating of reflection on education for sustainable development and continuation of the work on the key competences contributed fully, and will continue to do so, to fostering of the European spirit and to development of a shared sense of citizenship. The completion of introduction of the marking system and its taking into consideration in the Baccalaureate examinations in the 2021 session contributed significantly to this diploma's excellence and its recognition by higher education. Finally, the reflection that opened up on governance, in the sense of simplification of tasks and of procedures, will be able to continue, capitalising to the maximum extent on the experience gained during the health crisis. With due regard for the budgetary framework and taking account of ecological imperatives, it should be ensured in the future that a balance is struck between online and in-person activities. The Inspectors' involvement is bound to be increased through this form of hybridisation, allowing them both to carry out the *in situ* missions that constitute the core of their profession (evaluation of teachers, team meetings, training activities, etc.) and to continue attending some meetings remotely.

We wish our Croatian colleagues, who succeed us in holding the presidency of the European Schools, every success. We sincerely hope that the health context will prove to be more favourable to them and that they will be able to implement their priorities optimally!



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

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Pedagogical Development and Quality Assurance of the European Schools (2020-2021)

Approved by the Joint Board of Inspectors at its online meeting on 5 and 6 October 2021

Follow-up on 30 June 2021

Long and Short-Term Planning

FOR THE BOARD OF GOVERNORS' INFORMATION

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Introduction

Because of the Covid-19 pandemic, the planning of the Inspectors' activities has proved more complex than for a normal year. The pandemic's unpredictable development and the uncertainty associated with travel restrictions and other health measures taken by national authorities have made it impossible for some Inspectors to plan their activities in advance. Consequently, this document gives only a patchy view of the activities to come.

The setting of the pedagogical objectives as well as the quality assurance of the type I European Schools are a responsibility of the different Boards of Inspectors:

- Board of Nursery and Primary Inspectors
- Board of Secondary Inspectors
- Joint Board of Inspectors.

The Pedagogical Development Unit of the Office of the Secretary-General supports and coordinates the (preparatory) activities of the Boards of Inspectors.

The purpose of the present document is to provide each new school year a transparent view of:

- The pedagogical needs as they were identified by the Boards of Inspectors, Joint Teaching Committee or Board of Governors
- The activities that are planned to satisfy these needs
- The results expected and actually achieved
- The plan of activities
- The results at the end of the school year.

In order to achieve the different goals within the organisational and budgetary resources, long-term and short-term planning is developed. At the beginning of each school year the Joint Board of Inspectors will decide on the prior needs to be tackled, the activities to be organised and the responsibilities to be taken on during the coming school year.

Projects that have come to an end (after 2 or 3 years maximum) will be replaced by new priorities. Also long-term issues can be resolved or be integrated into a smaller or larger target. According to the needs (and resources) the presidency can submit new priorities to the Joint Board of Inspectors.

Priorities of the presidency 2020-2021

Sustainable development

The question of sustainable development has been taken on board in the European Schools but this issue's visibility is limited at present, even though it is a subject in which the entire educational community (pupils, parents, teachers, schools) has wished to become involved since 2020. Within the French presidency, there is a desire to make it a priority.

Objectives:

- to make sustainable development visible in primary and secondary pedagogical contents;
- to make the initiatives taken at local level visible, in all the cycles;
- to develop proposals concerning the strengthening of civic competences and the European dimension;
- to envisage an event that showcases sustainable development;
- to draw up a sustainable development charter for the involvement of the new schools;
- to develop the training offer for teachers.

The European Baccalaureate's excellence

A new marking system will be implemented at European Baccalaureate level for the June 2021 session. Its introduction is the opportunity to spotlight the excellence of the education provided in the European Schools.

Objectives:

- to support and guide implementation of the new marking system for the June 2021 session and to ensure its recognition by European and foreign universities;
- to produce a European Baccalaureate presentation document intended for universities both within and outside Europe and to envisage tools to track what becomes of European Baccalaureate-holders after they leave school;
- to clarify and reassert the role and the duties of European School Inspectors in quality assurance of the education provided.

Governance and financial and budgetary management

The French presidency will continue the reform of the European School system implemented since the April 2009 decisions of the BoG and will ensure that they fit into the framework of the revisions of the new Financial Regulation.

The French presidency will undertake to engage in reflection on governance and budgetary and financial management. That reflection will draw on the experience of the last few months in the health crisis context, which brought home the need to update the adaptability, efficiency and resilience of the schools' institutional and financial system for pupils' benefit.

Thus, the French presidency plans to conduct, in consultation with the Secretary-General's staff, an analysis of implementation of the annual and multi-annual planning documents introduced by the OSGES and the ES since 2017.

In addition to those three priorities there are the following:

- Follow-up on the Board of Governors' April 2020 decisions,
- Follow-up on the previous presidencies' conclusions,
- Taking into account of cyclical factors such as the COVID-19 crisis.

The Boards of Inspectors provide pedagogical legitimacy for the European School system. Very often inspectors combine their work for the European Schools with other national duties. We want to pay tribute to their passion and sustainable efforts by making their work behind the scenes more visible.

I. Working Groups

The Working Groups are divided into several categories:

1. Long-term planning

The Boards of Inspectors take initiatives to respond to ongoing/recurrent pedagogical needs. The subsequent educational challenges are monitored in the long term by structural groups.

2. Reference groups

Some issues need to be debated and followed up with different partners of the ES (e.g. parents, students). The Boards do not just give a specific mandate but also specify the group's composition.

3. Short-term planning

The Boards of Inspectors take initiatives to tackle issues that need a clear, concrete answer in the short term (max. 2-3 years).

4. Syllabuses

The Boards of Inspectors are responsible for the development, approval and implementation of the syllabuses. The syllabuses are at the heart of the quality of education. They are revised regularly according to new educational objectives. A time frame of 1-2-3 years on average is foreseen depending on the newness of the syllabus to be developed or revised.

4.1 Syllabuses' revision

4.2 Approved syllabuses implementation follow-up 2020-2021

4.3 Languages

To support the implementation of any new syllabus this WG deals with the development of guidelines, commentaries, additional teaching and learning material.

4.4 Other syllabuses for which a revision is planned in 2020-2021

4.5 Chronology of outdated syllabuses (before 2011) and not yet under revision (Proposal of the presidency 2020-2021: revision to be started if not started yet)

5. Other WGs – Coordinators' meetings

6. Working Groups' reports received at the OSG

1. Long-term planning

Purpose	Name	Code
<p>Pedagogical Objectives European Schools</p> <p>To prepare the implementation of the methodology to determine the pedagogical objectives of the European Schools and to ensure the system's pedagogical development.</p> <p>The Boards of Inspectors will adopt the methodology, with the aim of:</p> <ul style="list-style-type: none"> - defining the general pedagogical objectives as part of type I schools' autonomy; - evaluating their implementation; - ensuring the system's pedagogical development. <p>- Harmonisation of syllabuses</p> <p>2015-2016: Continue work on the management and organisation of the WGs (project-based work)</p> <p><i>Reference documents: 2011-09-D-54-en-4; 2014-01-D-40-fr-2; 2014-01-D-41-en-10, 2014-01-D-41-fr-14 ; 2018-01-D-18-en-6; 2019-09-D-27-en-2; 2019-09-D-28-en-2; 2020-01-D-41-en-1, , 2019-09-D-27-en-5</i></p> <p><i>Latest follow-up report: 2012-08-D-19-en-6 ; 2013-01-D-53-en-2 ; 2013-08-D-12-en-6; 2014-09-D-29-en-1; 2014-09-D-33-en-7 ; PPP JBI 02/2015; 2015-07-D-8-fr-6; 2016-09-D-39-fr-5, 2017-09-D-50 ; 2018-09-D-33 ; PPT 02-2019; 2019-09-D-11, 2020-09-D-14, 2021-01-D-67</i></p> <p><i>Mandate from BoG: 2012-04-D-9-en-3 (No 2012/16 21/05/2012)</i></p>	<p>ASSURQUAL</p> <p>Quality Assurance</p> <p>Mr OTTOSSON</p>	<p>0064</p>
<p>Quality Assurance</p> <p>To prepare implementation of Article 17 of the Convention, which concerns the Inspectors of the European Schools, the functions of the Board of Inspectors:</p> <ul style="list-style-type: none"> - to assure quality by setting up team and group inspections to supplement the work of individual inspectors and, by using the evaluation produced, to improve the quality of teaching and the standards of pupils' attainment, - to ensure effective coordination and supervision of studies in all areas of the curriculum by providing appropriate specialist advice - to use the inspectors' knowledge of the schools gained through inspection to spread good practice and promote harmonisation between sections and also inside of them. - to organise joint visits, team or group visits to inspect the teaching of a given subject or aspects of the work of the school (Article 18 of the Convention) - to make sure that inspection serves the purpose of promoting the self-evaluation of teachers and schools' (Article 18 of the Convention). <p><i>Reference documents : 2010-D-139-en-8 ; 2019-09-D-24-en-2</i></p> <p>Memorandum 2012-07-M-2; 2014-09-M-1-(2)</p> <p><i>Priority BIP & BIS 2011-2012</i></p>	<p>WSICAD</p> <p>Whole School Inspection</p> <p>Mr COENEN</p>	<p>0048</p>

Purpose	Name	Code
<p>Audit of Accredited Schools (Sub-Group of WSI WG)</p> <p>To monitor the creation of a template for the audit of the Accredited European Schools on the basis of the criteria and the template used for Whole School Inspections</p> <p><i>Reference document: 2012-09-D-30-en-2</i> <i>Latest follow-up report</i> <i>Mandate from JBI</i></p>	<p>AUDAES</p> <p><i>Audit of the Accredited European Schools</i></p> <p>Ms HUISMAN</p>	<p>0073</p>
<p>Quality Assurance BAC</p> <p>To monitor the internal evaluation/quality assurance of the BAC exams ensuring:</p> <ul style="list-style-type: none"> - equity for students - harmonisation within and across sections and subjects - the value of the European Bacculaureate certificate by accompanying the 'examination centres' - QA BAC written exams papers (sub-group) (2015-2016) <p><i>Reference document: 2011-01-D-48-en-1</i> <i>Latest follow-up report: 2013-01-D-41-en-1; 2014-01-D-2-en-1 ; 2015-01-D-8-en-2 ; 2015-01-D-12-en-1; 2015-01-D-2-en-2 ; 2014-10-D-3-en-1</i> <i>2015-01-D-12-en-1; 2020-01-D-2-en-1; 2020-01-D-3-en-1; 2020-01-D-4-en-1; 2020-01-D-39-en-1</i> <i>Mandate from BIS: date</i></p>	<p>CORBACECOR</p> <p>BAC written and oral exams</p> <p>Mr DAMKJAER</p>	<p>0052</p>
<p>Careers Guidance</p> <p>To monitor :</p> <ul style="list-style-type: none"> - policy and recommendations for implementation of careers guidance - training for careers guidance teachers - processing of higher education applications - *Pilot project: introduction of the first cycle in the new careers guidance syllabus - 2015-2016: Guidelines (Careers Guidance Policy) - Work Experience (BoG mandate) <p><i>Reference documents: 2011-09-D-36-en-4; 2014-01-D-36-en-3 ; 2017-09-D-27-en-6 ; 2018-07-M-3; 2019-04-M-2, 2020-06-M-3, 2020-02-D-12</i> <i>Latest follow-up report: 2014-09-D-65-fr-1; 2014-09-D-54-en-1</i> <i>2016-02-D-6-fr-2; 2016-01-D-39-fr-1 (request for a mandate), 2018-01-D-46; 2020-01-D-29-en-1</i> <i>Mandate from BoG: *Oxford, April 2012;</i></p>	<p>ORPROF</p> <p>Careers Guidance</p> <p>Mr DAMKJAER</p>	<p>0050</p>

Purpose	Name	Code
<p>Eurosport</p> <p>To prepare and evaluate EUROSPOORT – Meeting with the coordinators Revision of the Eurosport Handbook</p> <p><i>Reference documents: 2007-D-1610-en-3 (Eurosport Handbook) 2014-01-D-38-en-2; 2014-09-D-49-en-4 (Eurosport Handbook); 2016-01-D-43-de-2, 2017-09-D-31</i></p> <p><i>Priority BIS</i></p>	<p>EDPHYSS</p> <p>Physical education (Eurosport)</p> <p>Mr SPITERI</p>	<p>0034</p>
<p>Secondary Cycle – Group of experts in charge of the technological tool for mathematics S4-S7</p> <p>The group of experts is charged with the task of regularly reconsidering the choice of technological tool used, in the light of future technological developments and according to what is available commercially on the market.</p> <p>Preparation and organisation of the permanent decentralised in-service training in mathematics</p> <p>A proposal for the use of the calculator to be widened to other scientific subjects and economics</p> <p><i>Reference documents: 2010-D-441-en-5; 2011-01-D-30-en-2; 2010-D-571-en-2; 2010-D-242-en-3 ; 2010-M-44 ; 2012-01-D-29-en-3; 2020-01-D-76</i> <i>Latest follow-up report: 2010-11-M-2, 2011-05-M-2 ; 2012-05-M-3 ; 2012-07-M-4 ; 2012-11-M-1-clarification ; 2013-06-M1 ; 2013-06-M-6 ; 2014-06-M-2; 2015-06-M-6; 2016-06-M-1; 2017-04-M-1 ; 2018-05-M-5; 2019-05-M-9; 2020-04-M-5, 2020-04-M-7</i></p> <p><i>Mandate from BoG</i></p>	<p>OUTTECH</p> <p>Technological tool</p> <p>Mr YILMAZ</p> <p>Ms LACZYNSKA</p>	<p>0062</p>
<p>Secondary Cycle – Group of experts in charge of the teaching tool for Human Sciences in S3</p> <p>The group of experts is charged with the task of regularly revising the teaching tool, which is printed every other year.</p> <p><i>Reference documents: 2010-D-461-en-3; 2019-05-D-5-en-2</i> <i>Latest follow-up report: BoG March 2010</i></p>	<p>OUTDIDASH</p> <p>Human Sciences teaching tool</p> <p>Ms JURANOVA</p>	<p>0072</p>
<p>Secondary Cycle – European School Science Symposium</p> <ul style="list-style-type: none"> • to guide the ES in charge of the ESSS in its organisational work (annual event) • to inform the ES about the ESSS • to oversee the Symposium’s continuity and proper conduct in accordance with the rules established • to adapt, if necessary, the rules for the ESSS <p><i>Reference documents: 2013-05-D-29-fr-1; Handbook ESSS 2019-01-D-52</i> <i>Latest follow-up report:</i> <i>Mandate from BIS: June 2013</i></p>	<p>ESSS</p> <p>Mr WOLFF</p>	<p>0076</p>

Purpose	Name	Code
<p>Secondary cycle – Organisation of the Model European Council/Parliament MECP</p> <p>1/Temporary WG – Future MECP</p> <ul style="list-style-type: none"> • <u>The role of the future MECP WG is</u> • <u>definition of the organisational framework:</u> • frequency of the event • period of organisation • proposal for the standing WG’s composition • etc. • <u>Definition of the composition and of the mandate of a standing WG, the MECP WG, to facilitate the considerable work to be done by the school organising this event.</u> <p>2/MECP WG</p> <ul style="list-style-type: none"> • <u>The MECP WG should be responsible, inter alia, for:</u> • regularly informing the schools about the MECP • ensuring the continuity and proper conduct of the MECP in accordance with the rules established • adapting, if necessary, the rules for the MECP • guiding the schools in charge of the MECP in their organisational work. <p><i>Reference document: 2014-09-D-50-fr-1</i></p> <p><i>Latest follow-up report:</i></p> <p><i>Mandate from BIS: 10-2014</i></p>	<p>MEC/P</p> <p>Ms KERTÉSZ</p>	<p>0116</p>

<p>Primary and Secondary cycles – Organisation 'Arts Festival' – FAMES</p> <p>Expected results</p> <ul style="list-style-type: none"> • Enhancement of music and art activities throughout the year in all schools with lots of activities and a grand final performance. • To create a piece of music that can be the signature tune for this recurrent festival and a logo as a symbol. • A standing WG is to be created, which takes care of the continuous organisation of FAMES: <ul style="list-style-type: none"> - 1-2 inspectors: Music/Art - 2 teachers from the organising ES for the current year, - 1 teacher from the organising ES for the previous school year - 1 teacher from the organising ES for the following school year - 1 director, 1 parent, 1 pupil from the organising ES for the current year. - Representation from the Accredited Schools is also foreseen. <p>It will meet 1-2 times a year (depending on the preparation tasks): in January at the organising ES for the current year, in May at the organising ES for the following year</p> <ul style="list-style-type: none"> • A concrete and detailed concept and planning will be developed by the WG. • To create a website – an interactive place onto which all can contribute during the whole school year using Office 365 – which the teacher of the standing WG runs. <p><i>Reference documents: 2017-01-D-54-en -3 ; 2018-05-D-16</i> <i>Latest follow-up report: 2018-05-D-18</i></p> <p><i>Mandate from BC: 04/2017</i></p>	<p>ARTSFEST</p> <p>Ms NIKA</p> <p>Ms RODOSTHENOUS</p>	<p>0197</p>
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Purpose	Name	Code
<p><i>Continuous Professional Development of pedagogical staff</i></p> <p>New continuous professional development policy in the European Schools - 2016-01-D-40 – Pilot project from February 2016 to June 2017</p> <ul style="list-style-type: none"> - Evaluation and analysis of the pilot phase. - Production of the Memo accompanying the new CPD concept. - Definition of the role and duties of Subject Referent. <p>A proposal for teaching standards has been made.</p> <p>Evaluation of teachers – Entry into force as from 09-2016 of the Booklet ‘Quality Teaching in the European Schools’, which contains the following documents:</p> <ul style="list-style-type: none"> - I. Teaching Standards (formerly 2012-09-D-11). - II. Toolkit for (self-) evaluation (formerly 2015-07-D-11). - III. Use of the Toolkit (formerly 2015-07-D-11). - Annex I Articles 28 and 30 of the Regulations for Members of the Seconded Staff – for information. - Annex II Document ‘Evaluation of teachers in the European School system’ 2015-09-D-40 – for information <p>Expected results:</p> <ul style="list-style-type: none"> o the proposal is in line with the founding principles of the ES and the EU policy on education; o the proposal is in line with the Quality Assurance and Development framework in the ES o the proposal is in line with the Whole School Inspection framework o the proposal is in line with the Assessment Policy for pupils. <p>In October 2018 the JBI approved conversion of the restricted ‘Continuous Professional Development’ WG into a long-term group. This group would meet twice a year to:</p> <ul style="list-style-type: none"> o support the setting up and maintenance of a data centre on professional development; o monitor, coordinate, support and sometimes initiate in-service training courses, appearing, in most cases, in the mandate/tasks of other working groups and in the schools’ annual and multi-annual plans. <p>The enlarged WG would only be able to be consulted if there was a need to do so, for example, in the event of a change to the framework for professional development.</p> <p>-----</p> <p><i>Reference documents: WP 2013/2 – 2012-09-D-11-en-4; 2015-07-D-11-en-2; 2015-09-D-40-en-4; 2016-01-D-40-fr-4, 2018-01-M-4</i></p> <p><i>Latest follow-up report: 2012-01-D-37-fr-2; 2014-01-D-44-en-2; PPP JBI 02/2015 ; 2016-01-D-40-fr-2 (CPD); 2015-09-D-3-en-2 (Booklet); 2019-01-D-42, 2020-09-D-19-en-1, 2020-09-D-62, 2020-09-D-29-en-3, 2020-09-D-62-en-2</i></p> <p><i>Priority BIP & BIS 2011-2012, survey CPD, survey Booklet ; 2018-09-D-38</i></p> <p><i>Mandate JTC: Assessment tools 2013-01-D-55-en-2; 2014-01-D-44-en-1 (INSET)</i></p>	<p>ASSTEAC</p> <p>Ms KAMP</p> <p>Ms ZVEGLIC</p>	<p>0056</p>

2. Reference groups

Purpose	Name	Code
<p>Educational Support</p> <p>To monitor Educational support</p> <ul style="list-style-type: none"> - Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-7 - Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-9 - Compiling of the Annual Statistical report on Educational Support in the ES - 2015-2016 : Development of the new Statistical Report - Follow-up on introduction of the new ES policy: 2015-01-D-47-fr-1 <p><i>Reference documents:</i> 2012-05-D-14-en-7; 2012-05-D-15-en-9 ; 2019-01-D-9 Latest follow-up report: 2014-01-D-17-en-3 ; 2014-09-D-9-en-2; 2014-09-D-56-en-1; 2014-09-D-12-en-2; 2014-12-D-8-en-2; 2015-01-D-48-fr-1; 2015-09-D-38-en-1 ; 2015-09-D-37-en-1; 2016-01-D-24-fr-1; 2016-01-D-9-en-1; 2016-03-D-24, 2017-11-D-24 ; 2018-09-D-28 ; 2018-09-D-53 ; 2018-11-D-32 ; 2018-12-D-34, 2019-06-D-9-en-4, 2019-06-D-10-en-4, 2019-06-D-14-en-4, 2020-01-D-30, 2019-11-D-11, 2020-01-D-17-en-5, 2020-04-D-12-en-5, 2019-12-D-39-en-4, 2020-06-D-12-en-5, 2019-10-D-10-en-6, 2020-11-D-30-en-3, 2021-01-D-29-en-2, 2020-12-D-12-en-2</p> <p><i>Mandate from BoG: 2011</i></p>	<p>EDUCSUP Educational Support Policy Group Deputy Secretary-General</p>	0079
<p>Secondary cycle - Organisation of studies</p> <p>Mandate completed</p> <p><i>Reference documents:</i> <i>Latest follow-up report:</i> 2013-01-D-56-en-2; 2014-01-D-58-en-2; 2014-01-D-55-en-4; 2014-12-D-5-fr-3; 2015-08-D-9-fr-4 <i>MANDATE from BoG: 2012-04-D-9-en-3 (WP No 2012/16 21/05/2012)</i></p>	<p>ORGETU Deputy Secretary-General</p>	0068
<p>PEDAGOGICAL REFORM TASK FORCE</p> <p>Subsequent to the external evaluators' report, the work of the 'Organisation of studies' WG has now been taken over by the 'Pedagogical Reform Task Force', having been given a mandate to that effect by the Board of Governors at its December 2015 meeting (2015-09-D-52-en-3):</p> <p>Composition:</p> <ul style="list-style-type: none"> - Chair of the Board of Inspectors (Secondary) - Head of the Pedagogical Development Unit - Head of the Bacalaureate Unit. <p>The task force will incorporate one or more external experts,</p> <ul style="list-style-type: none"> • a language learning expert; • a curriculum revision expert; • an expert from DG Education and Culture from the European Commission, familiar with definition of the eight key competences and one or more internal experts (in particular the Chair of the Board of Inspectors (Nursery and Primary)), as needs require and according to the questions discussed at the different meetings. 	<p>TASKFORPED Chair in office of the Board of Inspectors (Secondary)</p>	0163

Purpose	Name	Code
<p>The Task Force is charged with moving forward on the points recommended in the report produced by the IoE (external evaluators), whilst also taking account of their organisational consequences. The Task Force will report to the WG composed of representative of all the stakeholders in the system. The question of addition of the Host Country Language to the list of Languages 2 and, more generally, the question of definition of a more coherent and consistent language policy in the European Schools are also included in the field of work of the 'Pedagogical Reform' WG and of the Task Force. Its reflection should not be restricted to the secondary cycle as the nursery and primary cycles might also require some adaptations.</p> <p><i>Reference documents: 2015-09-D-52-en 3 ; 2018-01-D-9-fr-3 ; 2019-01-D-19 ; 2019-01-D-62; 2018-01-D-9-en-3 (LP); 2019-05-M-5 ; 2020-01-D-28; 2020-01-D-25, 2020-05-M-1, 2021-01-D-41, 2021-01-D-47</i></p> <p><i>Latest follow-up reports: 2017-03-D-30-en-1; 2017-09-D-28-en-1, 2018-01-D-9 ; 2018-09-D-23 ; 2018-09-D-66 ; 2018-09-D-59 ; 2018-09-D-67 (8 KC) ; 2020-01-D-25</i></p> <p><i>Mandate from BoG: December 2015</i></p>		
<p>Guidelines on organising student exchanges in the European Schools</p> <p>Revision and updating of the document 'Guidelines on organising student exchanges in the European Schools' 1999-D-216</p> <p>the Working Group's work should also focus on the following issues:</p> <ul style="list-style-type: none"> • the possibility of exchanges with accredited schools, from both the pedagogical and organisational viewpoint, • what is practised in Europe outside the European Schools system, • definition of the participation of category III students and SWALS in exchanges between schools, • a degree of flexibility in exchange time. <p>Timeframe : entry into force scheduled for September 2016</p> <p><i>Reference documents: 1999-D-216 ; 2007-D-3910 ; 2014-03-D-9-en-1</i></p> <p><i>Latest follow-up report: 2016-01-D-49-en-1</i></p> <p><i>Mandate from JTC: 02-2014, 2014-01-D-27-en-2</i></p>	<p>ECHELEE</p> <p>Ms BUGIA</p>	<p>091</p>

<p>ICT Standing WG – Pedagogical – IT PED</p> <p>Working group charged with indicating the IT strategy for communication, administrative and financial tools.</p> <p>The IT Strategy Group is divided into two subgroups with a common core.</p> <ul style="list-style-type: none"> • <i>The IT-PED sub-group’s remit is to deal with all subjects with a pedagogical objective.</i> • <i>The IT-ADM sub-group’s remit is to deal with all subjects from the administrative and financial angles.</i> • <i>The common core is represented in the two sub-groups and its function is coordination of the two sub-groups’ activities.</i> <p><i>Remit of the IT PED WG:</i></p> <ul style="list-style-type: none"> - <i>Suggest the actions required to ensure that pupils’ digital competence is properly enhanced at all stages of their education,</i> - <i>Evaluate pilot projects launched in the schools involving pedagogical innovation in IT and deploy them in harmonised fashion in all the schools in the event of success,</i> - <i>Propose models for IT use for pedagogical purposes, including for children with special educational needs,</i> - <i>Review the role of IT in the organisation of studies and in syllabuses,</i> - <i>Define guidelines and objectives for the training of teaching staff in IT,</i> - <i>Put forward proposals to promote and facilitate the use of distance learning, in accordance with the European Schools’ strategy (observance of predefined technical and financial limits),</i> - <i>Put forward recommendations for the pedagogical use of environments for education and training, including remote ones,</i> - <i>Ensure two-way communication with the end users of the European Schools’ IT-PED system (pedagogical staff),</i> - <i>Contribute to production of the annual ICT report by providing input in terms of uses of and pedagogical innovations associated with new information and communication technologies,</i> - <i>Produce the multi-annual plan for IT-PED.</i> <p><i>Reference documents: 2014-11-D-13-en-5; 2020-01-D-37/en/fr/de; 2020-01-D-14; 2020-01-D-15</i></p> <p><i>Latest follow-up report: June 2016; Conclusions meetings 14.06.2016; 25.04.2017; 06.06.2017; 28.11.2017; 18.01.2018; 05.06.2018; 06.09.2018; 08.11.2018; 13.12.2018</i></p> <p><i>2018-01-D-22; 2018-09-D-25; 2018-09-D-32; 2018-09-D-37; 2018-12-D-24; 2018-12-D-7; 2019-01-D-28; 2019-09-D-36; 2019-09-D-50; 2020-01-D-36, 2020-03-D-13, 2020-03-D-11, 2020-03-D-21, 2020-03-D-27, 2020-08-D-12, 2020-08-D-10, 2020-08-D-7, 2020-09-D-50, 2020-09-D-69, 2020-09-D-10, 2021-01-D-34, 2021-01-D-18</i></p> <p><i>Mandate from BoG: April 2015</i></p>	<p>IT – PED</p> <p>Deputy Secretary-General</p> <p>HofPDU</p>	<p>178</p>
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Purpose	Name	Code
<p>Revision of the Profiles of Principal Educational Adviser and of Educational Adviser</p> <ul style="list-style-type: none"> • This profile will be revised taking account of possible changes to the future organisation of the schools. • Analysis based on the survey conducted by the 'CPD' Working Group, revision and clear definition of the profiles of Educational Adviser and Principal Educational Adviser. • This definition will clarify the duties and the profile of (Principal) Educational Advisers and, if necessary, adapt them to match the requirements. • Engaging in reflection on the possibility that the future function of Educational Adviser might also meet the needs of the nursery and primary cycles. <p><i>Reference documents: 2016-09-D-48-en-2; 2019-01-D-57-en-4; 2019-01-D-63-en-5; 2019-04-D-13-Annex I (Ex 33); 2016-06-LD-16; 2019-12-D-31</i> <i>Latest follow-up report: 2018-09-D-29; 2019-01-D-57; 2019-01-D-63; 2019-09-D-4; 2019-09-D-5</i></p> <p><i>Mandate from BoG: 2016-09-D-48-en-2</i></p>	<p>REVPROCE-P</p> <p>DSG</p>	<p>210</p>
<p>Harmonisation of Pedagogical Planning</p> <p>Sub-Working Group of Task Force Pedagogical Reform WG (Short-term)</p> <p>In order to propose guidelines or framework for harmonisation of pedagogical planning at all levels of the European Schools, while taking into account the implementation of key competences, it is proposed that the Sub-WG should carry out the following steps:</p> <ul style="list-style-type: none"> - comparative studies of the planning templates in use in the European Schools, but also in other national systems; - selection of best practices combining the administrative and reflective dimensions (pedagogical planning and the identification of subjects seen in front of the professional development service); - development of specifications for educational planning in Nursery, Primary and Secondary; - design of planning templates in accordance with the specifications; - study of the digital solutions available for a better use of these templates; - proposal of a revision of documents in force and amendment of the General Regulations (arts. 26 and 59/61). <p>To avoid losing time within the support of the implementation of 8 Key competences and before proposing guidelines for harmonised planning, the Sub-WG could already make a proposal to introduce the 8 Key competences dimension in the existing forward planning. This proposal could be already presented during the February' meetings in 2020.</p> <p>The sub-working group of the Task-Force Pedagogical Reform 'Harmonised Planning', in charge of new models of pedagogical planning in the European Schools, met on 28 April 2020.</p>	<p>HARMPLAN</p> <p>Ms SCHUMACHER</p>	<p>0246</p>

<ul style="list-style-type: none"> - On the one hand, in view of the recent events related to COVID-19 and its consequences on the current workload of schools and teachers, as well as the uncertainty of the evolving situation; - On the other hand, in view of the good practices already implemented by many teachers with regard to the implementation of the eight key competences; <p>the sub-working group proposes, in agreement with the Spanish Presidency of the JTC 2019-2020, to review the timetable and measures for implementing the decision taken by the JTC at its meeting on 13 and 14 February 2020.</p> <p>It is therefore proposed :</p> <ol style="list-style-type: none"> 1) That the transition time be extended by one year and that the entry into force of the decision be postponed to the school year 2021-2022. 2) That the school year 2020-2021 be considered a "pilot" year for schools and teachers. 3) That it be re-emphasised that the eight key competences should not be included in the individual timetable for each lesson and for each week. 4) That this is by no means an additional bureaucratic task, but rather a pedagogical one. <p><i>Reference documents: 2019-09-D-35-en-2; 2020-01-D-61</i> <i>Latest follow-up report: 2020-01-D-60, 2020-06-D-33, WP 2020/36, 2020-09-D-43, 2020-11-D-40</i> <i>Mandate from JTC: October 2019</i></p>		
<p>Child Protection</p> <ul style="list-style-type: none"> - Revision of the 2008 Child Protection Policy - Production of a document concerning the wellbeing of pupils in the ES, to be appended to the Policy. <p>Definitive mandate and composition of the WG still to be determined.</p> <p><i>Reference documents: 2007-D-441 ; 2021-01-D-80-en-3</i></p> <p><i>Latest follow-up report:</i></p> <p><i>Mandate from JTC: February 2021</i></p>	<p>Deputy SG Mr Pála</p>	

3. Short-term planning

Projects

Purpose	Timing	Name	Code
<p>'ASSESSMENT POLICY' JOINT WORKING GROUP (Primary and Secondary)</p> <ul style="list-style-type: none"> - Exchange of joint work - Transition (2015-09-D-41-en-2) 	2015-2016	ASSPOL Assessment Policy Ms MUSILOVÁ (P) Mr DAMKJAER (S)	0046
<p>Primary cycle – Assessment Sub-Group</p> <ul style="list-style-type: none"> o Guidelines for the use of new assessment tools o Evaluation of implementation of the new assessment system <p>Reference documents: 2011-01-D-61-en-3; 2013-09-D-38-en-5; 2014-06-M-5; 2020-09-D-27 (new mandate proposal), 2013-09-D-38-en-7 Latest follow-up report: JTC February 2012 – 2013-01-D-71-en-; 2014-09-D-58-en-1; 2015-01-D-46-en-2, 2013-09-D-38-en-6, 2021-01-D-38 Priority BIP 2011-2012</p>	2014-2015 2015-2016 2016-2017	ASSPRIM Ms MUSILOVÁ	0063
<p>Assessment Secondary – Sub-Group</p> <p>Results expected:</p> <p>With reference to the new marking system in the secondary cycle:</p> <ul style="list-style-type: none"> - A new marking system, accompanied by attainment descriptors, was approved by the BoG at its April 2015 meeting – Entry into force in September 2020. School year 2018-2019 : 6 first years of secondary School year 2019-2020: secondary S7 (first session of Baccalaureate : 2020) <p><u>Subject:</u> Competence-based assessment including the new marking scale, harmonisation of assessment, attainment descriptors for S1-S5 by September 2017 and for S6-7 by September 2018.</p> <p>Support from the WG for the Inspectors to achieve that aim (Work completed)</p> <p>With reference to harmonisation of written L1 – Proposal approved at the BoG's April 2015 meeting. New questions for all L1s by the 2018 Bac at the latest. Proposals to be sent to the schools in December 2016 at the latest (Work completed)</p> <p>Same process for L1 Advanced – by Bac 2021 at the latest</p> <p>Support from the WG for the Inspectors to achieve that aim. Mandate BIS 06-2017: Updating of the document 'Harmonised Assessment at the end of S5' – mainly Chapter I. The entire document, in particular Annexes V (Geography), IX (History) and XIII (Marking scale), will need to have been updated by February 2018 at the latest, with entry into force on 1 September 2018, the date on which the new marking scale enters into force for S1-S5 (Work completed)</p>	2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019	ASSSEC Assessment Secondary Mr DAMKJAER	0059

<p>- Definition Examination</p> <p>Taking over of the mandate, initially given to the ‘Secondary Assessment’ Working Group, and then to the “Analysis of repeat rates” Working Group, on the question of examination terminology and questions relating to ‘Examinations and tests leading to official marks in the secondary cycle’.</p> <p>- For production of a clear and concise document on what is officially foreseen in the European Schools for examinations and marks in the secondary cycle.</p> <p>Initially, a proposal clearly defining the A mark and governing the organisational arrangements for examinations and B tests in S4 and S6 (template, time allowed, criteria, material aids permitted, etc.), based on the model document already produced for the harmonised examinations and B tests in S5, might be presented to the BIS at its June 2019 meeting for approval, with entry into force as from September 2019. The assistance of the Inspectors responsible for subjects should also be foreseen.</p> <p>- For more in-depth reflection on the need for double marking (A mark and B mark) and, in any event, on the method to be used to award those marks, also in the light of the assessment policy in force.</p> <p>- For production of an unequivocal definition of the French nouns: <i>test</i>, <i>évaluation</i>, <i>composition</i>, <i>épreuve</i> and <i>examen</i> [English: test, assessment, examination].</p> <p>- For production of an amended version of the General Rules in which use of the aforementioned terms is consistent.</p> <p><i>Reference documents: 2013-01-D-51-fr-1; 2015-01-D-23-fr-4; 2015-01-D-62-en-2; 2014-06-D-5-en-3; 2018-01-D-19; 2019-01-D-30, 2019-06-D-8; 2020-01-D-40, 2020-05-D-22, 2020-09-D-13, 2020-01-D-40-en-3, 2021-05-D-29-en-2</i></p>			
<p>Secondary cycle – Steering Committee – New Marking Scale (NMS)</p> <p>Results expected:</p> <p>Following the BoG’s April 2017 decision, by means of WP 2017/24, to introduce a new time schedule for entry into force of the new marking scale approved in April 2015, a new WG was set up in order to put in place:</p> <ul style="list-style-type: none"> - additional measures for the introduction of the new marking scale (WG; Training of the teachers) - guidelines for use of the NMS S1-S3 ; S4-S5 ;S6-S7 (2 phases) - updating of the GR – Art. 59-61 linked with the NMS <p>S1-S5: 2018</p> <p>S6: 2019</p> <p>S7: 2020 – Bac 2021</p> <p><i>Reference documents: 2017-01-D-84-en-3; WP 2017/24; 2017-05-D-30-en-2, 2017-05-D-29-en-4 ; 2017-05-D-29-en-8, 2019-05-D-29-en-8; 2019-06-D-6, 2019-05-D-29-en-9</i></p> <p><i>Latest follow-up report: 2017-05-D-29-en-1, 2020-05-D-14</i></p> <p><i>Mandate from BIS: 02-2017</i></p>	<p>2016-2017</p> <p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>SC IMPL NMS</p> <p>SGA/Mr WOLFF</p>	<p>0204</p>

<p>Analysis of repeat rates</p> <p>Expected results:</p> <p>- Analysis of repeat rates and school failures:</p> <p>Analyse the statistics and respond to the questions and requests of the different parties involved.</p> <p>- Harmonised Assessment and B tests at the end of year 5:</p> <p>Address the question of the inconsistencies noted in the document 'Harmonised Assessment and B tests at the end of secondary year 5'.</p> <p><i>Follow-up: 2013-05-D-34-fr-12</i></p> <p><i>Reference documents: 2013-09-D-48-fr-2; 2013-05-D-34-fr-9; 2015-07-D-10-fr-1; 2016-09-D-40-fr-2</i></p> <p><i>Latest follow-up report: 2013-05-D-34-fr-12; 2019-01-D-60; 2019-09-D-25-en-2; 2020-01-D-27-en-1</i></p> <p><i>Mandate from JTC: 02-2015; 10-2015</i></p> <p><i>Mandate from BIS: 06-2014 (2014-05-D-12-fr-1)</i></p>	<p>January 2016</p> <p>2016-2017</p> <p>June and October 2016</p> <p>2018-2019</p>	<p>ATAUXRED</p> <p>Deputy Secretary-General</p>	<p>0162</p>
<p>Primary Cycle – Intermath</p> <p>Intermath pupils' workbooks and teachers' handbook updated in line with new mathematics syllabus</p> <ul style="list-style-type: none"> - Preparation of the annual Coordinators' meeting - Implementation of digital Intermath in P1 of the European Schools - Digital support and updated information on INTERMATH's activities Group (set up in 10-2019) <p><i>Reference documents: Intermath books; 2019-09-D-59</i></p> <p><i>Latest follow-up report: Evaluation Mathematics Coordinators' Meeting (September 2015); Intermath News Letter (February 2015)</i></p>	<p>9/2014: P1</p> <p>9/2015: P2</p> <p>9/2017: P3</p> <p>9/2018: P4</p> <p>9/2019: P5</p>	<p>INTERM</p> <p>Ms LACZYNSKA</p>	<p>0008</p>

<p>Education for Sustainable Development</p> <p>Mandate given to a core WG – end of the work 2015</p> <p>1) System level</p> <p>The general objectives of the ES as they are published on the website www.eurasc.org will be completed by an explicit objective: ‘(...)</p> <ul style="list-style-type: none"> - to give pupils knowledge concerning the conditions for sustainable development related to ecological, economic and social aspects’ <p>2) System and school level</p> <p>The quality indicators represented in the whole school inspection framework will be completed by a new criterion:</p> <p>3) System and school level</p> <p>The concept of ESD will be – from now on – integrated as much as possible in different ES initiatives and events (like Eurosport, Science Symposium, etc).. School projects with an ESD angle of approach will be encouraged.</p> <p>4) System and teaching and learning level</p> <p>Organisation of a seminar for representatives from the schools (teachers, pupils, heads). The seminar should result in concrete information and guidelines for the implementation of ESD through class teaching and project teaching. Distribution of the information should be organised digitally (EXPO 2015 proposal).</p> <p>In February 2016, the JTC granted a new mandate and the setting up of a WG.</p> <p>Expected results:</p> <ul style="list-style-type: none"> • Identify good examples of education for sustainable development found in the different European Schools. • Seek out and propose possibilities for deploying those examples in the system. • Conduct an in-depth analysis of the existing curricula in order to outline the content of education for sustainable development. • Collect examples of teaching aids for education for sustainable development which might be used in the different curricula. • Propose external instruments, such as projects, a network for support and direct education for sustainable development to a greater extent towards actions geared to a cross-curricular approach. <p><i>Reference document: 2013-01-D-57-en-1</i> <i>Latest follow-up report: 2016-02-D-8-en-1, 2021-01-D-65</i> <i>Priority BIP & BIS 2012-2013</i> <i>Mandate from JTC: 02/2013</i></p>	2016-2017	EDD Mr OTTOSSON	0108
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<p>Early Education Curriculum (Follow-up and Implementation)</p> <p>Report on follow-up on implementation of the Early Education Curriculum (PPP)</p> <ul style="list-style-type: none"> ○ Recommendations on development of and support for implementation of the Early Education Curriculum at local level ○ Modification of the website – technical aspect – Website as communication tool ○ Introduction of multilingualism at the level of the Early Education Curriculum/L2 in the primary cycle of the ES (consultation of experts, survey of type I schools regarding the special conditions for possible introduction of an additional language in the nursery cycle). ○ Possible amendment of the curriculum – complementary syllabus for L2 /nursery level? Administrative and financial consequences in cooperation with the Pedagogical Reform Task Force. ○ Implementation of the Early Education Curriculum on the basis of the proposed new framework for in-service training ○ Systematic control of implementation of the Early Education Curriculum ○ Meeting of the primary cycle coordinators – Updating of the Portfolio <p><i>Reference documents: 2011-01-D-15 ; 2011-01-D-14</i></p> <p><i>Latest follow-up report: 2014-09-D-59-en-4; 2014-09-D-60-en-2 ; PPP 10/2014; 2011-01-D-15-en-4; 2020-01-D-63, PPT 10/2020, , 2021-01-D-46, 2021-01-D-45, PPT 02/2021</i></p> <p><i>Priority BIP 2012-2013; 2014-2015</i></p> <p><i>Mandate JTC 10/2011 and BIP 10/2014</i></p>	<p>2011-2012 2012-2013 2013-2014</p> <p>New mandate: 2014-2015 2015-2016</p> <p>End 10/2016</p>	<p>EEC Ms MUSILOVA</p>	<p>0013</p>
<p>Evaluation of Locally Recruited Teachers</p> <p>This working group’s objective is to formulate a proposal for the carrying out of the evaluations of locally recruited teachers to be conducted during the first two years. A document for that purpose will be expected to be presented at the February 2017 pedagogical meetings.</p> <p><i>Reference documents: 2016-09-D-55-en-2, 2017-01-D-51-en-1 ; 2018-09-D-27</i></p> <p><i>Mandate from BoG: 2016-09-D-55-en-3</i></p>	<p>2016-2017 2017-2018</p>	<p>LRTEVAL Deputy Secretary-General</p>	<p>OSG 0001</p>

<p>Differentiation</p> <p>First report: Analysis made through the different WSI reports, which pointed to a degree of weakness from the viewpoint of the approach to differentiation across the subjects.</p> <p>Proposal to set up a joint WG (P+S) in order to provide ideas for solutions to overcome this weakness:</p> <ul style="list-style-type: none"> - Report on the development of differentiation in the ES system - Production of a good practice <p><i>Reference documents: PPT 10/2016; 2017-01-D-57-en-1</i></p> <ul style="list-style-type: none"> - <i>Mandate from JBI: still to be approved - 02-2017</i> handbook, based on what is organised in the ES and outside the system and also on the literature in the field - Conception and development of a training programme for teachers, to be organised locally. <p><i>Reference documents: PPT 10/2016 ; 2017-01-D-57-en-1, PPT 10/2018; 2019-01-D-73</i></p> <p><i>Mandate from JBI: still under approval - 02-2017 and 02-2019</i></p>	2016-2017 2017-2018 2018-2019	DIFFPS Ms DROC	0177
<p>Role and Duties of the Inspectors</p> <p>As arranging for evaluations of locally recruited teachers to be conducted represents a not inconsiderable workload for the Inspectors, the JBI mandated a new working group to evaluate the kind and amount of Inspectors' duties. The WG is also requested to explore ideas for possibly providing other Inspectors with support in the process of evaluation of locally recruited teachers. The legal aspect of this possibility will be studied. These proposals will need to be based on the articles of the Convention defining the Statute of the European Schools which concern the Inspectors.</p> <p>Adaptation of the mandate: February 2018 (2018-01-D-20)</p> <p><i>Reference documents: 2018-01-D-20, 2018-09-D-35-fr-7, 2020-09-D-35, 2020-09-D-29</i></p> <p><i>Latest follow-up report: 10.01.2018, WG JBI 05/2 ; 2018-09-D-35-en-4, Survey</i></p> <p><i>Mandate from JBI: October 2016</i></p>	2016-2017 2017-2018 2018-2019	INSP-WORK Ms HUISMAN	0215
<p>Induction of new teachers</p> <p>Production a basic framework for the induction of new teachers (Nursery, Primary and Secondary) in the European Schools</p> <p>As the latest document in force dates back to 1998 and in accordance with the evolution of the system a WG needs to be set up in order to revised the document to comply with the ground reality.</p> <p>In order to produce a revised framework, it is proposed that the WG undertake background research into the current practices of national authorities and colleague inspectors who are responsible for the induction of seconded teachers and those of schools who have a local responsibility. The experiences of a representative sample of recently seconded and locally recruited teachers will also be investigated</p> <p><i>Reference documents: 2018-09-D-36, 2019-09-D-43-en-2</i></p> <p><i>Latest follow-up report: 1998-D-6010; PPT 02-2019, 2020-09-D-33</i></p>	10-2018 10-2019	ACC-ENS Ms GAMMELGAARD	0232

<p><i>Mandate from BoG: November 2018</i></p>			
<p>Harmonisation of Events in the ES</p> <p>1/ The 'Restricted' Working Group would be charged with:</p> <ul style="list-style-type: none"> - analysing the costs involved in staging these events over the last three years (Eurosport, European Schools Science Symposium, Festival of Arts, Model European Council/Parliament), - producing an inventory of the constraints and difficulties experienced on the one hand, by the host Schools and on the other, by the participating Schools, in organising/participating in these events, - carrying out preparatory work for the Enlarged Working Group's benefit, so that it is in a position to draw up concrete proposals regarding harmonised organisation of such events. <p>2/ The 'Enlarged' Working Group would be charged with:</p> <ul style="list-style-type: none"> - producing proposals, on the basis of the cost analysis and of the preparatory work done by the 'Restricted' Working Group: <ul style="list-style-type: none"> • with respect to fair distribution of the costs amongst the different partners. • on harmonised organisation and financial management for all these events. <p>Depending on the nature of the proposals put forward by the Enlarged Working Group, they will be approved either by the Budgetary Committee or by the Board of Governors.</p> <p>In the interests of optimum and harmonised implementation of the future organisational arrangements for these events in the European Schools, entry into force of the proposals made by the Working Group ought to be planned for January 2021 at the latest.</p> <p><i>Reference documents: WP 2019/15, 2019-12-D-36, 2020-01-D-35</i> <i>Latest follow-up report: 23/09/2019; 08/11/2019</i> <i>Mandate from BC: 05-2019 WP 2019/15</i></p>		<p>EVENTS Mr BECKMANN</p>	<p>OSG 0013</p>
<p><i>Preparation of the 2020-2021 school year Task Force</i></p> <p>Follow-up on the meeting of the Board of Governors and preparation of the 2020-2021 school year.</p> <p>The potential impact of the COVID-19 pandemic on the school year and the measures to be taken to mitigate the risks associated with the pandemic were the subject of an exchange of views at the JTC's extraordinary meeting of 5 June.</p> <p>The Joint Teaching Committee decided to mandate the Office of the Secretary-General to set up a Task Force composed of representatives of:</p> <ul style="list-style-type: none"> • the Inspectors of the nursery, primary and secondary cycles, • the Directors of the European Schools, 	<p>06-2020</p>	<p>Mr BECKMANN</p>	<p>0265</p>

- the Deputy Directors for the nursery, primary and secondary cycles of the ES,
- the Directors of the Accredited European Schools,
- the European Commission,
- the ISTC (1 nursery/primary and 1 secondary),
- and Interparents, and also
- members of the Office of the Secretary-General.

During its work, the Task Force will also evaluate the suggestions made by certain members of the Joint Teaching Committee.

The Task Force will be expected to present to the Board of Governors for approval, by means of the written procedure, by the end of July at the latest, an assessment of the risks and concrete proposals to mitigate the risks for the 2020-2021 school year.

Reference document: 2020-05-D-25

Latest follow-up reports: 2020-07-D-9; Follow-up table 2020-09-D-13 (Article 59 of the GR), 2020-09-D-15 (amendment structure of syllabuses), 2018-01-D-18-fr-7 (WGs coordinated by the PDU), 2020-09-D-21 (Distance Teaching and Learning Policy), 2020-09-D-50 (Framework for Digital Competence), 2020-09-D-19-en-1 (Update Framework for and organisation of Continuous Professional Development in the ES), 2020-09-D-62 (Amendment of 2015-09-D-3-en-3 and of 2015-09-D-40-en-5), 2020-09-D-24 (Common Framework for Whole School Inspections), 2020-09-D-38 (Inspector Activities – Evaluation of Directors, Deputy Directors and members of the teaching staff)

Mandate from JTC: June 2020

4. Syllabuses

4.1 Revision of subject syllabuses – Revision in progress

CYCLE	NAME	CHAIR	CODE	START WORK ¹
N	Early Education Curriculum	Ms Musilová		2019/11
P S	Protestant Religion	Religious authorities		2019/10
P S	Islamic Religion	Religious authorities		2019/10
P	Dutch L1	Ms Neutel/Ms Vermeire		2020/09
P S	Croatian L1	Mr Tot		2020/09
P	Mathematics	Ms Laczynska		2020/11
S	ONL Maltese	Ms Coleiro		2020/02

4.2 Revision of subject syllabuses in 2020-2021

CYCLE	NAME	CHAIR	CODE	START WORK
P	Art	Ms Droc		
P	French L1	Ms Ducatez		
P	Greek L1	Ms Nika		2021/02
P	Romanian L1 (P1-P2)	Ms Droc		
P	Slovak L1	Ms Doleziova		
P	L2 German French English	Mr Schimek		Confirmed
P	English L1	Mr Fitzgerald/Mr Capron		2021/02
P	Czech L1	Ms Musilová		2021/04
P1-S5	Portuguese L1	Mr Guerreiro/ Ms Bugia		2021/09
S6-S7	Economics	Ms Bugia		2020/10
S6-S7	History (2P and 4P)	Ms Juranova		2021/01
S6-S7	Portuguese L1	Ms Bugia		2020/11
S6-S7	Portuguese L1 Adv.	Ms Bugia		2020/11
S6-S7	Italian L1	Ms Saccardo		2021/02
S	Czech L1	Ms Juranova		2021/01
S	Harmonisation L3	Ms Steppan		2021/05
S	Non-Confessional Ethics	Ms Vermeire		2021/05

¹ 1S = 1st half of year; 2S = 2nd half of year
2020-08-D-1-en-6

4.3 Subject syllabuses adopted in 2020-2021

CYCLE	NAME	APPROVED	CHAIR	CODE
S6-S7	Chemistry	JTC 02-2021	Mr Coenen	0039
S6-S7	Mathematics 3P- 5P- Adv. 3P	JTC 02-2021	Mr Yilmaz/Ms Laczynska	0234-0237
S6-S7	Biology 2P-4P	JTC 02-2021	Mr Wolff	0038
S6-S7	Physics	JTC 02-2021	Ms Laczynska	0044
S	ONL Irish – Secondary cycle	JTC 02-2021	Ms O'Toole	0262
S	Catholic Religion S1 -S3	JTC 02-2021	RELIGIOUS AUTHORITIES	
S	Catholic Religion S4 -S5	JTC 02-2021	RELIGIOUS AUTHORITIES	
S	Catholic Religion S6 -S7	JTC 02-2021	RELIGIOUS AUTHORITIES	
S1-S7	Orthodox Religion	JTC 02-2021	RELIGIOUS AUTHORITIES	
S6-S7	Music	JTC WP/2021-36	Ms Stanonik	
S4-S5	Economics S4-S5	JTC WP /2021-37	Ms Bugia	

4.4 WG which oversees implementation of any new common language syllabus

CYCLE	NAME	CHAIR	CODE
S	Dutch Language	Ms NEUTEL/Ms VERMEIRE	
S	English Language	Mr METCALF	
S	French Language	Mr GROSSET-BOURBANGE/Mr WILLE (expert)	0028
S	German Language	Ms STEPPAN/Mr BUCHMAIER	0022
S	Italian Language	Ms SACCARDO	0030
S	Spanish Language	Mr Javier GARRALÓN BARBA	0027
S	ONL FI/SW	Ms HUISMAN/ Ms HOLAPPA/ Mr YILMAZ	0137

4.5 Chronology of outdated syllabuses (before 2013²) and not yet under revision (Proposal of the Presidency 2020-2021: revision to be started if not started)

Approval	Subject	Timing	Remarks	Code	Approval
2000/09	ICT	P			
2009/01	Bulgarian L1	S4; S5; S6; S7;			
2009/09	Romanian L1	S			
2009/09	Polish L2	S6-S7			
2010/09	Italian L1	P			
2010/09-(1-5) 2011/9(7)	Art	S6-S7			
2010/09	Dutch L1 Adv.	S6-S7			
2010/09 (6) - 2011/09 (7)	Geography 2P	S6-S7			
2011/10	Swedish L1	L 1			

5. *Other WGs – Coordinators’ meetings*

CYCLE	TITLE	CHAIR	CODE
S	English L1 Coordinators	Mr Metcalf	0023
S	English L2-L4 Coordinators	Mr Metcalf	0026
S	Italian L1 Coordinators	Ms Saccardo	0029
S	Music Coordinators	Ms Stanonik	0141
S	Art Coordinators	Ms Rodosthenous	
P	Maths Coordinators	Ms Laczynska	0016
S	Philosophy Coordinators	Ms Vermeire	0107
S	Coordinators German L2-L4	Ms Steppan	0140
S	Coordinators French L1-L4	Mr Grosset-Bourbange/Ms Vermeire	

² See document 'New concept of Continuous Professional Development – 10-year cycle' 2016-01-D-40
2020-08-D-1-en-6

6. Working Groups' reports received at the Office of the Secretary-General

WORKING GROUPS	CODE	DATE OF THE MEETING
German (Curriculum German L1)	0021	04/02/2021 (online)
German L2-L4	0022	24/11/2020 (online) 09/03/2021 (online)
German L2-L4 – NMS	0259	23/11/2020 (online)
English L1 P	0009	27/01/2021 (online) 24/02/2021 (online) 18/03/2021 (online) 27/05/2021 (online) 01/06/2021 (online) 24/06/2021 (online)
Assessment Primary	0063	29/04/2021 (online) 27/05/2021 (online)
Assessment Secondary	0059	14/09/2020 (online) 29/09/2020 (online) 3/11/2020 (online) 17/11/2020 (online) 20/11/2020 (online) 07/12/2020 (online) 14/01/2021 (online) 22/01/2021 (online) 09/03/2021 (online) 17/05/2021 (online)
Quality Assurance	0064	07/09/2020 (online) 13/10/2020 (online) 10/12/2020 (online) 12/01/2021 (online) 03/03/2021 (online) 07/07/2021 (online)
Biology – New syllabus Bio S6-S7	0038	16/10/2020 (online) 19/10/2020 (online) 20/11/2020 (online) 17-18/12/2020 (online) 22-23/12/2020 (online) 08/01/2021 (online) 26/02/2021 (online) 05/03/2021 (online) 26/03/2021 (online)
Inspection Framework WSI	0048	17-18/09/2020 (online) 17/11/2020 (online) 14/01/2021 (online) 22/03/2021 (online) 05/07/2021 (online)
Central Planning Committee (CPC)	0276	16/06/2021 (online)
Child Protection	OSG 0020	04/06/2021 (online)

WORKING GROUPS	CODE	DATE OF THE MEETING
		23/06/2021 (online)
Chemistry	0039	16/11/2020 (online) 24/09/2020 (online) 9/11/2020 (online) 13/11/2020 (online) 27/11/2020 (online) 16/12/2020 (online) 26/01/2021 (online)
Coordinators English L2-L4	0025	14/10/2020 (online) 15/10/2020 (online) 22/03/2021 (online) 26/03/2021 (online)
Coordinators English L1 and L1 Adv.	0023	14/10/2020 (online)
COSUP ELECTION PROCEDURE	OSG 0012	04/05/2021 (online)
Danish L1	0082	25/03/2020 (online) 14/12/2020 (online)
Early Education Curriculum	0013	21-22/09/2020 (online) 19/10/2020 (online) 18/01/2021 (online) 08/03/2021 (online) 03/05/2021 (online) 07/06/2021 (online)
Education for Sustainable Development	0108	27/11/2020 (online) 20/01/2021 (online) 26/03/2021 (online)
Spanish L1-L2-L3-L4	0239	24/08/2020 (online) 08-09/09/2020 (online) 16/17-03-2021 (online)
Evaluation of teachers	0056	08/09/2020 (online)
(WG of) Experts – Choice of the technological tool	0062	01/10/2020 (online) 9/12/2020 (online)
FR L1, L1A, L2, L3 and L4 – NMS	0268	05/02/2021 (online) 29/04/2021 (online) 05/05/2021 (online) 6-7/05/2021 (online) 28/05/2021 (Strasbourg)

WORKING GROUPS	CODE	DATE OF THE MEETING
Geography 2P – Revision syllabus	0267	2-3/12/2020 (online) 26-27/01/2021 (online) 22/02/2021 (online) 23/03/2021 (online) 7/06/2021 (online)
Ancient Greek NMS	0263	1 and 4/12/2020 (online)
(Sub-Group) Harmonisation L1	0227	11/01/2021 (online) 2/03/2021 (online)
Harmonisation of Pedagogical Planning	0246	24/09/2020 (online) 9/11/2020 (online) 13/11/2020 (online) 27/11/2020 (online) 16/12/2020 (online) 26/01/2021 (online) 22/02/2021 (online) 15/03/2021 (online)
History – NMS	0036	08-10/09/2020 (online) 21/10/2020 (online) 10/12/2020 (online) 18/01/2021 (online) 23/02/2021 (online) 17/05/2021 (online) 17/06/2021 (online)
(Syllabus) Hungarian Primary + Secondary	0138	19-20/10/2020 (online)
Intermath	0008	25/01/2021 (online) 27/28-01-2021 (online) 15/16-03-2021 (online) 04/05/2021 (online) 31/05/2021-01/06/2021 (online)
Development Interactive Pages	0008	24-25/09/2020 (online) 22-23/10/2020 (online) 19-20/11/2020 (online) 14-15/12/2020 (online)
Digital Support	0008	16/09/2020 (online) 14/10/2020 (online) 18/11/2020 (online) 25/01/2021 (online)
IT-PEDA	0178	09/09/2020 (online) 22/10/2020 (online) 10/11/2020 (online) 18/11/2020 (online) 11/01/2021 (online) 02/03/2021 (online) 18/05/2021 (online)
Latin NMS	0261	13/01/2021 (online)
Latin	0037	25/03/2021 (online) 02/04/2021 (online)

WORKING GROUPS	CODE	DATE OF THE MEETING
Latvian L1	0201	13/11/2020 (online)
Maths NMS	0256	15-16/10/2020 (online) 19-20/10/2020 (online)
Implementation of the IRL-ONL syllabus	0110	04/03/2021 (online)
New Marking Scale L1	0212	10/09/2020 (online)
ONL – Irish (Secondary)	0253	21/10/2020 (online) 18/12/2020 (online)
Careers Guidance	0050	24-26/09/2020 (online)
Physics	0044	23-24/09/2020 (online) 15/10/2020 (online) 19/10/2020 (online) 19/21-10-2020 (online) 21/10/2020 (online) 07/12/2020 (online) 22-23/12/2020 (online) 26/01/2021 (online) 22/02/2021 (online) 17/03/2021 (online) 15/04/2021 (online) 01/06/2021 (online) 16/06/2021 (online)
Statistical Report – Educational Support (SEN)	0055	11/09/2020 (online) 9/12/2020 (online) 11/12/2020 (online) 16/12/2020 (online) 11/01/2021 (online)
Pedagogical Reform	0163	11/11/2020 (online) 17/11/2020 (online) 24/11/2020 (online) 12/12/2020 (online) 15/12/2020 (online) 18/01/2021 (online) 21/10/2020 (online) 24/03/2021 (online) 19/04/2021 (online) 10/05/2021 (online) 20/05/2021 (online)
Revision of the S4-S7 Economics Syllabus – AD	0040	08/03/2021 (online) 19/03/2021 (online) 21/06/2021 (online)
Revision of the IT L1 S6-S7 syllabus + Harmonisation L1	0269	30/03/2021 (online) 14/04/2021 (online)

WORKING GROUPS	CODE	DATE OF THE MEETING
		05/05/2021 (online) 19/05/2021 (online) 29/07/2021 (online)
Revision of the Maths P1-P5 syllabus	0266	17/12/2020 (online) 20/01/2021 (online) 01/02-03-2021 (online) 13/14-04-2021 (online) 17-18/05/2021 (online) 3-7/05/2021 (online) 07/06/2021 (online) 18/06/2021 (online)
Revision of the CZ L1 syllabus – AD	0149	14/04/2021 (online) 19/05/2021 (online) 9/06/2021 (online)
Revision of the Maths S6-S7 – 3-5p syllabuses	0237	29-30/09/2020 (online) 16/10/2020 (online) 23/10/2020 (online) 24/11/2020 (online) 29-30/04/2021 (online) 3-7/05/2021 (online) 13-14/05/2021 (online) 20-21/05/2021 (online) 27-28/05/2021 (online) 1-4/06/2021 (online) 9-11/06/2021 (online) 18-19/06/2021 (online) 23-24/06/2021 (online)
Revision of the NL L1 syllabus & Harmonisation L1	0142	25/09/2020 (online) 16/11/2020 (online) 30/11/2020 (online)
Revision of the FR Adv. L1 syllabus NMS	0206	14-15/01/2021 (online) 28/01/2021
Role and Duties of Inspectors	0215	08/09/2020 (online) 16/09/2020 (online) 27/01/2021 (online) 28/01/2021 (online) 26/02/2021 (online) 19/03/2021 (online) 21/06/2021 (online)
Educational Support Policy Group	0079	16/09/2020 (online)
Task Force – Dominant Language	0255	3/12/2020 (online)

WORKING GROUPS	CODE	DATE OF THE MEETING
Czech L1	0147	15/09/2020 (online) 04/02/2021 (online) 10/03/2021 (online) 14/04/2021 (online) 24/05/2021 (online) 16/06/2021 (online)
Revision of the Non-Confessional Ethics (Secondary) syllabus	0112	21-22/06/2021 (online)

II. Continuous Professional Development

The Boards of Inspectors take broad responsibility in support of the professional development of the pedagogical staff (with exception of the management staff).

According to the agreed policy, training is provided in different ways to support the quality of teaching and learning.

As far as the planning of in-service training courses are concerned, priority will be given to:

- New syllabuses.
- Syllabuses with a new pedagogical policy.

1. In-service training organised in the second half of 2020

1.1 Nursery and primary cycles: In-service training courses scheduled in 2020

Dates	Subjects	Inspectors responsible	Place	Number of Participants	Number of Experts	Remarks	Previous course	No	O.
13 and 14 October	SLOVENE L1	Ms ZVEGLIC	Online	15		New syllabus			<input checked="" type="checkbox"/>
25 November	INTERMATH Matific + Interactive Pages	Ms LACZYNSKA	Online			Decentralised Postponed April 2021			<input checked="" type="checkbox"/>
TO BE DETERMINED	MUSIC	Ms MUSILOVÁ	Online	15	1	Train the Trainers			
TO BE DETERMINED	EEC Coordinators	Ms MUSILOVÁ	Online						
TO BE DETERMINED	GREEK L1	Ms NIKA	Online			Decentralised			
TO BE DETERMINED	BULGARIAN L1	Ms RANGELOVA							
TO BE DETERMINED	ONL IRL	Mr FITZGERALD				New syllabus			
TO BE DETERMINED	EUROPEAN HOURS	Ms SCHUMACHER Mr SCHIMEK		15		Train the Trainers			
TO BE DETERMINED	PORTUGUESE L1	Mr GUERREIRO				Postponed 2022			
TO BE DETERMINED	NON-CONFESSIONAL ETHICS	Ms VERMEIRE							

1.2 Secondary cycle: In-service training courses scheduled in 2020

Dates	Subjects	Inspectors responsible	Place	Number of Participants	Number of Experts	Remarks	Previous training	N°	O.
2019-2020	MATH S4-S5	Mr YILMAZ /Ms LACZYNSKA	LOCALE			New syllabus (scheduled in February -May and cancelled COVID-19)			<input checked="" type="checkbox"/>
15 September	CZECH L1 BAC NMS	Ms JURANOVA							<input checked="" type="checkbox"/>
28 September & 12 November	NL L1-L4 + NMS	Ms NEUTEL/Ms VERMEIRE	Online						<input checked="" type="checkbox"/>
29-30 September	POLISH L1 Evaluation Bac examinations	Ms LACZYNSKA	Online			Train the Trainers			<input checked="" type="checkbox"/>
1 October	DA L1 NMS	Mr DAMKJAER	Online	15					<input checked="" type="checkbox"/>
14 October & 9 December	ONL MALTESE NMS	Ms COLEIRO	Online						<input checked="" type="checkbox"/>
19 October	BIOLOGY S4-S5	Mr WOLFF	Online			New syllabus			<input checked="" type="checkbox"/>
19-20 October	HUNGARIAN L1 NMS	Ms KERSTÉZ	Online			Train the Trainers			<input checked="" type="checkbox"/>
21 October	ONL GA NMS	Ms O'TOOLE	Online						<input checked="" type="checkbox"/>
25-26 October	FINNISH L1, L1 A, ONL FI-SW	Ms HUISMAN	Online						<input checked="" type="checkbox"/>
3 November	PHILO 4P	Ms VERMEIRE	Online	1/ES		New syllabus Train the Trainers			<input checked="" type="checkbox"/>
3 November	PHILO NMS	Ms VERMEIRE	Online			Train the Trainers			<input checked="" type="checkbox"/>
12-13 November	SCI S1-S3	Mr WOLFF	LOCAL	1/ES		New syllabus			<input checked="" type="checkbox"/>
12 & 19 November	PHYSICS S4-S5	Mr YILMAZ /Ms LACZYNSKA	Online			New syllabus			<input checked="" type="checkbox"/>

Dates	Subjects	Inspectors responsible	Place	Number of Participants	Number of Experts	Remarks	Previous training	N°	O.
25 November	PHYSICS NMS & Matrix	Mr YILMAZ /Ms LACZYNSKA	Online			Train the Trainers			<input checked="" type="checkbox"/>
26 November	MATHS NMS BAC EXPERTS	Mr YILMAZ	Online						<input checked="" type="checkbox"/>
27 November	PHYSICS NMS BAC EXPERTS	Ms LACZYNSKA	Online						<input checked="" type="checkbox"/>
20 November & 1 December	GREEK L1	Ms KALOGRIDOU	Online						<input checked="" type="checkbox"/>
November	SLOVAK L1 & NMS	Ms HANDZELOVA	Online			New syllabus			<input checked="" type="checkbox"/>
4 December	ANCIENT GREEK 2P + 4P	Ms KALOGRIDOU	Online						<input checked="" type="checkbox"/>
7 & 11 December	GREEK L1 Adv.	Ms KALOGRIDOU	Online						<input checked="" type="checkbox"/>
17 December	GEOGRAPHY 4P NMS	Ms IGLESIAS	Online						<input checked="" type="checkbox"/>
	HISTORY BAC NMS	Ms JURANOVA	Online			Guidelines on Teams			<input checked="" type="checkbox"/>
	SPANISH L1-L4 NMS	Mr GARRALÓN	Online	1/ES	1	New syllabus Guidelines on Teams			<input checked="" type="checkbox"/>
Not communicated	ITALIAN L1-L4	Ms SACCARDO	Online						<input checked="" type="checkbox"/>
TO BE DETERMINED	LATVIAN L1	Ms ARKLE	Online			Decentralised			
TO BE DETERMINED	ESD (P+S)	Mr OTTOSSON		15	1	Train the Trainers			
TO BE DETERMINED	GERMAN L2-L4 Coordinators	Ms STEPPAN	Online						
TO BE DETERMINED	SLOVENE L1	Ms STANONIK	Online						

Dates	Subjects	Inspectors responsible	Place	Number of Participants	Number of Experts	Remarks	Previous training	N°	O.
TO BE DETERMINED	ECONOMICS S6-S7	Ms BUGIA/Mr GUERRERO				Train the Trainers			
TO BE DETERMINED	GREEK L1 transition P5/S1	Ms KALOGRIDOU + Ms NIKKA				PRIM + SEC			
TO BE DETERMINED	PT L1	Ms BUGIA				Train the Trainers			
TO BE DETERMINED	CAREERS GUIDANCE	Mr DAMKJAER	Online	45	1	New Careers Guidance Teachers + new Careers Guidance Programme			
TO BE DETERMINED	DE L1 ADV.	Mr BUCHMAIER	Online			New syllabus			
TO BE DETERMINED	FRENCH L1 ADV.	Mr GROSSET-BOURBANGE	Online	15	1	New syllabus		0037	
TO BE DETERMINED	BULGARIAN L1 S1-S3	Ms GANEVA				New syllabus			
TO BE DETERMINED	MUSIC	Ms STANONIK				Train the Trainers			
TO BE DETERMINED	DIRECTORS + DEPUTY DIRECTORS	OSGES		45	2	Specific budget	Annual	0025	

2. In-service training plan year 2021

2.1 Nursery and primary cycles: In-service training courses scheduled in 2021

Priority courses:

Dates	Subjects	Inspectors responsible	Place	Number Participants	Number Experts	Remarks	Previous course	No	O.
7 April	SLOVENE L1	Ms ZVEGLIC	Online	10	2	New syllabus			<input checked="" type="checkbox"/>
19 August	SLOVENE L1	Ms ZVEGLIC	Slovenia	10	2				<input checked="" type="checkbox"/>
21 April	Harmonised Planning 8KC	Ms Schumacher	Online	NURSERY TEACHERS		Videoconference			<input checked="" type="checkbox"/>
23 April	Harmonised Planning 8KC	Ms Schumacher	Online	PRIMARY TEACHERS		Videoconference			<input checked="" type="checkbox"/>
6 May	POLISH L1	Ms Laczynska							<input checked="" type="checkbox"/>
17 May	Harmonised Planning 8KC	Ms Schumacher	Online	NURSERY/ PRIMARY INSPECTORS		Videoconference			<input checked="" type="checkbox"/>

2.2 Secondary cycle: In-service training courses scheduled in 2021

Priority courses:

Dates	Subjects	Inspectors responsible	Place	Number Participants	Number Experts	Remarks	Previous course	No	O.
22 January	BIOLOGY NMS	Mr WOLFF	Online						<input checked="" type="checkbox"/>
19 March	Harmonised Planning 8KC	Ms Schumacher	Online	DD ES DD AS		Videoconference			<input checked="" type="checkbox"/>
25 March	DE L1 NMS	Mr Buchmaier	Online	BAC EXPERTS					<input checked="" type="checkbox"/>

16 April	Ms Musilová/Ms Droc/Mr Yilmaz – Ms Gracio	Online	P+S						<input checked="" type="checkbox"/>
20 April	Harmonised Planning 8KC	Ms Schumacher	Online	DIR ES DIR AS		Videoconference			<input checked="" type="checkbox"/>
22 April	ES L1-L4	Mr GARRALÓN	Online						<input checked="" type="checkbox"/>
27 April	Harmonised Planning 8KC	Ms Schumacher	Online	SECONDARY TEACHERS		Videoconference			<input checked="" type="checkbox"/>
28 April	DE L2-L4	Ms Steppan	Online	BAC EXPERTS					<input checked="" type="checkbox"/>
2 June	Educational Support Coordinators	Ms Musilová/Ms Droc/Mr Yilmaz – Ms Gracio	Online	P+S					<input checked="" type="checkbox"/>
28 June	GEOGEBRA	Mr Yilmaz	Online	DD/COORD/ Referents					<input checked="" type="checkbox"/>
29 June	Harmonised Planning 8KC	Ms Schumacher	Online	SECONDARY INSPECTORS		Videoconference			<input checked="" type="checkbox"/>

3. In-service training reports received at the OSG

III. Responsibilities 2020-2021

The Members of the Boards of Inspectors take responsibility for the follow-up on different subjects and pedagogical issues. The expertise of each inspector is most welcome in the Boards. In some subjects, expertise is not always available. The Boards would therefore like to encourage the delegations to appoint inspectors with diverse areas of expertise.

1. Nursery and Primary Cycles

Subject/Issues	Inspector/spokesman	Alternate Inspector
LANGUAGE I	All national Inspectors	
Early Education Curriculum	Ms Dana MUSILOVÁ	Ms Gisèle DUCATEZ
COMMON CURRICULUM LANGUAGE II	Mr Franz SCHIMEK Mr John FITZGERALD Ms Arlette LOMMEL Ms Birgit SCHUMACHER	
L2 FR	Ms Gisèle DUCATEZ Ms Arlette LOMMEL (secondary)	
L2 EN	Mr John FITZGERALD	Mr Nick CAPRON
L2 DE	Mr Franz SCHIMEK	Ms Birgit SCHUMACHER
MATHEMATICS	Ms Urszula LACZYNSKA	Mr Philippe ROME
DISCOVERY OF THE WORLD	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA
ART	Ms Gabriela DROC	Mr Per-Olov OTTOSSON
MUSIC	Ms Dana MUSILOVÁ	To be replaced
PHYSICAL EDUCATION	Ms Urszula LACZYNSKA	Mr Per-Olov OTTOSSON
EUROPEAN HOURS	Mr Franz SCHIMEK	TO BE REPLACED
NON-CONFESSIONAL ETHICS	M. Phillipe ROME	Ms Els VERMEIRE
ICT (Guidelines)	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA
ONL		
FI/SV	Ms Arja-Sisko HOLAPPA	
GA	Mr John FITZGERALD	
MT	Mr Marvin SPITERI	

2. Secondary cycle

LANGUAGES		Main Inspector	Alternate Inspector
BG	Language 1	Ms Veselina GANEVA	
CR	Language 1	Mr Darko TOT	
CS	Language 1	Ms Renata JURANOVA	
DK	Language 1	Mr Lars DAMKJAER	
	Foreign Language	Mr Lars DAMKJAER	
DE	Language 1	Mr Thilo BUCHMAIER	Ms Karin STEPPAN
	Foreign Language	Ms Karin STEPPAN (LII-IV)	Mr Thilo BUCHMAIER
EL	Language 1	Ms Margarita KALOGRIDOU	Ms Irene RODOSTHENOUS
	Foreign Language	Ms Margarita KALOGRIDOU	Ms Irene RODOSTHENOUS
EN	Language 1	Mr Paul METCALF	
	Foreign Language	Mr Paul METCALF	Ms Linda O'TOOLE
ES	Language 1	Mr Javier GARRALÓN BARBA	
	Foreign Language	Mr Javier GARRALÓN BARBA	
ET	Language 1	Ms Ulla KAMP	
FI	Language 1	Ms Tuulamarja HUISMAN	
FR	Language 1	Mr Jean-Pierre GROSSET-BOURBANGE	
	Foreign Language L2	Mr Jean-Pierre GROSSET-BOURBANGE	
	L3-L4	Ms Els VERMEIRE	Mr Jean-Pierre GROSSET-BOURBANGE
HU	Language 1	Ms Rita KERTESZ	
IT	Language 1	Ms Diana SACCARDO	
	Foreign Language	Ms Diana SACCARDO	

LANGUAGES		Main Inspector	Alternate Inspector
LT	Language 1	Ms Daiva JAKAVONYTE-STASKUVIENE	
LV	Language 1	Ms Olita ARKLE	
MT	Language 1	Ms Maria Dolores COLEIRO	
	Foreign Language	Ms Maria Dolores COLEIRO	
NL	Language 1	Ms Edith NEUTEL	Ms Els VERMEIRE
	Foreign Language	Ms Els VERMEIRE	Ms Edith NEUTEL
PL	Language 1	Ms Urszula LACZYNSKA	
PO	Language 1	Ms Maria-Jose BUGIA	
	Foreign Language	Ms Maria-Jose BUGIA	
RO	Language 1	Mr Sorin-Constantin GIURUMESCU	
SK	Language 1	Ms Jana HANDZELOVÁ	
SL	Language 1	Ms Miriam STANONIK	
SW	Language 1	Mr Alper YILMAZ	Mr Lars DAMKJAER
	Foreign Language	Mr Alper YILMAZ	Mr Lars DAMKJAER
ONL	FI/SV	Ms Tuulamarja HUISMAN	
	MT	Ms Maria Dolores COLEIRO	
	GA	Ms Lynda O'TOOLE	

OTHER SUBJECTS	Main Inspector	Alternate Inspector
BIOLOGY	Mr Max WOLFF	Mr Alex COENEN
CHEMISTRY	Ms Maria Jose BUGIA	Mr Max WOLFF
ECONOMICS	Ms Maria José BUGIA	Mr Helder L. GUEREIRO (P)
ART	Mr Alex COENEN	Ms Irene RODOSTHENOUS
MUSIC	Ms Miriam STANONIK	
PHYSICAL EDUCATION	Mr Marvin SPITERI (P)	
GEOGRAPHY	Ms Maria Soledad IGLESIAS (P)	
ANCIENT GREEK	Ms Margarita KALOGRIDOU	Ms Irene RODOSTHENOUS
HISTORY	Ms Renata JURANOVA	Mr Thilo BUCHMAIER
ICT	Ms Ulla KAMP	
LATIN	Mr Jean-Pierre GROSSET-BOURBANGE	
MATHEMATICS	Mr Alper YILMAZ	Ms Urszula LACZYNSKA
ETHICS	Ms Els VERMEIRE	Mr Philippe ROME (P)
PHILOSOPHY	Ms Els VERMEIRE	Ms Margarita KALOGRIDOU
PHYSICS	Ms Urszula LACZYNSKA	Mr Alper YILMAZ
HUMAN SCIENCES	Ms Renata JURANOVA	Mr Thilo BUCHMAIER
INTEGRATED SCIENCE	Mr Max WOLFF	
RELIGION	Ms Margarita KALOGRIDOU	

Complementary courses

Complementary courses offered in 2015-2016 – revised 2020-2021	Inspector responsible and in charge of the subject
Lab Bio	Biology
Lab Chemistry	Chemistry
Lab Physics	Physics
Computing	ICT
Introduction to economics	Economics
Languages 5 – Dutch, French, Italian, Lëtzebuergesch, Portuguese, Spanish	WG – based on the same principle as for the L2, L3 and L4 syllabuses
Music 2p	Music
Sport	Physical Education
Myth and Society in the Classical World	Latin
Lab Art 2p	Art
History of Art	Art
Technical Drawing	Art
Electronics	Physics
Political Science	History
Sociology	History
Performing Arts and Media	French L1
L5 Russian	Romanian + expert
L5 Chinese	German L2-L4 + expert

3. Areas of expertise

Subject/Topic	PRIMARY CYCLE		SECONDARY CYCLE	
	Inspector/ Spokesperson	Alternate Inspector	Inspector/ Spokesperson	Alternate Inspector
EDUCATIONAL SUPPORT	Ms Dana MUSILOVÁ	Ms Gabriella DROC	Mr Alper YILMAZ	
SCHOOL TRIPS				
CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)	Ms Marija ZVEGLIC		Ms Ulla KAMP (Pres)	
EVALUATION OF TEACHERS	Ms Marija ZVEGLIC		Ms Ulla KAMP (Pres)	
INDUCTION OF NEW TEACHERS	Ms Yvonne GAMMELGAARD		Ms Lynda O'TOOLE	
TRANSITION	Ms Dana MUSILOVÁ		TO BE REPLACED	
DIFFERENTIATION IN PLANNING / TEACHING / LEARNING	Ms Gabriella DROC	Mr Helder LOPO GUERREIRO	Ms Margarita KALOGRIDOU	
ASSESSMENT OF PUPILS	Ms Dana MUSILOVÁ	Mr John FITZGERALD	Mr Lars DAMKJAER	Ms Tuulamarja HUISMAN Mr Max WOLFF
SCHOOLS' SELF-EVALUATION	Mr Helder LOPO GUERREIRO	Ms Urszula LACZYNSKA		
INDUCTION OF NEW INSPECTORS The 2 previous Presidencies:	Ms Maria Soledad IGLESIAS (ES) Ms Gisèle DUCATEZ (FR)		Mr Javier GARRALÓN (ES) Mr Jean-Pierre GROSSET-BOURBANGE (FR)	
STUDENT EXCHANGES			Ms Maria Jose BUGIA	

IV. Inspections

In the European Schools system, the inspectorate performs a dual role. On the one hand, the inspectorate takes the lead in setting the curriculum and the pedagogical objectives, as well as in supporting the quality of education.

On the other hand, the inspectorate is responsible for assessment and evaluation of individuals and of the schools as a whole.

1. *Statutory individual visits to evaluate pedagogical staff 2020-2021*

Seconded teachers:

Evaluation visits to be conducted between September and December 2020 (2nd year of secondment)	151 seconded teachers – confirmation of contract
Evaluation visits to be conducted between September 2020 and June 2021 (5th year of secondment)	147 seconded teachers – extension of contract
TOTAL – 2020-2021	298 seconded teachers have to be evaluated

Locally recruited teachers:

Evaluation visits to locally recruited staff to be conducted in 2020-2021 (4th year)	170* locally recruited teachers
Evaluation visits to locally recruited staff to be conducted in 2020-2021 (permanent contract)	217* locally recruited teachers
TOTAL 2020-2021	387* locally recruited teachers have to be evaluated





TOTAL 2020-2021	685 teachers have to be evaluated
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* estimate

2. Whole School Inspections



Provisional³ Calendar – Long-term planning


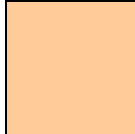
	2016	2017	2018	2019	2020	2021
Alicante			MAY		MAY	
Bergen		NOVEMBER		NOVEMBER		
Brussels I			MAY		MAY	
Brussels II	NOVEMBER		NOVEMBER			NOVEMBER Postponed 03/22
Brussels III			NOVEMBER		NOVEMBER	
Brussels IV	MARCH			MARCH		MARCH
Frankfurt		MAY			Postponed 03/21 Postponed 10/21	OCTOBER
Karlsruhe	MAY		MAY		Postponed 05/21 Postponed 11/21	NOVEMBER
Luxembourg I			MARCH		MARCH	
Luxembourg II		MARCH			MARCH	
Mol		MARCH		MARCH		
Munich		NOVEMBER		NOVEMBER		
Varese	MAY			MAY		MAY
Total	2 DR/2 WSI	2 DR/3 WSI	2 DR/4 WSI	3 DR/2 WSI	4 DR/1 WSI	2 DR/3 WSI

	Follow-up inspection
	Whole school inspection
	Steering Group
	4 or 6 Inspectors (depending on the size of the school)

³Amended by the Joint Teaching Committee at its October 2020 meeting and its February 2021 meeting and by the WG in March 2021 because of the Covid-19 pandemic.

	2022	2023	2024	2025	2026	2027
Alicante		MAY		MAY		
Bergen	MAY		MAY			
Brussels I		NOVEMBER		NOVEMBER		
Brussels II	MARCH		MARCH			
Brussels III			MARCH		MARCH	
Brussels IV			MAY		MAY	
Frankfurt		OCTOBER		MAY		MAY
Karlsruhe		NOVEMBER				
Luxembourg I		MARCH		MARCH		
Luxembourg II	MARCH			MARCH		MARCH
Mol	MAY		MAY			
Munich	NOVEMBER		NOVEMBER			
Varèse			NOVEMBER		NOVEMBER	
Total	1 DR/3 WSI	3 DR/3 WSI	3 DR/3 WSI	3 DR/2 WSI		

 Follow-up inspection
 Whole school inspection

 Steering Group
 4 or 6 Inspectors (depending on the size of the school)

Reports presented at the JBI and JTC meetings of 7, 8 and 9 October 2020:

- Report on the Whole School Inspection of the European School, Luxembourg II 2020-03-D-7-en-1
- Report on the follow-up on the Whole School Inspection of the European School, Brussels I 2020-09-D-2-en-1
- Report on the follow-up on the Whole School Inspection of the European School, Alicante 2020-09-D-3-en-1
- Report on the follow-up on the Whole School Inspection of the European School, Luxembourg I 2020-09-D-4-en-1

Report presented at the JBI and JTC meetings of 9, 10, 11 and 12 February 2021

- Report on the follow-up on the Whole School Inspection of the European School, Alicante 2020-09-D-3-en-3

WSI scheduled in 2020:

- Frankfurt scheduled in May => postponed because of COVID-19, scheduled in October 2021
- Karlsruhe scheduled in November => postponed because of COVID-19, scheduled in November 2021

V. New Inspectors 2020-2021

OCTOBER 2020

COUNTRY	CYCLE	NAME
ESTONIA	P	Ms Ulla KAMP (Secondary Inspector)

FEBRUARY 2021

COUNTRY	CYCLE	NAME
LITHUANIA	S	Ms Daiva JAKAVONYTĖ-STĄŠKUVIENĖ (Primary Inspector)
ROMANIA	S	Mr Sorin-Constantin GIURUMESCU

VI. Results in 2020-2021

Documents/items approved at the October 2020 pedagogical meetings

1.	Final Report on the Whole School Inspection at the European School, Luxembourg II from 2 to 6 March 2020	2020-03-D-7-en-2
2.	Reports on the follow-up on the Whole School Inspection at the European School, Brussels I from 14 May to 18 May 2018	2020-09-D-2-en-2
3.	Reports on the follow-up of the Whole School Inspection at the European School, Alicante from 7 May to 11 May 2018	2020-09-D-3-en-2
4.	Reports on the follow-up on the Whole School Inspection at the European School, Luxembourg I from 12 March to 16 March 2018	2020-09-D-4-en-2
5.	Summary of the second round of Whole School Inspections	2020-09-D-6-en-2
6.	Guidelines for organisation of the Working Groups coordinated by the Pedagogical Development Unit	2018-01-D-18-fr-8
7.	Proposal for a new mandate of the Assessment Primary WG	2020-09-D-27-en-2
8.	Pedagogical Development and Quality Assurance of the European Schools (2019-2020) – Follow-up on 30 June 2020	2019-08-D-11-fr-6
9.	Pedagogical Development and Quality Assurance of the European Schools (2020-2021) – Short and long-term planning	2020-08-D-1-fr-2
10.	Areas of interest and expertise of the Inspectors of the Nursery-Primary and Secondary cycles of the European Schools	2020-02-D-15-fr-en-3
11.	Report on school failures and repeat rates in the European Schools – 2020	2020-09-D-39-en-2
12.	Amendments to the Structure for all syllabuses in the system of the European Schools (2019-09-D-27-en-4)	2020-09-D-15-en-2
13.	Framework for Digital Competence (2019-09-D-36-en-2 and 2019-09-D-50-en-2) - Follow-up on Action 1.1	2020-09-D-50-en-2
14.	Common framework for Whole School Inspections in nursery/primary and secondary cycles	2019-09-D-24-en-4
15.	Harmonised Planning Working Group: Introduction of the Eight Key Competences into the pedagogical planning of the European Schools – postponing the measures to the school year 2022-2023	2020-09-D-43-en-2
16.	Planning of the Dominant Language WG Annex: Guidelines for testing dominant language in N1, N2 on entry to P1, P2 - P5	2020-01-D-63-en-3

Documents/items approved at the February 2021 pedagogical meetings

1.	Quality assurance of the 2021 European Baccalaureate written and oral examinations - Procedure	2021-01-D-2-en-2
2.	Quality Assurance of the 2021 European Baccalaureate written examinations	2021-01-D-4-en-2
3.	European Schools' Criteria for the Assessment of the 2021 Baccalaureate Oral Exams	2021-01-D-3-en-2
4.	Special arrangements for year S5 students for the 2023 European Baccalaureate	2021-01-D-23-en-2
5.	Proposal of the sub-Working group 'Quality assurance – L1' on the 'Harmonised structure of the L1 written and oral examinations in the European Baccalaureate'	2020-01-D-41-en-4
6.	Inspectors who leave the European Schools' System: - Appointment of the persons responsible for the subjects - Replacement in the Working Groups	2021-01-D-43-en-3
7.	Follow-up Report on the Whole School Inspection at the European School, Alicante from 7 May to 11 May 2018	2020-09-D-3-en-3
8.	Guidelines for organisation of the Working Groups coordinated by the Pedagogical Development Unit	2021-01-D-67-fr-2
9.	Procedures for the production, management and publication of the syllabuses of the European Schools – Proposals for changes and updates	2020-09-D-14-en-2
10.	Pedagogical Development and Quality Assurance of the European Schools (2020-2021) – Short and long-term planning	2020-08-D-1-fr-4
11.	Areas of interest and expertise of the Inspectors of the Nursery-Primary and Secondary cycles of the European Schools	2020-02-D-15-fr-en-5
12.	Planning of the Inspectors' 2021 activities	2021-01-D-66-en/fr-1
13.	Biology 4 Periods S6-S7	2020-12-D-27-en-2
14.	Chemistry 4 Periods S6-S7	2021-01-D-51-en-2
15.	Mathematics 3 Periods S6-S7	2021-01-D-52-en-2
16.	Mathematics 5 Periods S6-S7	2021-01-D-53-en-2
17.	Mathematics 3 Periods Advanced level S6-S7	2021-01-D-54-en-2
18.	ONL Irish - Secondary cycle	2020-12-D-3-en-2
19.	Physics 4 Periods S6-S7	2021-01-D-56-en-2
20.	Catholic Religion S1-S3	2021-01-D-11-en-2
21.	Catholic Religion S4-S5	2021-01-D-12-en-2
22.	Catholic Religion S6-S7	2021-01-D-13-en-2
23.	Orthodox Religion	2021-01-D-57-en-2
24.	Decision on 1-year postponement of entry into force of the Early Education Curriculum	2021-01-D-46-en-2
25.	Introduction of the new tools for assessment in the Primary cycle	2021-01-D-38-en-2
26.	Proposed amendment of ' Quality Teaching in the European Schools – Booklet ' (2015-09-D-3-en-3) and 'Evaluation of teachers in the European School system' (2015-09-D-40-en-5)	2020-09-D-62-en-3
27.	Framework and procedure for early identification of pupils' abilities and needs	2021-01-D-29-en-3
28.	Harmonised Planning Working Group – Introducing the Eight Key Competences into the Pedagogical Planning of the European Schools	2020-11-D-40-en-2
29.	Establishing a Central Planning Committee to plan Inspectors' team activities	2020-09-D-29-en-3
30.	Education for Sustainable Development – State of play and Proposals for actions	2021-01-D-65-en-2
31.	CoSup - Revision to the 'Election Procedures of the Pupils' Representatives within the European School System' (2019-01-D-55-en-4)	2021-01-D-68-en-2
32.	CoSup - Student Wellbeing	2021-01-D-80-en-2

Documents/Items approved at the June 2021 BIS meeting

1.	German Language 1 Advanced – S6-S7 NMS	2020-05-D-18-de-4
2.	French Language 2 Advanced NMS	2016-12-D-22-fr-6
3.	External audit of the 2022 European Baccalaureate (University Observation)	Oral
4.	Change to the timeframe for implementation of document 2019-01-D-66-en-1 'Proposals of the Assessment Secondary' Working Group on the written and oral Baccalaureate'	2021-05-D-29-fr-2
5.	Inspectors who are leaving the European School System: - Appointment of the persons responsible for subjects - Replacement in the Working Groups - New Working Groups	2021-05-D-30-fr/en-2