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Multi-Annual Business Plan of the European School System - 2022 - 2024

Approved by the Board of Governors in its meeting at Dubrovnik on 6, 7 and 8 April 2022

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I. Mission statement

The European Schools are educational institutions set up in the European Union's Member States.

The purpose of the Schools is to educate together children of the staff of the European communities.

Convention defining the statute of the European Schools

The mission of the European Schools is to provide all pupils with multilingual broad education of high quality from early education to secondary school, and to equip upper secondary students to adult life and form a basis for further learning.

Decision of the Board of Governors, April 2013

II. Introduction

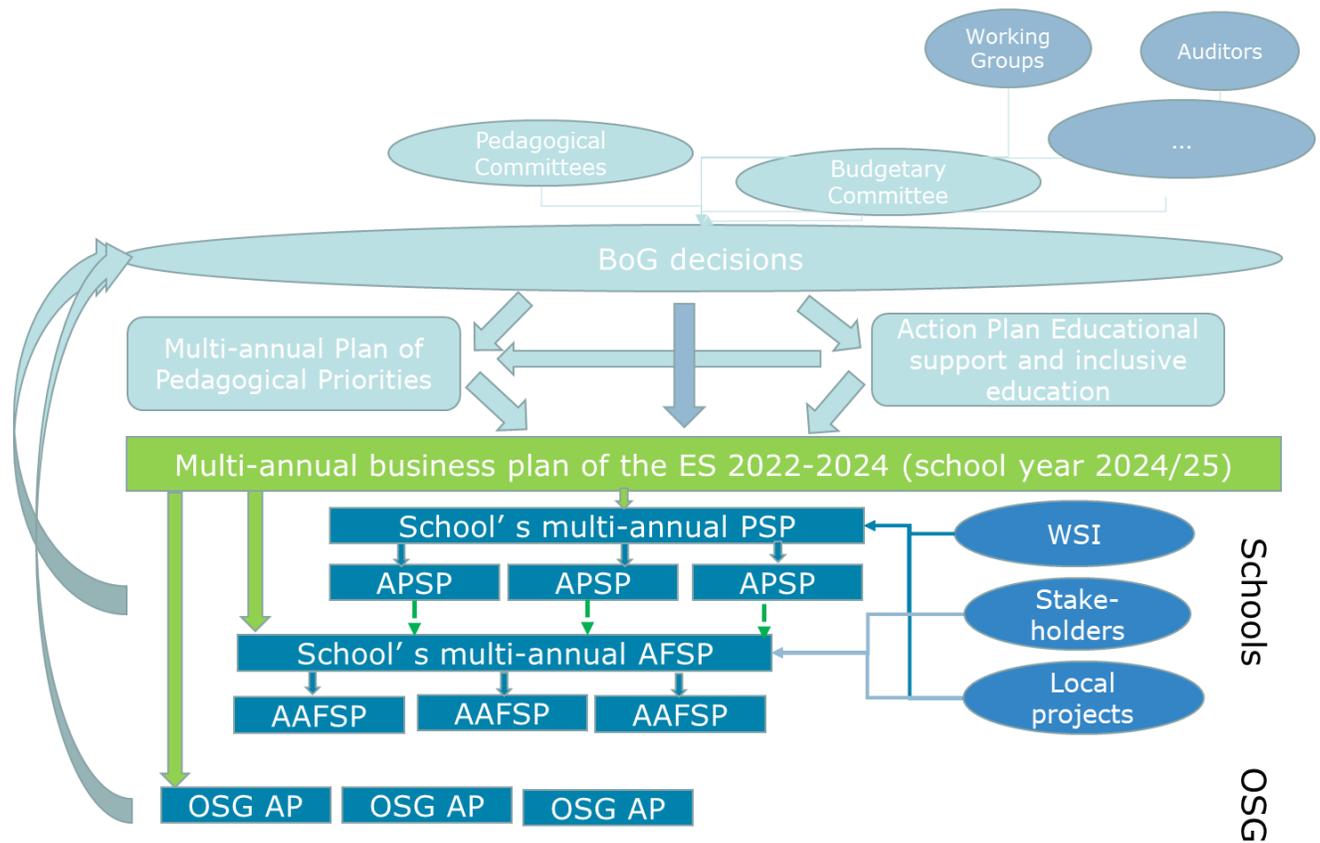
1. Concept of the Multi-Annual Business Plan

This is the second Multi-Annual Business Plan of the European Schools (MABP ES) defining priorities and objectives for the areas Pedagogy, Human Resources, Finance and Administration, IT and the Accredited European Schools (AES) and covering the years 2022 to 2024, including school year 2024/25.

The MABP ES is not a strategic plan but a road map to implement priorities, objectives, and decisions that the governing bodies and particularly the Board of Governors (BoG) have already approved. In the area of pedagogy, the priorities have been defined in form of an *Action Plan on Educational Support and Inclusive Education* (approved in 2018) and a *Multi-annual Plan of Pedagogical Priorities* (approved in 2021). These two documents are the basis for the priorities in these areas.

The MABP ES is the basis for the definition of the annual plans of the Schools (Annual Pedagogical Plan for the school years and Annual Financial and Administrative Plan for the financial years) and the Annual Plan of the Office of the Secretary-General (OSG).

The following graphic explains the concept of the MABP in the context of decisions and other plans:



2. Target areas

The ES have identified seven target areas that will be the focus of the Schools and the OSG's work in the next years. The areas are:

1. Implementation of the educational vision as stated in the Multi-Annual Plan of Pedagogical Priorities
2. Educational support and inclusive education
3. Attractiveness of the European Schools for staff
4. Ensure cost sharing
5. Effective and reliable internal control systems
6. Reliable, available and secure IT services
7. Accredited European Schools (AES)

3. Cross-cutting areas

Two additional areas, sustainability and wellbeing of pupils and staff, are further but not separate areas as they are cross-cutting areas and reflected in one or more of the above mentioned seven target areas.

As regards sustainability as an area in pedagogical development, there are several initiatives taken by the Education for Sustainable Development (ESD) Working Group. The main idea is to make ESD visible at all levels of the system, in particular to make the best practices in different schools visible and making ESD a cross-cutting concept in the curriculum of the European Schools. The aim is to integrate this theme in the framework of the Eight Key Competences, and to create a European Schools-specific framework following the recommendations of the Joint Research Centre of the European Commission.

The ES have started in 2020 to work in a structured way on the wellbeing at work. As a first step the Joint Teachers Working Group supported by other actors of the system mainly Directors, the Security and Safety Officer of the OSG, Administrative and Ancillary Staff Representatives, the Legal Service and Parents developed Guidelines for courses of action for dealing with certain delicate and stressful situations in the ES system. The objective is to guide school management when dealing with harassment and to provide all ES staff tools to combat harassment in a harmonized way. The aim in the next three years is, on the one hand, to put these guidelines into practice, in compliance with the relevant host country legislation and, on the other hand, to continue the development of guidelines focussing on another two topics serious accidents and the potential death of a member of the school community.

Furthermore, particular focus will lay on the close monitoring of the wellbeing of pupils and the revision of the school-specific pupils' wellbeing policies in the light of the new 'Students' Well-Being Policy Framework of the European Schools'.

III. Objectives and attainment descriptors 2022-2024 of the ES system

In the following section of the document the priorities and objectives of each target area are further explained and for each objective one or more performance indicators have been defined to measure the attainment and success of the implementation of the objective.

1. Implementation of the educational vision as stated in the Multi-annual Plan of Pedagogical Priorities

Further to the mission statement, the BoG specified that schooling in the European Schools should be organised in such a way as to offer:

- *“a broad education for most students up to ISCED-2, the curriculum and assessment being designed to prepare for that level;“*
- *“a generally oriented education after ISCED-2, the curriculum and assessment being designed to prepare for ISCED-5.”*

To reflect the changes in the pedagogical area since the adoption of the above-mentioned mission statement, the BOG when approving the Multi-Annual Plan (MAP) of Pedagogical Priorities in April 2021 amended the statement with the following reference to the Key Competences of Lifelong Learning:

- *“Building on the achievements so far, the European Schools system needs to ensure that during their schooling, pupils acquire a balanced portfolio of competences, including academic knowledge, behavioural, social and general skills, such as collaborative approaches, creativity and creative thinking”* (source: 2021-01-D-43, MAP).

For this reason, the MAP of Pedagogical Priorities focuses on embedding the Key Competences in the curriculum (continuing the ongoing work) and proposing changes in the curriculum.

Objective 1: Embed Key Competences (KC) in the pedagogical planning of teachers**Responsible(s):**

- OSG: Deputy Secretary-General, Head of Unit Pedagogical Development and Head of Unit European Baccalaureate
- Schools: Directors and Deputy Directors

Performance indicators

		Status quo in school year 2020-21	Target school year 2024-25
1	Training measures taken in all the ES and AES	<p>Lack of general understanding of the Key Competences.</p> <p>In 2020-2021 7 Video conferences were organized for N/P and Sec Inspectors, Directors, Deputy Directors, Teachers, Central level training events</p>	<p>Shared understanding of the Key Competences and their role in pedagogical planning. The Key Competences are visible in the planning documents as well as in the teaching and learning activities of the school.</p> <p>A variety of learning approaches are promoted to support Key Competences.</p> <p>Each school will have had a series of training events by the end of 2021-2022.</p> <p>Centralized in-service training for subject referents and coordinators.</p> <p>Each new school year: local in-service training. Expected minimum number of trainings: at least one training per cycle per school year.</p> <p>Training for new teachers (as part of the process "Induction of new teachers".</p>

2	Learning Scenarios	Sample Learning Scenarios (LS) are available as from 2020-2021	Learning Scenarios developed at school and system level. At least one LS per each subject (or subject area).
3	Harmonization of the pedagogical planning between Nursery/Primary and Secondary cycles (Pilot Phase 02/2022 - 02/2023) - Entry into force 09/2023	The requirements of the pedagogical planning in the Nursery, Primary and Secondary cycles are not harmonized.	Harmonization of the pedagogical planning between the Nursery, Primary and Secondary cycles is achieved. Centralized and local in-service training to prepare for September 2023. Training for new teachers each new school year as part of the "Induction of new teachers" process.
4	Amended/renewed documents stipulating the role of the pedagogical planning	Article 26 of the "General Rules" mentions the need for forward (pedagogical) planning. Toolkit for evaluation of teachers do not deeply reflect pedagogical planning and the Key Competences in the pedagogical planning process.	Updated and amended Article 26 of the current version of the "General Rules" The toolkit for the evaluation of teachers will be updated regarding the inclusion of the eight key competences in pedagogical planning. Teachers will be evaluated on this criterion from September 2022.

Objective 2: PISA for Schools			
Performance indicators			
		Status quo in school year 2020-21	Target school year 2024-25
1	Test performed in the schools	Not done before	Performance of tests in spring 2022
2	Development and implementation of action plans resulting from PISA reports	Not done before	Implementation of highly important and short-term actions (school year 2022/23) Implementation of highly important and mid-term actions (school year 2023/24)

2. Educational Support and Inclusive Education

As a follow-up of the report on 'Inclusive Education in the European Schools' the ES developed an action plan to implement the educational support policy and to address the recommendations made. In its meeting in April 2019 the BoG approved the 'Action Plan on Educational Support and Inclusive Education' and its timeline (doc. 2018-12-D-34-en-5). Since then, the ES have worked and fully implemented all short-term actions and currently address the mid-term and long-term recommendations. It is the ES' aim to finalize the implementation in the next

three years. An external evaluation of the Action Plan is being carried out by the European Agency for Special Needs and Inclusive Education, whose report will be presented to the Board of Governors in April 2022.

Linked to the implementation of the Action Plan, two parallel actions have been launched and are being implemented: the revision of the Policy on Educational Support and Inclusive Education and the corresponding Procedural Document, and the establishment of the psychologists' roles, duties, and the work frame.

Objective 1: Implementation of the Action Plan on Educational Support and Inclusive Education			
Responsible(s):			
- OSG: Deputy Secretary-General and Central Coordinator for Educational Support and Inclusive Education			
- Schools: Directors and Deputy Directors			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Implementation of remaining mid- and long-term actions	All short-term actions have been addressed and are implemented where applicable on school level	All mid-term actions are addressed and approved on system level and (where applicable) implemented on school level All long-term actions are addressed on system level
2	External Evaluation of the Implementation of the Action Plan	The External Evaluation of the implementation of the Action Plan was/is being developed (between February 2021 and February 2022). The final report will be presented to the BoG in April 2022.	Analysis of the findings and recommendations of the report of the External evaluation. If necessary, define and develop further actions.

Objective 2: Implementation of the revised Policy on Educational Support and Inclusive Education			
Responsible(s): - OSG: Deputy Secretary-General and Central Coordinator for Educational Support and Inclusive Education - Schools: Directors and Deputy Directors			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Implementation of the Policy and Procedural document	The revision of the Policy was approved by the BoG in April 2021 and the Procedural Document is expected to be approved by the Joint Teaching Committee in February 2022.	All Schools get specific, decentralized training/guidance on the revised Policy and the correspondent Procedural document until July 2023. All Schools are familiar with and put in place the Policy and Procedural document.

Objective 3: Implementation of the document on the psychologists' roles, duties and work frame			
Responsible(s):			
- OSG: Deputy Secretary-General and Central Coordinator for Educational Support and Inclusive Education			
- Schools: Directors and Deputy Directors			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Implementation of the principles defined in the document on the psychologists' role, duties, and work frame.	The document on the psychologists' role, duties, and work frame is expected to be approved by the Board of Governors in 2022.	All Schools have access to psychology services The number of psychologists per school approaches the ratio of pupils per school psychologist defined in the document.

3. Solid cost sharing agreement

Until now, the revised Cost Sharing Agreement approved in 2019¹ has not led to a reversal of the current trend, but the % seconded teaching staff decreased further whereas the proportion of locally recruited teaching staff continued to rise.

¹ Agreement approved by written Procedure 2019-21 - Doc. 2019-05-D-36-en-1

In 2021/22 school year, the percentage of seconded teachers dropped for the first time below 50% (48,9%) of the teaching functions ².

The number of **seconded (teaching) staff** has decreased over the last 11 school years from 1.394 seconded teachers³ in the 2011/12 school year to 1.204⁴ in the 2021/22 school year, whilst the **demand for teachers** in a growing system like the European Schools continues to increase from 1.925 teachers (full time equivalent) in the 2011/12 school to 2.463 teachers (full time equivalent) in the 2021/22 school year.

An analysis of the document “Creation and suppression of seconded posts in the nursery, primary and secondary cycles – 2021/2022 school year” (doc. 2020-09-D-40-en-3) demonstrates in particular the lack of seconded teachers native in English, French or German language or having language skills on the level C1, respectively C2, in these languages.

With respect to the current school year 2021/22, a total of around 290 posts, which could have been filled by seconded teachers, had finally to be filled by locally recruited teachers who were either already in the system or needed to be recruited by the schools by the end of last school year.

The ES have started to work on an analysis of the reasons for the failure of the revised cost sharing agreement and to develop ideas to revert the trend. The aim is to deepen this analysis, to develop new proposals for the meeting of the Board of Governors in December 2022 and to agree upon a new cost sharing agreement which shall enter into force in school year 2023/24.

² In the school year 2021/22 – for the first time in the history of the ES – the percentage of locally recruited teachers (51,1%) is even higher than the percentage of seconded teachers (48,9%).

³ The total number of seconded staff including managerial and executive staff and educational adviser amounted to 1.525.

⁴ The total number of seconded staff including managerial and executive staff and educational adviser amounted to 1.328.

Objective 1: Proposal and agreement on a new mechanism of cost sharing			
Responsible(s):			
- OSG: Secretary-General + Enlarged Presidency WG			
- Member States			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Deepen analysis of reasons for failure of current cost sharing agreement and development of new proposals	Current cost sharing agreement does not ensure, an evaluation report has been shared with the BoG in 12/2021	A revised agreement is approved by the BoG in 12/22 and enters into force as of school year 2023/24

4. Attractiveness of ES for staff

In April 2019, the BoG approved several measures to increase the attractiveness of the European Schools for teaching, but also non-teaching staff. Most of these measures entered into force on 1 September 2019.

As mandated by the BoG the ES performed an analysis on the effectiveness of the measures based on surveys conducted with inspectors and management staff. The outcome can be summarized as follows:

a) Outcome with respect to seconded staff

- For the vast majority of Member States, the financial package offered by the European Schools is attractive.
- However, Member States with high national salaries, in particular Germany and Luxembourg, face difficulties to attract seconded teachers despite the newly introduced 'compensation allowance'.
- The problems seem mainly linked to the housing situation at the place of secondment.
- Moreover, a number of Member States (AT, BE, DE, IRL, MT, NL) face difficulties to find qualified teachers with respect to certain subjects. This concerns in particular science subjects (DE, NL), but also certain languages (IRL, MT).
- Two delegations (EE and PL) referred to difficulties to find teaching staff with the required language skills other than their mother language.
- So far, nine delegations made use of the new possibility to prolong secondments beyond a tenth year.
- Moreover, seven delegations made use of the possibility of a second secondment for teachers.
- Finally, the COVID-19 pandemic has had an impact on the secondment process in DE, ES, FIN and IT.

b) Outcome with respect to locally recruited teachers

- In comparison to **international** schools, the package offered at the ES to locally recruited teachers is considered to be still not competitive.
- In some places (Bergen, Karlsruhe) the package is considered being not even competitive with national public schools.
- The salary increase at the ES in Luxembourg (38%) had a very positive impact, while the impact of the salary increase at the ES Frankfurt (5%) and at the ES Karlsruhe (7%) was minor.
- In general, the main requests are linked to:
 - Job security,

- Acknowledgement of professional experience,
 - Access to a pension scheme (for example in Bergen),
 - 13th month salary,
 - School fee reductions,
 - Travel allowance,
 - Job ticket.
- However, it appears that only in a rather low number of cases the offered contract was finally refused by the candidate.
 - The creation of protected posts is considered as a step in the right direction, but the concept should be extended to other critical functions.
 - Only one school (LUX I) made use of the new possibility to offer a contract for an indefinite period as of the first year.

The detailed report with preliminary proposals⁵ has been presented to the BoG in its meeting in December 2021 and the Board discussed the proposals. The discussions will be analysed to present proposals to the Board of Governors in April 2022.

⁵ 2021-10-D-41-en-2 Attractiveness measures for the Teaching Staff of the European Schools – Preliminary Proposals

Objective 1: Increase the number of seconded teaching staff up to a level of 65% of the total of the teaching staff (FTE).			
Responsible(s): - OSG: Secretary-General, Head of Unit HR, Joint Working Group			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Percentage of seconded teaching staff members	Just under 50%	Clear reversal of the trend

Objective 2: Attract and retain qualified locally recruited teaching staff			
Responsible(s): - OSG: Secretary-General, Head of Unit HR, Joint Working Group			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Reduction of number of LRT leaving the Schools due to lack of attractiveness	Around 30% of the LRT leavings are linked to lack of attractiveness and job security.	The number of LRT leaving the schools due to a more attractive offer will be reduced significantly.

2	Increase of number of protected functions	Around 120 (around 5% of the total teaching staff in school year 2021-22 = 2.463)	The scope of protected functions will be increased and cover around 15% of all teaching functions.
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Objective 3: Attract and retain qualified administrative staff (AAS)			
Responsible(s): - Head of Unit HR, AAS Working Group			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Decrease number of successful applicants refusing job offer	Around 20% of candidates did not accept the position offered to them for reasons of attractiveness	Get to 5% (by being more transparent and clearer in recruitment advertisements so as not to raise expectations of unreasonable salary packages)
2	Decrease number of AAS leaving the ES due to lack of attractiveness	Approximately 10% of AAS leave for reasons of lack of attractiveness, but the reasons are often other than the salary aspect: it is more a question of too heavy workload, lack of flexibility in the organisation, interest in the function or the working atmosphere (relations with colleagues)	Reaching a rate of 5% would be acceptable (by insisting on the wellbeing and listening aspects and a better consideration of staff needs)

5. Effective and reliable internal control systems

The ES have implemented as from 2018 a new governance model in the financial area, with more responsibility at central level, and made big steps forward towards an effective and reliable internal control system in previous years. The auditors confirm that improvements have been

made and the number of long-lasting, outstanding recommendations of the Internal Audit Service could be decreased. However, the aim was not yet fully achieved, as the European Court of Auditors still stated in its annual report for the financial year 2020 that it revealed weaknesses in the ICS Systems of the audited Schools and the OSG and that as a result it cannot confirm that the European Schools' financial management is fully compliant with the Financial Regulation and staff regulations. Thus, it continues to be our most important objective in the financial and administrative areas to ensure the complete effectiveness and reliability of our systems, which should be reflected in the opinion of the auditors.

The tools to follow-up on this target are enhanced guidance, trainings, possibly a further centralisation of tasks as an outcome of the simplification working group (e.g., in procurement, payroll, invoicing and human resources), the revision of the Accounting Correspondent's role and regular and spontaneous ex-post controls.

Objective 1: Compliance with Financial Regulation and staff regulations confirmed by the European Court of Auditors			
Responsible(s):			
- OSG: Head of Unit Accounting, Central Accounting Officer, Head of Unit Internal Control			
- Schools: Directors, Deputy Directors for Finance and Administration, Local Accounting Correspondents			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	ECA's conclusion in the annual report	ECA cannot confirm full compliance with Financial Regulation and staff regulations	ECA confirms compliance with Financial Regulation and staff regulations/ No material/significant issues are raised by ECA as a result of its review.
Objective 2: Timely implementation of new critical and very important recommendations of the Internal Audit Service			

Responsible(s):			
- OSG: Head of Unit Internal Control, all Heads of Unit concerned (Executive Coordinator, Head of Unit European Baccaalaureate, Head of Unit ICT + others depending on future audits)			
- Schools: Directors, Deputy Directors for Finance and Administration			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Implementation of all overdue recommendations	N° of overdue recommendations: 5	N° of overdue recommendations: 0
2	Timely implementation of new critical and very important recommendations	N° of outstanding recommendations (not overdue): currently 5, but depending on next audits	No overdue critical and very important recommendations

6. Reliable and secure IT services

During the past years, the development in the field of Information and Communication Technologies has accelerated with the introduction of revolutionary technologies but also due to the introduction of new paradigms and methodologies for the development, delivery, and governance of IT services. This phenomenon is usually addressed as the industrialisation of the IT. Consequently, IT has become mission critical for most businesses and organisations. In the framework of the ES, a similar development took place. The ICT services were transformed from supportive to mission critical services for the core business of the ES. This transformation process has been also accelerated by the COVID-crisis. However,

the ICT services at the ES on a technological and organisational level were not able to keep up with the fast development in the rest of the IT industry. Accordingly, the main strategical goal for the forthcoming years will be to improve and reinforce the ICT services and align them with the current industry standards in the IT-industry.

An important objective will be to improve and modernize the IT-operations from both technological, methodological, and organisational point of view for being able to provide reliable systems and services in a cost-efficient way. Another objective is to clarify and negotiate clear conditions and policies for IT service delivery. A better mutual understanding with the stakeholders regarding the processes for introducing and delivering ICT services would facilitate the IT service management and would contribute to avoid misunderstandings. In the context of the rapidly increasing cyber threats, a high priority objective is the improvement and reinforcement of the ICT security. For the forthcoming years, a major goal will be to transform the current perimeter-protection based IT security solution to a modern zero-trust security model. The monitoring of the user satisfaction is an important task for measuring and understanding the quality of the services delivered. That is part of the objective for achieving a high level of user satisfaction. For improving user satisfaction communication is of crucial importance. Accordingly, the improvement of the ICT communication and training is among the most important strategical objectives.

Another important objective for the ICT unit is to support the Digitalization projects at the ES. However, those projects are highly collaborative by nature and are not solely dependent on the ICT.

Objective 1: Reliable systems and services			
Responsible(s): - OSG: Head of Unit ICT			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Monitoring solutions for ICT systems and services	Not available	Monitoring solutions in place and used
2	Number of incidents and service disruptions	A system for registering incidents has been introduced.	A baseline will be implemented and used. Definitions in place for incident and disruption levels acceptable for the stakeholders.
Objective 2: Clear conditions and policies for ICT service delivery			
Responsible(s): - OSG: Head of Unit ICT			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25

1	Clear SLAs for ICT services	Not available	SLAS in place
2	Change Management processes	Only a few processes implemented	CM processes are defined and Change Advisory Boards in place for all business-critical services.
3	Policy and guidelines for new system introduction	Not available	Policy in place and communicated.
4	Standardized ITC services	Not available	Services in place and organized in a service catalogue available for all stakeholders.
5	Clear and transparent priorities based strictly on business needs shared with stakeholders	Tools and solutions in place	Tools are properly configured, used and shared efficiently.

Objective 3: High level of user satisfaction			
Responsible(s): - OSG: Head of Unit ICT			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Support for solutions measuring user satisfaction	Support available in some systems such as the ticketing system	Solutions in place and used regularly.
2	Surveys to measure several aspects of user satisfaction with the services provided by the ICT unit	Not available	Surveys available and regularly performed and followed up
Objective 4: Improvement and reinforcement of the ICT security			
Responsible(s): - OSG: Head of Unit ICT - Schools: Deputy Directors for Finance and Administration and ICT responsables (if needed)			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25

1	First IT-security assessment performed	The IT security assessment is ongoing, and the report will be available before summer 2022.	Report evaluated and followed up.
2	Implementation of identified action points/recommendations	Not available yet	Action points have been acted upon
3	Regular IT-security audits	Not available yet	Policy and contract in place for regular IT-security audits and assessments carried out by independent third party.
4	Solution for CERT (computer emergency response team)	Not available	Contract with external provider for supporting the ES with CERT services.
5	ICT risk register	Not available	Introduced and updated regularly
6	Zero trust security model	Not available	Introduced and used
Objective 5: Development of digital education			
Responsible(s): - OSG: Head of Unit ICT			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25

1	Develop measures to support the schools during ICT integration	Not available yet	Measures are developed
2	Review, assess and reinforce the supportive tools used for education	Tools exist and are used	Assessment reports and recommendations are available
Objective 6: ICT communication and training			
Responsible(s): - OSG: Head of Unit ICT			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	ICT communication strategy	Not available yet	Communication strategy in place
2	ICT-training policy for administrative staff	ICT training policy exists for the teachers General training policy is available since 2021	Training policy in place for the administrative staff
3	Solution for providing ICT training for the staff	Not available yet	Solution in place
4	Solution for ICT knowledge sharing and documentation	A first system in place	Solution and processes in place and used on daily basis

7. Accredited European Schools (AES) – harmonised implementation of agreements

The number of AES has risen regularly since the system was first opened up over 15 years ago. This means that a harmonised approach to the audits is needed in order to ensure that all schools are working within the Regulations on Accredited European Schools. Changes to the Regulations (approved at the meeting of the Board of Governors in December 2019) and the introduction of the toolkit for audits aim to ensure that the AES have high enough standards to become lighthouses of European education in the national systems.

Schools are audited at least every three years following the framework laid down in the AES Toolkit document (2019-07-D-20-en-6). The toolkit was first used for the Autumn 2020 audits although the Covid-19 pandemic prevented in-school visits meaning that the toolkit was first fully implemented in Autumn 2021. Over the following years, the aim is to use the audit results and feedback from the experts, inspectors and AES directors to ensure that the audit process focuses on the key areas covered by the AES Regulations. Ensuring that standards in the AES continue to rise as a result of focused audits and good discussion and decision-making processes is of great importance for the reputation of the ES.

Objective 1: Sharing of common audit findings			
Responsible(s):			
- OSG: Executive Coordinator, Coordinator for the AES, AES Steering Committee			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	Reduction in repeated audit findings	10 audits were conducted in Autumn 2021. 6 of these were renewal audits. Recommendations from previous audits were repeated in 3 of these audits.	There should be no repeated recommendations.

Objective 2: Review of the audit process and toolkits			
Responsible(s): OSG: Executive Coordinator, Coordinator for the AES, AES Steering Committee			
Performance indicators			
		Status quo in school year 2021-22	Target school year 2024-25
1	The audit process and the toolkits are reviewed in the light of the experiences gained in the audits in the 2020/21 and 2021/22 school year.	Analysis of the toolkit is carried out annually by the AES Steering Committee. A second analysis was thus conducted in the year 2021-22.	A revised audit process and reviewed toolkits are applied after approval by the Board of Governors.