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## **Regulations on Accredited European Schools**

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Approved by the Board of Governors of the European Schools at its meeting of 3-5 December 2024 - Brussels (Hybrid)

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# REGULATIONS ON ACCREDITED EUROPEAN SCHOOLS

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## **TITLE I: GENERAL PRINCIPLES AND DEFINITIONS**

### **Article 1**

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

### **Article 2**

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

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

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

## **TITLE II: ACCREDITATION**

### **Chapter I Accreditation conditions**

#### **Article 3**

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

curriculum and syllabuses, and the same marking system and promotion criteria, as used in the European Schools.

Quality assurance of the Accredited European Schools' education and compliance with the conditions of accreditation shall be subject to scrutiny by the national body responsible for quality assurance in the Member State which applied for the accreditation, by the audit team designated and mandated by the Office of the Secretary-General and through the control exercised over the European Baccalaureate Exam.

The scrutiny performed by the audit team may, in no way, be used as a substitute for inspections carried out in the framework of National quality assurance, where such assurance exists. The scrutiny may, however, be adjusted according to the checks already carried out by the competent national body responsible for quality assurance.

#### **Article 4**

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

1. It offers a minimum of two language sections, including at least one in either English, French or German and one in any other L1 accepted in the European Schools system, ordinarily that of the host country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.
2. It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.
3. Pupils without their own language section receive support to learn the language of the section which they join.
4. Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.

## Article 5

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

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

## Article 6

Teachers should hold a pedagogical qualification in the subjects that they have been employed to teach. The qualification, or recognition of same for non-EU qualifications, should be from one of the EU member states. Teachers must have language competences equivalent to those required for the teachers in the European Schools<sup>1</sup>. The final decision concerning the pedagogical qualifications of a teacher rests with the national body responsible for quality assurance of the EU member state in which the Accredited School is situated.

## Article 7

Accreditation shall also be conditional upon:

1. The existence of an educational support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.
2. The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.

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<sup>1</sup> *Decision of the Board of Governors of 17-19 April 2018 on the control of the level of linguistic competence as part of the procedure for recruitment of non-native speaker teaching and educational support staff (2018-01-D-65-en-3).*

3. Compliance with a minimum and maximum length per teaching period, ensuring that the minimal total teaching time at the Accredited European School corresponds to that allocated in the organisation of studies for the European Schools.

## **Chapter II: Accreditation procedure**

### ***Section 1: Preliminary documents***

#### **Article 8**

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

The File shall be submitted to the Board of Governors, accompanied by the opinion of the Joint Board of Inspectors.

The European Schools reserve the right to postpone the examination of a General Interest File if it is incomplete, not in conformity with the model in Annex I, whose use is mandatory, or if it has been submitted too late to be examined at the nearest meeting.

The Dossier of Conformity must be submitted within three years of the Board of Governors' positive opinion on the General Interest File. If the General Interest File is not followed by a Dossier of Conformity within this period, the General Interest File lapses and the accreditation procedure is terminated. The Secretary-General will inform the Board of Governors of any terminations to accreditation procedures.

#### **Article 9**

If the Board of Governors' approves the General Interest File by a two-thirds majority, the school which is a candidate for accreditation shall, in accordance with the form constituting Annex II to these Regulations, present a Dossier of Conformity.

The Dossier shall be submitted to the Board of Governors for approval accompanied by the opinion of the Joint Teaching Committee.

The European Schools reserve the right to postpone the examination of a Dossier of Conformity if it is incomplete, not in conformity with the model in Annex II, whose use is mandatory, or if it has been submitted too late to be examined at the nearest meeting.

All Dossiers of Conformity will be regularly reviewed by the Office of the Secretary General in keeping with changes of regulations across the system. In cases where the Dossier of Conformity needs to be updated or changed, the Secretary-General will inform the delegation responsible for the

Accredited European School of the necessary updates. This formal notice shall contain a request from the Secretary-General to submit the updated Dossier, within twelve months of the notification. Failure to comply with such a request will be seen as a serious breach, as specified in Article 22d.

## ***Section 2: Accreditation audit***

### **Article 10**

If the Board of Governors' approves the Dossier of Conformity with a two-thirds majority, the school which is a candidate for accreditation shall undergo a prior audit, conducted by the Joint Board of Inspectors.

Each audit team shall comprise a maximum of four members, including at least one inspector. The team can be expanded with one or two external experts or mandated representatives of the Secretary-General, when deemed appropriate.

The European Schools decide on the composition of the audit team according to the profile and structure of the school.

In no case, for any type of audit, will members of the pre-audit or audit team be nationals of the country in which the audit is taking place. These regulations, regarding composition of the audit teams, are valid for audits concerning both initial accreditation and renewals of accreditation.

### **Article 11**

The candidate school shall send a self-evaluation report and all the documents requested by the Office of the Secretary-General by the deadline given when the documents are requested. The self-evaluation report shall be produced in accordance with the form provided in the relevant Toolkit. The documents will be scrutinised by an Expert and a pre-audit report will be written.

### **Article 12**

After having scrutinised the pre-audit report and any other necessary documents, the audit team shall visit the candidate school, where it shall carry out the minimum checks required by the Board of Governors in accordance with the forms and methods laid down for an audit, as seen in Annex IV. In addition, the audit team shall obtain full information and shall ask any questions that it deems relevant with regard to the objectives of the audit.

### **Article 13**

The audit team shall produce an audit report, taking account of the catalogue of general criteria and indicators appearing in Annex V to these Regulations and in compliance with the forms provided in the relevant Toolkit.

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

The school will also write and submit an Action Plan according to the forms and deadline indicated in the relevant Toolkit.

Feedback on the Action Plan shall be provided to the school who will, in accordance with deadlines set by the Office of the Secretary-General and using the relevant toolkit, submit a report on the progress of their Action Plan and their Compliance for evaluation by an Expert.

### ***Section 3: Decision of the Board of Governors***

#### **Article 14**

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

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

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

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

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

For accreditation covering years 6 and 7, the Member State in which the Accredited School is located shall submit a Dossier of Conformity in accordance with the form constituting Annex III to these regulations. If the Board of Governors' approves the Dossier of Conformity with a two-thirds majority then the procedure outlined in Articles 10-14 shall be enacted. The European Schools reserve the right to postpone the examination of a Dossier of Conformity if it is incomplete, not in conformity with the model in Annex III, whose use is mandatory, or if it has been submitted too late to be examined at the nearest meeting.



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

#### ***Section 4: Renewal of accreditation***

#### **Article 15**

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

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

The audit for renewal shall, in principle, cover the minimum checks required by the Board of Governors in accordance with the forms and methods laid down for a 'standard' audit (see Annex IV).

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

The school will also write and submit an Action Plan according to the forms and deadline indicated in the relevant Toolkit.

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

The decision to renew accreditation shall automatically carry with it the power for the Secretary-General to renew, as the case may be, the Accreditation Agreement or the Additional Agreement, the templates for which appearing, respectively, in Annex VIII and Annex IX to these Regulations.

### **TITLE III: IMPLEMENTATION OF THE ACCREDITATION AGREEMENT**

#### **Article 16**

Once the Dossier of Conformity has been approved by the Board of Governors;

1. The pedagogical and managerial staff of the Accredited European School may receive any in-service training provided by the European Schools subject to the conditions laid down in Article 17.
2. Teaching material specific to the European Schools, *inter alia* the documents Intermath and the Human Sciences European File, shall be supplied to the Accredited European School at cost price, plus any tax of any kind generally levied, for whatever reason, by the public authorities. This material shall be transported under the responsibility and at the expense, risk and peril of the Accredited European School.

#### **Article 17**

All the costs entailed by accreditation and its effects, without reservation or exception, will be covered by a contribution to the budget of the Office of the Secretary General, according to the Board of Governors decision on Accredited European School cost neutrality. In accordance with the aforementioned decision on cost neutrality, this contribution will be requested from the Delegations which host Accredited European Schools in their territory. The decision on whether the Delegation or the Accredited School pays the contribution remains within the competence of each Delegation. However, in any case, the Delegations which host Accredited European Schools in their territory will remain liable to the Office of the Secretary-General of the European Schools for the contribution. No financial burden in the form of additional expenditure will weigh on the budget of the European Schools.

#### **Article 18**

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

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

Pupils of the Accredited European School who, at the end of year 7, fulfil the academic conditions for access to the European Baccalaureate shall be eligible to take the examination, subject, to registration at the School.

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

This organisation includes the use of the same technological tools as the European Schools when it cannot be done otherwise, as is the case, for example, with respect to the technical constraints associated with the printing of the diploma.

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

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

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

## **Article 19**

The Accredited European School shall inform the European Schools at the earliest possible moment of any matters which could affect the proper implementation of the Accreditation Agreement and shall transfer its data, including personal data, as far as they are necessary to this implementation.

On a yearly basis, by 15 October at the latest, the Accredited European School shall provide the European Schools, as a minimum requirement, with the data as referred to in Annex X to these Regulations.

All data transferred by the Accredited European School shall be processed solely for the purposes of the performance, management and monitoring of the Accreditation without prejudice to possible transmission to the bodies charged with monitoring or inspection task in application of Union law.

The European Schools ensure that data protection rules pursuant to the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 (General Data Protection Regulation) shall be strictly observed when handling the data received from the Accredited European School.

## **Article 20**

The Accredited European School, through their Head of Delegation, shall inform the European Schools, in writing, of any departure from the Dossier of Conformity with respect to its structure (including, but not limited to: creation or closure of a language section, opening or closure of a cycle, use of another building). It is the responsibility of national inspectors to report such changes to the committees where they sit. The Secretary-General shall present these changes to the Board of Governors at the next scheduled meeting. The information shall be annexed to the Dossier of Conformity of the concerned Accredited School, along with the notification detailing the changes. The compliance of the changes with these Regulations shall be checked at the nearest audit.

In exceptional cases, left to the discretion of the Secretary-General, a decision of the Board of Governors may be requested for the change. The decision, which shall be given by a two-thirds majority, shall be annexed to the Dossier of Conformity of the concerned Accredited School, along with the notification detailing the changes. The compliance of the changes with these Regulations shall be checked at the nearest audit.

## **TITLE IV: EXPIRY OF ACCREDITATION**

### **Article 21**

Without prejudice to the right to withdraw accreditation enjoyed by the Board of Governors pursuant to Article 22, and unless renewal has been applied for and obtained under the conditions set out in Article 15, accreditation shall automatically be terminated, without notice or compensation, at the end of the three-year period laid down in the second paragraph of Article 14.

### **Article 22**

In the event of a serious breach, and without prejudice to any damages, the Board of Governors may, on a proposal from the Secretary-General, withdraw accreditation on the basis of a reasoned decision. In exceptional cases left to the discretion of the Secretary-General, the withdrawal may be preceded by a formal notice to cease and desist.

The following shall be regarded as serious breaches:

- a. non-payment of the sums due under Article 17;
- b. the existence of serious risks to pupils' safety and security or health on the Accredited European School's premises or on account of its staff;
- c. clear infringement of one or more of the conditions laid down in the Dossier of Conformity;
- d. non-compliance with the provisions of the Accreditation Agreement or of these Regulations.

## Article 23

When he/she finds that there has been a serious breach within the meaning of Article 22, the Secretary-General shall send to the delegation responsible for the Accredited European School and to the Accredited European School formal notice to desist from any further such breach; he/she shall notify the Board of Governors without delay of the sending of such formal notice.

The formal notice shall contain an invitation from the Secretary-General to desist from the serious breach found, within one month of the notification of it.

However, depending on the nature and seriousness of the breach found and on the time required for the Accredited European School to desist from any further such breach, the Secretary-General of the European Schools may extend this one-month period by up to twelve months.

If the Accredited European School fails to comply with the demands made in the formal notice, the Secretary-General shall propose to the Board of Governors that the accreditation is withdrawn.

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

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

In the event where a formal notice is sent, the Accredited European School shall be required to submit an action plan to the Board of Governors whose implementation shall take place during the period of time stated in the formal notice. At the end of this period, based on a self-evaluation report and, where relevant, after commissioning an audit team on site, the Board of Governors shall decide to either withdraw the formal notice or withdraw the accreditation.

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

## **TITLE V      DISPUTES**

### **Article 24**

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

The law applicable to these Regulations shall be Belgian law.

## **TITLE VI:    TRANSITIONAL AND REPEAL PROVISIONS**

### **Article 25**

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

### **Article 26**

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

## Annex I: General Interest File Template

### Article 8:

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

*The File shall be submitted to the Board of Governors accompanied by the opinion of the Joint Board of Inspectors.*

*The European Schools reserve the right to postpone the examination of a General Interest File if it is incomplete, not in conformity with the model in Annex I, whose use is mandatory, or if it has been submitted too late to be examined at the nearest meeting.*

The General Interest File should be sent to the Secretary-General for the European Schools by 1 January (for discussion at the February Joint Board of Inspectors) and 1 September (for discussion at the October Joint Board of Inspectors)

## Section 1: Introduction

Submitted by:	<i>(Name of delegation)</i>	
Project:	<i>(School name)</i>	
Intended location or school address:		
Contact details <sup>2</sup> :	Title and name of main contact:	
	Role of main contact:	
	Phone number:	
	Email address:	
	School website, if possible.	

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<sup>2</sup> Ideally, these should be for the school. If not, please put in details for a contact person and state their function.



## Section 2: Reasons for European Schooling

a. What is the main reason for applying for an Accredited School?

	Please name it
Presence of an EU institution	
International businesses	
Other	

b. i. Advantages at an educational level

Who is the target for this schooling?	
Why do they require European Schooling?	

ii. Advantages for the Member State

Is there any European Schooling already on the territory?	
How does the Member State envisage that having an Accredited European School on their territory will be advantageous for them?	

### Section 3: Description of the project

Briefly state the origins of this project.	
In what year will the school open?	
Please give a 5-year overview of the year groups and language sections you expect to open.	
What is the predicted maximum size (student numbers) of the school?	
Does the school plan to offer the Baccalaureate? If so, what year is the first session planned for?	

Section 4: Description of the resources offered to carry out the project

a) Does the school already have a building/site?  Yes  
 No

b) Is the building/site ready for immediate use?  Yes  
 No

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c) If no, what resources will be used and when will the building be ready to be used?

d) What other resources will be available to the school?

Source of financing <i>(please add detail)</i>	
Other <i>(please add detail)</i>	

e) Explain clearly how links will be established and maintained between the school and the national delegation.

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Section 5: Any other essential information deemed necessary

Annexes can be attached if required. However, please limit to the strict necessities, as further information will be required in the Dossier of Conformity.

## Annex II: Dossier of Conformity, N-S5

<< School name, Requesting Delegation >>

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## Section 1: General information

### **a. Contact information**

School name	
Address	
Phone	
Email	
Website	

### **b. School status**

State	
Private (please provide details)	
Mixed (please provide details)	
Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:	

### **c. Reason for the introduction of European Schooling**

	Please give details
European Institution or Agency <input type="checkbox"/>	
International Institution <input type="checkbox"/>	
Other <input type="checkbox"/>	

**d. Students**

Number of pupils predicted over the next 5 years:

	20xx	20xx	20xx	20xx	20xx
Nursery					
Primary					
Secondary					
TOTAL					

**e. Management**

<u>Role (can be renamed)</u>	<u>Name</u>	<u>Qualifications</u>
Director		
Deputy director (secondary)		
Deputy director (primary)		
Administrator		
Principle educational advisor		
Other		
Other		

**f. Connected authorities<sup>3</sup>**

<u>Name of authority and its connection to the school</u>	<u>Members (names and functions)</u>

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<sup>3</sup> For example, regional/city educational authorities or private educational organisations

**g. Monitoring**

Will the school be inspected or monitored by national inspectors or other authorities?

Yes

No

If yes, please describe the main principles of this inspection/monitoring here:

Section 2: Pedagogical Equivalence

**a. Summary**

What part of the school is devoted to European Schooling?

- Whole part
- Section / part of school

If 'section/part of school', please explain.

**b. Organisation of European Schooling**

i. Complete the table below to show which teaching levels are planned.

<u>Year group</u>	<u>Planned year of first opening</u>	<u>In which sections?</u>		
		<u>How many students?</u>		
Nursery		<sup>4</sup>		
		<sup>5</sup>		
Primary 1				
Primary 2				
Primary 3				
Primary 4				
Primary 5				

<sup>4</sup> Name language sections here

<sup>5</sup> Write the number of students here



Secondary 1				
Secondary 2				
Secondary 3				
Secondary 4				
Secondary 5				

ii. If some teaching levels are not provided by the school, please explain links to other schools which do provide this missing provision:

iii. Will you offer the European baccalaureate<sup>6</sup>?  Yes  
 No

Planned date of first Baccalaureate exam session: Summer \_\_\_\_\_

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<sup>6</sup> Please note, a separate Dossier of Conformity must be presented for the Additional Accreditation Agreement for the Baccalaureate Cycle.

**c. Languages**

i. Language sections

*Article 4.1: It offers a minimum of two language sections, including at least one in either English, French or German and one in any other L1 accepted in the European Schools system, ordinarily that of the host country. Any deviation from that provision shall be mentioned in the Dossier of Conformity and be brought to the attention of the Joint Teaching Committee and the Board of Governors by the Secretary-General. Each deviation shall be expressly agreed upon before, where appropriate, an opinion is expressed or a decision is reached.*

Section in vehicular language:	<input type="checkbox"/> DE <input type="checkbox"/> EN <input type="checkbox"/> FR
Section in host county language, if different from vehicular language (please specify)	
Section in other language (please specify)	

If deviating from article 4.1, please state how and why.
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ii. Provision of a first foreign language (L2)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school offer English, French and German as L2?

- Yes
- No

If no, please provide a justification here.
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If different from English, French or German, will the school offer the HCL as L2?

- Yes
- No

State HCL here: \_\_\_\_\_

iii. Language of the country (Non-binding objective)

Do pupils learn the language of the country in which the school is based?

- Yes, compulsory
- Yes, optional
- No

iv. Which L1s, not covered by the language sections offered, do you anticipate having in your student population?

v. L1 and language support

*Article 4.2: It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.*

Will L1 provision be made for students who do not have their own language section?

- Yes
- No

If yes, under what conditions? E.g. number of students per group

If yes, how do you plan to provide this tuition?

<u>Provider</u>		<u>Frequency</u>
Teacher at the school	<input type="checkbox"/>	
Distance learning techniques	<input type="checkbox"/>	
In cooperation with the European Schools	<input type="checkbox"/>	
In cooperation with other school or embassies	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	

Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.

Will the school organise language support for the pupils without their own language section to learn the language of the section which they join?

- Yes
- No

If yes, under what conditions?

If yes, how do you plan to provide this tuition?

<u>Provider</u>	<u>Frequency</u>
Teacher at the school <input type="checkbox"/>	
Distance learning techniques <input type="checkbox"/>	
In cooperation with the European Schools <input type="checkbox"/>	
In cooperation with other school or embassies <input type="checkbox"/>	
Other (please specify) <input type="checkbox"/>	

vi. Subjects taught through the L2 up to S5

- As European Schools
- Other (please explain)

vii. Subject taught through the host country language (HCL) up to s5

*According to the 'Organisation of Studies' of the European Schools (2011-01-D-33-en-9) Article 2.5 b, Art, Music and PE can be taught in EITHER the L2 or the host country language (HCL). However, in compliance with 2019-01-D-19, students must be taught Art, Music and PE in a language that they already study.*

- As European Schools
- Other (please explain)

viii. L3 (second foreign language) and L4 (third foreign language)

*Article 4.4: Language learning provision in terms of Languages II, III and IV complies with the Regulations in force in the European Schools, more especially with the provisions of the General Rules of the European Schools and with the particular decisions of the Board of Governors concerning the teaching of languages. Exceptions to the aforementioned regulations may, however, be proposed by the school which is a candidate for accreditation at the time of submission of the Dossier of Conformity and must, where applicable, be approved by the Board of Governors.*

Will the school make any exception to the regulations in place in the European Schools for L3 and L4 language learning provision?

- Yes  
 No

If yes, please state what exceptions are planned:

**d. Pedagogical content**

i. If the school will vary from the European School curriculum in the years N-S5, please state what variations will occur and why.

ii. If the school will deviate from the European School syllabi in any subject in the years N-S5, please fill in the table below (which may be enlarged if necessary.)

Subject involved	Year group(s) involved	Description of deviation	Reasons for deviation

- iii. What is the school's policy for class creation in relation to number of students? E.g. will classes be created with 1 student? Will there be combined teaching with consecutive year levels?

iv. Schedules

How long are lessons in the secondary school? \_\_\_\_\_ minutes  
 How long are lessons in the primary school? \_\_\_\_\_ minutes  
 How many teaching days per year? \_\_\_\_\_ days

Please include, as an annex, a generic schedule i.e. subjects and numbers of hours only, for:

Nursery

Primary 1

Primary 3

Secondary 3

Secondary 5

**e. Communication with parents**

Type of communication			How frequently?
School reports	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Meetings	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Email	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Post	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Newsletter	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Website	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
E-platform	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Other	Yes	<input type="checkbox"/>	
	No	<input type="checkbox"/>	

**f. Links with the European Schools system**

Please outline here, briefly, any links that the school has with another European or Accredited European School.

Section 3: resources

**a. Teaching staff**

i. In accordance with the planned number of students stated in section 2, outline below how many teaching staff you plan to employ over the next 5 years.

Year	FTE <sup>7</sup>

ii. Who will cover the cost of the staff?

- National Authority
- School
- Combination (please explain)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

iii. Who recruits the teaching staff?

- National Authority
- School
- Other (please name) \_\_\_\_\_
- Combination of groups (please explain)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b. Evaluation, recruitment and in-service training**

i. Complete the table to describe how the teaching staff will be evaluated.

<u>Evaluation by</u>	<u>Frequency</u>
Director <input type="checkbox"/>	
National body for quality assurance <input type="checkbox"/>	
Other (specify and <i>add lines as necessary.</i> ) <input type="checkbox"/>	

<sup>7</sup> FTE – Full Time Equivalent



- ii. Does the school have a Professional Development Policy?  Yes  
 No

If yes, please outline the policy here.

**c. Buildings and facilities**

<u>Room type</u>	<u>Number of rooms</u>
Nursery classrooms	
Primary classrooms	
Secondary classrooms	
Library	
Gym	
ICT room	
Art room	
Music room	
Equipped science labs	

**d. Assessment**

What assessment guidelines will be used at the school?

	National	European Schools	Other (please specify)
Nursery			
Primary			
Secondary 1-5			

Section 4: Educational support system

*Article 7.1: Accreditation shall also be conditional upon the existence of an educational support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.*

i. Is there an educational support system in place?

- Yes  
 No

ii. What is the policy in place to support children with special educational needs?

- National  
 European Schools  
 Tailor-made

iii. Outline the main principles of the educational support policy in the box below.

iv. Who is in charge, in the school, of the implementation of the educational support policy?

\_\_\_\_\_

v. Who is in charge of preparing the requests for special arrangements for the Baccalaureate cycle? (See document 2015-05-D-12, Annex VII. This needs to be carried out during the students' s5 year.)

\_\_\_\_\_

Section 5: TARAC (Teaching about Religion and Civics)

*Article 7.2: Accreditation shall also be conditional upon the existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.*

- i. Will religion/ethics be taught?             Yes  
                                                                  No

ii. If not, please outline what will be taught in its place.

Section 6: The European Specificity

How will the school ensure that the European specificity is fulfilled:	
in the nursery?	
in the primary?	
in the secondary?	
in extra-curricular activities?	

Annexes (as requested)

## Annex III: Dossier of Conformity, S6-S7

<< School name, Requesting Delegation >>

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N.B. The OSG will already possess a large amount of essential information, from the N-s5 DoC and previous audits, so this DoC is exclusively related to the Baccaalaureate level.

## Section 1: General information

### a. Contact information

School name	
Address	
Phone	
Email	
Website	

### b. School status

State <input type="checkbox"/>	(No further details required)
Private (please provide details) <input type="checkbox"/>	
Mixed (please provide details) <input type="checkbox"/>	
Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:	

### c. Reason for the introduction of European Schooling

	<u>Please give details</u>
European Institution or Agency <input type="checkbox"/>	
International Institution <input type="checkbox"/>	
Other <input type="checkbox"/>	

### d. Brief history

Date school first opened	
Year groups at first opening	
Date of first accreditation agreement signing	
Dates of subsequent signings	

Briefly outline the growth of the school since it first opened	<i>Graphs/statistics can be added in an Annex</i>
----------------------------------------------------------------	---------------------------------------------------

**e. Management**

<u>Role (can be renamed)</u>	<u>Name</u>	<u>Qualifications</u>
Director		
Deputy director (secondary)		
Person responsible for the Baccalaureate		
Principle educational advisor		
S6/7 Cycle co-ordinator		
Other		
Other		
Other		

**f. Students**

Number of students predicted over the first 5 years of the Bacculaureate cycle:

	20xx	20xx	20xx	20xx	20xx
s6					
s7					
TOTAL					



Section 2: Pedagogical Equivalence

**a. Summary**

What part of the school is devoted to European Schooling?

Whole part

Section / part of school

**b. Organisation of European Schooling**

Which teaching levels are planned?

Secondary 6

<u>Language section</u>	<u>Planned first year of opening</u>	<u>Number of students</u>

Secondary 7

<u>Language section</u>	<u>Planned first year of opening</u>	<u>Number of students</u>

**c. Languages:** Mother tongue/dominant language and language support

*Article 4.2: It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.*

In s6 & s7, will L1 provision be made for students who do not have their own language section?

Yes

No

If yes, under what conditions? E.g. number of students per group

If yes, how do you plan to provide this tuition?

<u>Provider</u>		<u>Frequency</u>
Teacher at the school	<input type="checkbox"/>	
Distance learning techniques	<input type="checkbox"/>	
In cooperation with the European Schools	<input type="checkbox"/>	
In cooperation with other school or embassies	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	

*Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.*

In s6 & s7, will the school organise language support for the pupils without their own language section to learn the language of the section which they join?

Yes

No

If yes, under what conditions?

If yes, how do you plan to provide this tuition?

<u>Provider</u>	<u>Frequency</u>
Teacher at the school <input type="checkbox"/>	
Distance learning techniques <input type="checkbox"/>	
In cooperation with the European Schools <input type="checkbox"/>	
In cooperation with other school or embassies <input type="checkbox"/>	
Other (please specify) <input type="checkbox"/>	

**d. Pedagogical content**

i. Which subjects will be offered to S6 & s7 students?

<u>Subject</u>	<u>Cross if subject offered</u>	<u>Level (e.g. Advanced, Basic, complementary etc)</u>	<u>Language offered in</u>	<u>How many lessons per week?</u>
Language 1	<input type="checkbox"/>			
Language 2	<input type="checkbox"/>			
Language 3	<input type="checkbox"/>			
Language 4	<input type="checkbox"/>			
Language 5	<input type="checkbox"/>			
Maths	<input type="checkbox"/>			
Biology	<input type="checkbox"/>			
Chemistry	<input type="checkbox"/>			
Physics	<input type="checkbox"/>			
Science Technology and Society	<input type="checkbox"/>			
Economics	<input type="checkbox"/>			
Geography	<input type="checkbox"/>			
History	<input type="checkbox"/>			
Philosophy	<input type="checkbox"/>			
Art	<input type="checkbox"/>			
Political Science	<input type="checkbox"/>			
Ancient Greek	<input type="checkbox"/>			
Latin	<input type="checkbox"/>			
Sport	<input type="checkbox"/>			
Music	<input type="checkbox"/>			
Sociology	<input type="checkbox"/>			
Lab Bio	<input type="checkbox"/>			
Lab Chem.	<input type="checkbox"/>			
Lab Physics	<input type="checkbox"/>			
	<input type="checkbox"/>			
	<input type="checkbox"/>			

(You may add other complementary courses – see syllabuses available on [www.eursec.eu](http://www.eursec.eu))

(Religion and ethics considered separately in section 5.)

- ii. What is the school's policy for class creation in relation to number of students? E.g. will classes be created with 1 student? Will there be combined teaching? (e.g. Geography 2-period and 4-period together, Maths 5 in L2, consecutive year levels)

- iii. Schedules

How long are lessons? \_\_\_\_\_ minutes

How many teaching days per year? \_\_\_\_\_ days

Please include, as an annex, a generic schedule (subjects and hours) for an S6 student.

**e. Links with the European Schools system**

Please outline here, briefly, any links that the school has with another European or Accredited European School, with a specific focus on the Baccalaureate cycle.

**f. Careers guidance and orientation**

i. Who is in charge of careers guidance and orientation? \_\_\_\_\_

ii. Fill in the table below for orientation in s4 and s5.

<u>Session</u>	<u>Time of year</u>	<u>Topic</u>	<u>Who delivers the sessions?</u>
1			
2			
3			
4			
5			

How do these sessions ensure a smooth transition from s5 to s6?

iii. Fill in this table for orientation sessions in s6 and s7.

<u>Session</u>	<u>Time of year</u>	<u>Topic</u>	<u>Who delivers the sessions?</u>
1			
2			
3			
4			
5			

**g. Pupil attendance**

How will pupils' attendance be monitored?

	Attendance
S6	
S7	

Section 3: resources

**a. Teaching staff**

i. In accordance with the planned number of students stated in section 2, outline below how many teaching staff you plan to employ over the next 5 years.

Year	FTE <sup>8</sup>

ii. Who will cover the cost of the staff?

- National Authority
- School
- Combination (please explain)

\_\_\_\_\_

\_\_\_\_\_

iii. Who recruits the teaching staff?

- National Authority
- School
- Other (please name) \_\_\_\_\_
- Combination of groups (please explain)

\_\_\_\_\_

\_\_\_\_\_

**b. Evaluation, recruitment and in-service training for s6 and s7 teachers**

i. How will teaching staff be evaluated?

<u>Evaluation by</u>	<u>Frequency</u>
Director <input type="checkbox"/>	
National body for quality assurance <input type="checkbox"/>	
Other (specify and <i>add lines as necessary.</i> ) <input type="checkbox"/>	

<sup>8</sup> FTE – Full Time Equivalent

ii. What are the roles and tasks of the person responsible for the Bacculaureate?

iii. How will teachers be trained to teach the Bacculaureate courses and to follow the regulations?

<u>In-service training by</u>	<u>Frequency</u>
School <input type="checkbox"/>	
National organisation (specify) <input type="checkbox"/>	
European School (specify) <input type="checkbox"/>	
Other (specify and <i>add lines as necessary.</i> ) <input type="checkbox"/>	

iv. How will teachers be informed about the organisation and regulations of the Bacculaureate?

<u>In-service training by</u>	<u>Frequency</u>
School (specify person) <input type="checkbox"/>	
European School (specify) <input type="checkbox"/>	
Other (specify and <i>add lines as necessary.</i> ) <input type="checkbox"/>	

**c. Buildings and facilities for s6 and s7 courses**

<u>Room type</u>	<u>Number</u>
Secondary classrooms	
Library	
Gym	
ICT room	
Art room	
Music room	
Equipped science labs	

**d. Assessment**

How will the school ensure harmonisation of pre-baccalaureate exams?



Section 4: Educational support system

*Article 7.1: Accreditation shall also be conditional upon the existence of an educational support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.*

i. Is there an educational support system in place for Baccaalaureate level students?

Yes

No

ii. What is the policy in place to support children with special educational needs, at the Baccaalaureate level?

National

European Schools

Tailor-made

iii. Outline the main principles of the educational support policy in the box below.

iv. Who is in charge, in the school, of the implementation of the educational support policy?

\_\_\_\_\_

v. Who is in charge of putting in place the approved special arrangements, for pupils with special needs, in the tests and examinations at the Baccaalaureate level?

\_\_\_\_\_

Section 5: TARAC (Teaching about Religion and Civics)

*Article 7.2: Accreditation shall also be conditional upon: The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.*

i. Will religion/ethics be taught?

Yes

No

ii. If not, please outline what will be taught in its place.

Section 6: The European specificity

How will the school ensure that the European specificity is fulfilled:

in S6?

in S7?

in extra-curricular activities?

Annexes (as desired)

## Annex IV: Procedure for conducting audits: minimum checks

See documents 2024-08-D-9, 2024-08-D-10, 2024-08-D-11, 2024-08-D-12 and 2024-08-D-13, which outline the process and provide templates for audits in Accredited European Schools.

## Annex V: Catalogue of general criteria and indicators for accreditation

Criteria from the audit report form	Indicators/clarification
<b>I. Pedagogical content &amp; equivalence</b>	
That the curriculum is in compliance with the European Schools	AES regulations: Article 3 Check DoC, section 2di for exemptions, if necessary.
That the Baccaulaureate is offered in accordance with the Regulations on Accredited Schools AND the Arrangements for Implementing the Regulations for the European Baccaulaureate.	AES regulations: Articles 3 & 18 No exemptions possible.
<b>II. Language Conditions</b>	
That the language sections are in compliance with the Rules on Accredited European Schools	AES regulations: Article 4.1 Check DoC, section 2ci for exemptions, if necessary.
That the Language Policy is in compliance with the European Schools	AES regulations: Article 4.2 DoC Section 2c(v) gives the schools accepted criteria for this provision.
That SWALS provision is in compliance with the European Schools / Dossier of Conformity	AES regulations: Article 4.3 DoC section 2c (v) outlines how the school will provide this provision.
	DoC section 2c (viii) states if the school will diverge from the ES standards for L3 and L4.
	DoC section 2c (ii) shows if the school has an agreed exemption from teaching all 3 vehicular languages at L2 level.
<b>III. Quality Assurance</b>	
Teachers	AES regulations: Article 6 No exemptions possible.
Pupils	AES regulations: Article 2 No exemptions possible.
European specificity	AES regulations: Article 3 DoC, section 6 outlines how the school will promote their European specificity.
<b>IV. Specific Conditions in Article 7</b>	
Educational support system	AES regulations: Article 7.1 DoC, section 4 outlines how the school will provide their Educational support system
TARAC (Teaching about Religion and Civics)	AES regulations: Article 7.2 DoC, section 5 outlines how the school will provide their TARAC courses.
Teaching time	AES regulations: Article 7.3 DoC, section 2dii outlines the teaching hours provided by the school.

## Annex VI: Accreditation Agreement Template





## Accreditation and Cooperation Agreement

- BETWEEN:** the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;  
appearing first, hereinafter called the 'European Schools';
- AND:** the [school], represented by [the competent authority]  
appearing second, hereinafter called the 'Accredited European School';

### PREAMBLE

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 3-5 December 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organized by the intergovernmental organization 'The European Schools', offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject.

The Accredited European School is a [state (public sector) or private] institution forming part of the education system of [member state].

### ACCORDINGLY, HAVING REGARD TO

The general interest file presented by the national authorities with responsibility for the Accredited European School;

The positive opinion of the Board of Governors of [date];

The dossier of conformity presented by the Accredited European School;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of [date];

## THE FOLLOWING HAS BEEN AGREED:

### **Article 1**

Subject to the conditions determined by this Agreement, the European Schools hereby recognise that the education provided by the Accredited European School conforms to the criteria for European schooling as laid down in Chapter 1 of the Regulations on Accredited European Schools approved by the Board of Governors at its meeting of 3-5 December 2019 referred to in the Preamble hereto. The award, renewal and withdrawal of this accreditation shall be conditional upon adherence to these criteria, subject to the conditions set out in the dossier of conformity, referred to in the preamble, lodged by the Accredited European School on **[date]**.

It is, however, expressly agreed that these criteria may be revised, in so far as they result from regulations which may be changed unilaterally by the Board of Governors. Should that be the case, the Accredited European Schools will be required to conform without delay to the changes which might be made to these criteria.

Accreditation shall be awarded for European schooling provided in the nursery and primary cycles and in the secondary cycle up to year 5.

### **Article 2**

The parties shall recognise, for the duration of the Agreement, the equivalence between the pedagogical standard, year by year, of the education provided by the Accredited European School and that provided by the European Schools for the nursery and primary cycles and the first five years of the secondary cycle.

Successful completion of a school year in the Accredited European School shall thus be regarded as equivalent to successful completion of the corresponding year in a European School, and vice versa.

It shall, however, be expressly agreed that the enrolment at and admissibility to a European School of a pupil coming from the Accredited European School shall remain subject to the directives on pupils' enrolment and admission issued by the Board of Governors and to the enrolment policies drawn up for the European Schools or for some of them.

### **Article 3**

Without prejudice to the right to terminate this Agreement unilaterally conferred on the European Schools by and in accordance with the rules laid down in Article 6, the accreditation resulting from the Agreement shall be granted for a period of three school years, taking effect on 1 September **[year]** and ending automatically, without notice or compensation, on 31 August **[year]**.

Subject to an application made at least eighteen months before the period elapses, the European Schools may renew the Agreement for successive periods of three years.

The renewal application may be granted only on the basis of an audit report produced by the Inspectors of the European Schools duly appointed and mandated by the Office of the Secretary-General to check the Accredited European School's compliance with the conditions laid down by the dossier of conformity during the period elapsing and its ability to meet them during the subsequent three years.

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

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

#### **Article 4**

The pedagogical and managerial staff of the Accredited European School may receive any in-service training provided by the European Schools subject to the conditions laid down in Article 5.

Teaching material specific to the European Schools, *inter alia*, the documents Intermath and the Human Sciences European File, shall be supplied to the Accredited European School at cost price, to which will be added, where applicable, any tax generally levied, for whatever reason, by the public authorities. The Accredited European School shall take responsibility for transporting this material at its own cost and own risk.

#### **Article 5**

All the costs entailed by accreditation and its effects, without reservation or exception, will be covered by a contribution to the budget of the Office of the Secretary-General, according to the Board of Governors decision on Accredited European School cost neutrality. In accordance with the aforementioned decision on cost neutrality, this contribution will be requested from the Delegations which host Accredited European Schools in their territory. The decision on whether the Delegation or the Accredited School pays the contribution remains within the competence of each Delegation. However, in any case, the Delegations which host Accredited European Schools in their territory will remain liable to the Office of the Secretary General of the European Schools for the contribution. No financial burden in the form of additional expenditure will weigh on the budget of the European Schools.

#### **Article 6**

In the event of a serious breach, and without prejudice to any damages, the Board of Governors may, on a proposal from the Secretary-General, withdraw accreditation on the basis of a reasoned decision. In exceptional cases left to the discretion of the Secretary-General, the withdrawal may be preceded by a formal notice to cease and desist.

The following shall be regarded as serious breaches:

- a. non-payment of the sums due under Article 5;
- b. the existence of serious risks to pupils' safety and security or health on the Accredited European School's premises or on account of its staff;
- c. clear infringement of one or more of the conditions laid down in the Dossier of Conformity;
- d. non-compliance with the provisions of this Accreditation Agreement or with the Regulations on Accredited European Schools.

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

The formal notice shall contain an invitation from the Secretary-General to desist from the serious breach found, within one month of the notification of it.

However, depending on the nature and seriousness of the breach found and on the time required for the Accredited European School to desist from any further such breach, the Secretary-General of the European Schools may extend this one-month period by up to twelve months.

If the Accredited European School fails to comply with the demands made in the formal notice, the Secretary-General shall propose to the Board of Governors that the accreditation is withdrawn.

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

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

In the event where a formal notice is sent, the Accredited European School shall be required to submit an action plan to the Board of Governors whose implementation shall take place during the period of time stated in the formal notice. At the end of this period, based on a self-evaluation report and, where relevant, after commissioning an audit team on site, the Board of Governors shall decide to either withdraw the formal notice or withdraw the accreditation.

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

#### **Article 7**

The law applicable to this Agreement shall be Belgian law.

The Courts and Tribunals of the seat of the European Schools, namely the Courts and Tribunals of the District of Brussels, shall have sole jurisdiction in disputes concerning the implementation of this Agreement.

#### **Article 8**

The nullity of a clause in this Agreement shall only result in the nullity of the Agreement in its entirety if, and in so far as, its purpose is thereby revoked.

Signed in Brussels, on **[date]**

In as many original copies as there are parties, each acknowledging that it has obtained its copy.

**[Name]**  
The Secretary-General of the  
European Schools

**[Name]**  
**[Title]**

## Annex VII: Additional Accreditation Agreement Template



## **ADDITIONAL AGREEMENT TO THE ACCREDITATION AND COOPERATION AGREEMENT SIGNED ON [DATE]**

- BETWEEN:** the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;  
appearing first, hereinafter called the 'European Schools';
- AND:** the [school], represented by [the competent authority]  
appearing second, hereinafter called the 'Accredited European School'

### **PREAMBLE**

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 3 – 5 December 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organised by the intergovernmental organisation 'The European Schools', offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the legal, administrative and financial framework to which the European Schools are compulsorily subject.

The Accredited European School is a [state (public sector) or private] institution forming part of the education system of [member state].

### **ACCORDINGLY, HAVING REGARD TO**

- The Accreditation and Cooperation Agreement of [date];
- The specific dossier of conformity presented by the Accredited European School;
- The positive opinion of the Board of Governors of [date];
- The specific audit report of the Board of Inspectors (Secondary);
- The decision of the Board of Governors of [date];

## THE FOLLOWING HAS BEEN AGREED

### **Article 1**

The equivalence of the teaching level recognised in Article 2 of the Accreditation and Cooperation Agreement signed on **[date]** shall be extended to include secondary years 6 and 7.

### **Article 2**

Without prejudice to the right to terminate the Agreement unilaterally conferred on the European Schools by and in accordance with the detailed rules laid down in Article 6 of the Accreditation and Cooperation Agreement, this extension of equivalence shall be granted for a period of three years, taking effect on 1 September **[year]** and ending automatically, without notice or compensation, on 31 August **[year]**.

### **Article 3**

The granting of this equivalence shall be conditional upon firstly, adherence to the conditions laid down by the Accreditation and Cooperation Agreement of **[date]**, and more particularly Article 1 thereof, and secondly, scrupulous application by the Accredited European School of the regulations and curricula in force in the European Schools for secondary years 6 and 7, and more particularly the Regulations for the European Baccalaureate, the Arrangements for Implementing the Regulations for the European Baccalaureate and the Memorandum on the European Baccalaureate.

In the case, however, of regulations and directives which may be amended unilaterally by the Board of Governors, the parties hereby agree that the Accredited European School shall be required to comply without delay with any changes which might be made to the documents in question, unless it decides to withdraw from the Agreement within one month of having been informed of the said changes. In the latter case, it shall be fully liable, the European Schools being discharged from any liability whatsoever, for the repercussions of this withdrawal and its consequences for its pupils' schooling.

### **Article 4**

The verification procedures organised by Article 3 of the Accreditation and Cooperation Agreement of **[date]** shall be fully applicable *mutatis mutandis* to the conditions laid down by this Agreement.

These procedures will, however, be implemented separately, in so far as continuing accreditation for the years prior to years 6 and 7 does not confer any right to continuing accreditation for the latter two years.

### **Article 5**

In secondary years 6 and 7, the Accredited European School must follow solely the curricula and the structure of studies specific to the European Schools System in order to allow full recognition of the title of European Baccalaureate-holder.

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

Pupils of the Accredited European School who at the end of year 7 fulfil the educational conditions laid down for access to the Baccalaureate shall be eligible to take it, subject to registration for the examination at this school.

**Article 6**

Article 5 of the Accreditation and Cooperation Agreement of **[date]** shall also be applicable to this Agreement.

**Article 7**

The law applicable to this Agreement shall be Belgian law.

The Courts and Tribunals of the seat of the European Schools, namely the Courts and Tribunals of the District of Brussels, shall have sole jurisdiction in disputes concerning the implementation of this Agreement.

**Article 8**

The nullity of a clause in this Agreement shall only result in the nullity of the Agreement in its entirety if, and in so far as, its purpose is thereby revoked.

Signed in Brussels, on **[date]**

In as many original copies as there are parties, each acknowledging that it has obtained its copy.

**[Name]**  
The Secretary-General of the  
European Schools

**[Name]**  
**[Function]**



# Annex VIII: Renewal of Accreditation Agreement Template



## Renewal of the Accreditation and Cooperation Agreement

- BETWEEN:** the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;  
appearing first, hereinafter called the 'European Schools';
- AND:** **[school]**, represented by **[legal representative]**;  
appearing second, hereinafter called the 'Accredited European School'.

### PREAMBLE

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 3-5 December 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organized by the intergovernmental organization 'The European Schools', offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the juridical, administrative and financial framework to which the European Schools are compulsorily subject.

The Accredited European School is a **[state (public sector) or private]** institution forming part of the education system of **[member state]**.

**ACCORDINGLY, HAVING REGARD TO**

The general interest file presented by the national authorities with responsibility for the Accredited European School;

The positive opinion of the Board of Governors of **[date]**;

The dossier of conformity presented by the Accredited European School;

The positive opinion of the Board of Governors of **[date]**;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of **[date]**;

The Accreditation and Cooperation Agreement signed on **[date]**;

The last application for renewal made by the party appearing second in accordance with the second paragraph of Article 3 of the Agreement;

The audit report provided for by Article 3 of the Agreement;

The decision of the Board of Governors on **[date]**;

**THE FOLLOWING HAS BEEN AGREED:**

***Sole Article***

The Accreditation and Cooperation Agreement concluded on **[date]** and covering the period from 1 September **[year]** to 31 August **[year]**, is hereby extended for a period of three years, taking effect on 1 September **[year]** and ending on 31 August **[year]**

Signed in Brussels, on **[date]**

In as many original copies as there are parties, each acknowledging that they have retained a copy.

**[Name]**  
The Secretary-General of the  
European Schools

**[Name]**  
**[Function]**

## Annex IX: Renewal of Additional Agreement Template



## Renewal of the Additional Agreement to the Accreditation and Cooperation agreement

- BETWEEN:** the European Schools, represented by the Board of Governors of the European Schools in the person of its Secretary-General;  
appearing first, hereinafter called the 'European Schools';
- AND:** **[school]** represented by **[legal representative]**;  
appearing second, hereinafter called the 'Accredited European School'.

### PREAMBLE

According to the Regulations on Accredited European Schools, approved by the Board of Governors at its meeting on 3-5 December 2019, Accredited European Schools are schools which, without forming part of the network of European Schools organized by the intergovernmental organization 'The European Schools', offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States and hence outside the juridical, administrative and financial framework to which the European Schools are compulsorily subject.

The Accredited European School is a **[state (public sector) or private]** institution forming part of the education system of **[member state]**.

**ACCORDINGLY, HAVING REGARD TO**

The general interest file presented by the national authorities with responsibility for the Accredited European School;

The positive opinion of the Board of Governors of **[date]**;

The dossier of conformity presented by the Accredited European School;

The positive opinion of the Board of Governors of **[date]**;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of **[date]**;

The Additional Convention to the Agreement on Accreditation and Cooperation of **[date]**;

The last application for renewal made by the party appearing second in accordance with the second paragraph of Article 3 of the Agreement,

The audit report provided for by Article 3 of the Agreement,

The decision of the Board of Governors of **[date]**;

**THE FOLLOWING HAS BEEN AGREED:**

***Sole Article***

The Additional Agreement to the Accreditation and Cooperation Agreement concluded on **[date]** and covering the period from 1 September **[year]** to 31 August **[year]**, is hereby extended for a period of three years, taking effect on 1<sup>st</sup> September **[year]** and ending on 31 August **[year]**.

Signed in Brussels, on **[date]**

In as many original copies as there are parties, each acknowledging that they have retained a copy.

**[Name]**  
The Secretary-General of the  
European Schools

**[Name]**  
**[Function]**

## Annex X: Data Transfer

## For the Bacculaureate unit

### School data:

- Official School name
- Postal address, making clear what address should be used for sending Bacculaureate question papers
- Name, phone number and email of the Director
- Name, phone number and email of the Deputy Directors (clearly stating for which years they are responsible)
- Name, phone number and email of the person in charge of the Bacculaureate

### Teacher data:

- Full name
- Title
- Email address
- User ID
- Gender
- First language
- Second language
- Third language
- Class(es) taught
- Subject(s)
- Language of the subject

### Student data (especially for students in s5-s7):

- Full legal name of the pupil
- School year
- Gender
- Date of birth
- Place of birth
- Enrolment start date
- Enrolment end date
- Nationality
- Nationality grouped (when multiple nationalities)
- First language
- Second language
- Third language
- Bac ID (s7 students only)
- List of courses, number of periods per course and teacher name (for all s6 and s7 students)

### Parent/Legal representative details:

- Name
- Relationship type
- Email address
- Alternative email address



- Phone number
- Postal address
- First language

Class and course details:

Classes:

- Code
- Level / Year
- Language section
- If the class is an 'active class'

Courses:

- Code
- ID
- Level / Year
- Language of the course
- Periods of the course
- Complementary courses

Marks:

For s5 & s6:

- Course code
- Type marks
- Grade
- Class mark (A)
- Exam mark (B)
- Grade (New scaling for s1-s3)
- Class mark (New scaling for s1-s3)
- Comment
- Term Date Start
- Term Date End

For s7:

Marks (Final)

- Class mark final (A)
- Exam mark final (B)
- Preliminary mark final (C)
- Written final (E)
- Oral final (O)
- Final grade

Marks (Per Course)

- Code (Course)
- UserID (Teacher)
- Full Name (Teacher)

- Email (Teacher)
- Subject Code
- Subject Language
- Selection Type
- Class mark (a1)
- Class mark (a2)
- Class mark average (A)
- Exam mark (b1)
- Exam mark (b2)
- Exam mark average (B)
- Preliminary mark (C)
- Written (e1)
- Written (e2)
- Written (e3)
- Written average (E)
- Oral (o1)
- Oral (o2)
- Oral average (O)
- Final Marks

#### Autumn/Spring Report

- Course Code (Marks)
- Type Marks
- Grade
- Comment

#### Subjects:

- Subject label
- Subject category
- Next subject
- Is SEN

For the online Bac marking system:

The following information is needed for each student and for every written exam:

Pupil – Class - Subject to be examined – Corrector 1 (teacher) – Email of the corrector 1 (teacher)

#### For the pedagogical unit:

Number of students per year group, per section from nursery to S7

Number of students per language section

Number of students per year group/gender/nationality

Number of students repeating per class per year

Number of students repeating who leave the school per class per year

For repeating students: number of failures and in which subjects in s4, s5, s6 and s7

For the non-repeating students: number of failures per subject, per class, per year

Subjects taught per year group and languages of instruction

Number of teachers per year group/subject/teaching language/course

Language sections

Options chosen in s2, s3, s4 and s6 (subjects and language of instruction)

Complementary courses in s6 and s7: how many, type of course, language of instruction

Educational Support: number of students who receive support per year group/subject/teaching language/period?

Type of learning support – intensive, moderate etc.

SWALS: number of SWALS per year group and per language section

Number of students per course (year group and language of instruction)

Number of periods per course (per year group and language of instruction)

Number of classes per year group/section

## Annex XI: Guidelines for Schools and National Delegations

*The success of the Accredited European Schools (AES) depends on the adherence by schools and national delegations to the relevant rules and regulations governing the AES, and their commitment to fostering quality education in each accredited school. The school management and the national delegation play a crucial role.*

*This annex summarises the expectations of the Office of the Secretary-General towards the schools and the national delegations, outlining what each should do to guarantee fruitful collaboration and, ultimately, uphold the educational values and standards of the European Schools system (ESS).*

### Guidelines for the school

#### Respect of key policies and regulations

Accredited European Schools (AES) are expected to adhere to and respect these Regulations on the Accredited European Schools.

AES are expected to operate according to what have been laid out and approved in their Dossier of Conformity (DoC). Any deviations from the Regulations must be clearly indicated in the DoCs.

The general principle for running an AES remains that:

“An AES can always provide more but never less than an European School provides, unless this reduction has been approved by the Board of Governors.”

#### Checks by the Office of the Secretary-General

To assess whether AES are complying with the relevant regulations and policies (and in order to either obtain or renew accreditation), schools are audited on a regular basis by a team of experts and ES Inspectors, mandated by the Secretary-General of the European Schools.

These checks focus on four main areas of assessment, to which schools are urged to pay particular attention:

<b>Pedagogical content and equivalence</b>	<b>Language conditions</b>
<p>The curriculum must be organised according to the organisation of studies in the European Schools system, including offering language awareness activities and classes throughout the various cycles. <i>(Art. 3; School’s Dossier of Conformity must clearly state any exemptions.)</i></p>	<p>Language sections must comply with the AES Regulations. (Art. 4.1; <i>School’s Dossier of Conformity must clearly state any exemptions.</i>)</p> <p>The school’s language policy must be in compliance with that of the European Schools. <i>(Art. 4, especially 4.4. School’s Dossier of</i></p>

<p>The European Bacculaureate is offered in accordance with the relevant regulations (AES and BAC-related). (Art. 3 and 18. No exemptions possible.)</p>	<p><i>Conformity states accepted criteria for this provision.)</i></p> <p>SWALS provisions must be in line with the European Schools regulations and what is indicated in the school's Dossier of Conformity. (Art. 4.2 and 4.3; School's Dossier of Conformity states how the school will provide this tuition).</p>
<p><b>Quality assurance</b></p> <p>Teachers must be qualified for the subjects they teach, receive regularly training and are regularly evaluated. (Art. 6; details concerning teachers' training and evaluation stated in the school's DoC)</p> <p>Teachers follow the ES marking scheme and plan appropriately. (Art. 3; School's Dossier of Conformity states accepted criteria for this provision.)</p> <p>Pupils and parents are kept informed about the pupil's progress and attendance is monitored. (Art.2; no exemptions possible)</p> <p>The school promotes European Specificity in its curriculum and activities. (Art.3; Dossier of Conformity states how school will fulfil this condition.)</p>	<p><b>Conditions Article 7</b></p> <p>The school ensures that there is a support system in place. (Art. 7.1; Dossier of Conformity states how school will fulfil this condition.)</p> <p>The school teaches about religion and civics (or any substituting subject, according to the school's DoC). (Art. 7.2; Dossier of Conformity states how school will provide TARAC courses.)</p> <p>The school ensures the same amount of teaching time as in the European School's according to the organisation. of studies. Any additional/difference from the ES standards must be clearly indicated in the school's DoC . <u>Important:</u> while the school can offer more than offered in the ES system, the minimum number of hours must <b>always</b> be guaranteed). (Art. 7.2; details about the teaching hours are provided in the DoC).</p>

Audits do not check administrative, legal or financial matters<sup>1</sup> and do not inspect the actual state of the premises (unless problems detected interfere with any of the areas above-mentioned and/or fall under the breaches listed under Art.22 of the AES Regulations).

Further commitments of the schools:

- The school guarantees to fully respecting the European Bacculaureate's regulations in particular the Regulations for the European Bacculaureate and the

Arrangements for implementing the Regulations for the European Baccalaureate. (See Art. 3 and 18 of the AES Regulations, and commitments in the school's S6-S7 DoC).

- It promotes the multilingual aspect of the European Schools' pedagogy, by offering the three vehicular languages as L2 (and the HCL, once the correct procedure to inform the Office has been correctly followed).  
Important: Schools must always *offer* all the L2 languages. Whether classes are effectively created depends on the school's individual policy for class creation indicated in its DoC.
- As per Art. 4.2 of the AES Regulations, the school must provide L1 classes for Students Without a Language Section (SWALS) according to the ESS policies and the approved conditions to provide L1 tuition to SWALS as indicated in the school's DoC.
- Teachers in the Accredited European Schools must be encouraged to the greatest extent possible to participate in training and professional development activities organised and promoted by the ESS. Pedagogical and managerial staff can join ES training sessions as soon as the DoC is approved, as per Art. 16 of the AES Regulations.
- Teachers should be encouraged to adhere to the ESS' [teaching standards](#)<sup>2</sup> (see p. 21)
- The school management should communicate in a constructive and transparent manner with national inspectors and with the OSG, who can provide guidance and support when needed.
- Changes in the management and relevant contact details must be communicated to the OSG without any delay.

## Guidelines for the national delegations

*National delegations include the national inspectors who are part of the ES Board of Inspectors (Nursery/Primary and Secondary) and the Head of the Member State's Delegation to the Board of Governors.*

<b>The role of the Inspectors in the context of the AES</b>	<b>The role of the Head of Delegation in the context of the AES</b>
Inspectors are the link between the national educational system and the ESS. As such, they have a strategic role when it comes to advising AES and acting as a point of contact for the schools and the OSG, especially concerning pedagogical and curricular matters, and facilitating the understanding of the ESS at the national level.	<p>Heads of Delegation represent the AES located in their Member State vis-à-vis the Board of Governors. They are responsible for important procedural steps, such as requesting (re-) accreditation, communicating changes in the school's Dossier of Conformity, payment of yearly contributions, etc.</p> <p>Heads of Delegation remain the Secretary-General's primary point of contact concerning the Accredited European School in a specific Member State.</p>

### Responsibilities according to the AES Regulations:

Heads of Delegation (HoD) are ultimately responsible for the following:

- Ensuring that quality education is provided, and compliance with the accreditation conditions, since these are “subject to scrutiny by the national body responsible for quality assurance” (*Art.3*)
- In line with Art. 6: “*The final decision concerning the pedagogical qualifications of a teacher rests with the national body responsible for quality assurance of the EU member state in which the Accredited School is situated*”. As representatives of the Member States to the ES system, it is expected that the national delegation participates in this process (by advising the school as well as the national authorities, for instance).
- Submitting the General Interest File, on behalf of the Member State (*Art.8*). By submitting a GIF, the Head of Delegation endorses the school and the project as a whole. It follows that, by submitting the document, the HoD ensures that all relevant regulations and procedures at the MS level have been/are respected.
- Submitting the Dossier of Conformity for the Baccalaureate Cycle (*Art. 14*)



- Familiarising themselves with the content, and especially the recommendations, of audit reports concerning AES located in their territory, and to address any questions raised during the presentation of the latter at the BoG (Art. 15)
- Submitting the request for the renewal of accreditation 18 months prior to the expiration date of the current agreement(s); they also inform the OSG about eventual national inspections carried out by the competent national authorities within the 3 years preceding the request and makes sure any relevant reports are shared with the Office, either by themselves or through the school's audit document submissions (Art. 15);
- Receiving information by the Office concerning the yearly contribution to be made to the OSG by the AES, and are accountable for its timely payment (Art. 17)
- Informing the Office of the Secretary-General of any departure from the approved DoC and any necessary amendments (Art. 20)
- Responding to any cease-and-desist notice issued by the Secretary-General in case of a serious breach from an AES in their territory. (Art. 23)

The role of the inspectors is as follows:

- as a reference point operating at the intersection of the national system and the ESS, inspectors shall assist/counsel schools concerning pedagogical matters, to guarantee that the education provided is equivalent to that of the EES (Art. 2 and 3), not least concerning the European Baccalaureate and especially for those schools that are joining the system and/or the BAC (Art. 18)
- to follow closely the preparation of the documents for accreditation (Art. 8) and in particular ensure that the Dossier of Conformity adheres to the main requirements of the system (Art. 4 and 7). They are also responsible of presenting the GIF to the Joint Board of Inspectors and the DoC to the Joint Teaching Committee and address any questions that may arise.
- to join for at least one day the visiting team during the audit in AES located in their territory (Art. 12)
- to familiarise themselves with the content, and especially the recommendations, of audit reports concerning AES located in their territory, and to address any questions raised during the presentation of the latter at the JBI (Art. 13)
- to present, whenever necessary, DoC changes to the JBI and JTC, and address any questions that may arise. (Art. 20)

Moreover:

- HoD and Inspectors are expected to be aware of the content of AES's DoCs, to have a good understanding of and up-to-date information about the school, with which they maintain regular contact.
- HoDs are expected to follow-up on and update the OSG concerning any changes/issues/progress following the approval of a school's GIF, and to ensure that the DoC is presented within 3 years from the date of approval as per Art. 8 of the AES Regulations. It is the HoD who also communicates the withdrawal of the school from the current/pending accreditation process.
- the HoD remains the OSG's main point of reference for the organisation of the agreement signing, even if they are not the signatories. They are, in all cases, kept informed of all the signed agreements and receive a copy of all conventions once finalised and signed.
- the HoD and Inspectors are encouraged to strengthen their ties with the Office of the Secretary-General, to guarantee close communication and coordination for all matters concerning accredited schools.