



Schola Europaea

Office of the Secretary-General

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Accredited European Schools

BUDGETARY COMMITTEE

Meeting on 6 & 7 November 2012 – OSGES Brussels

Introduction

This summary document provides in a single document the various decisions of the Board of Governors concerning Accredited Schools. It has sometimes been necessary to modify the wording of the old decisions in order to create a coherent document. Some parts of the older decisions have been replaced with newer decisions, and therefore the older decision texts have been slightly modified.

The list of reference documents can be found in ANNEX V and they can be consulted on DOCEE.

The objective of this document is to create a coherent and clear framework for Accredited Schools using a single set of terms, concepts and definitions.

This document will repeal and replace all the existing rules and decisions of the Board of Governors concerning:

- a) Conditions to be fulfilled by Accredited Schools;
- b) Criteria and rules for Accredited Schools;
- c) The accreditation process;
- d) Procedures for control and quality assurance of educational provision
of Accredited Schools, and
- e) Audit procedures

1. Key concepts

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

Initially, a distinction was made between TYPE II and TYPE III Schools on the grounds that, unlike the latter, the TYPE II Schools give priority for enrolment purposes to "Category I pupils" within the meaning of Article 4 of the Accreditation and Cooperation Agreement and are therefore entitled to receive funding from the European Commission in proportion to the number of "Category I pupils" enrolled.

For the sake of simplification and harmonisation, it is proposed from now on to use the term "Accredited Schools", which includes both TYPE II and TYPE III Schools and refers to a more or less homogeneous group of national/local Schools whose accreditation was approved by the Board of Governors following a standardised procedure.

The term "Accredited Schools" should be used as opposed to the term "European Schools", which refers to the intergovernmental organisation of the European Schools, a *sui generis* system independent of the Member States of the European Union.

2. Accredited Schools

Accredited Schools are schools which provide European schooling, of the same type as that currently provided in the European Schools, but within the framework of the Member States' national schools and hence outside the administrative and financial framework to which the European Schools are subject.

2.1. Objectives

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

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

2.2. Conditions to be fulfilled

For quality assurance purposes, it is essential for Accredited School to provide an education which "conforms to the criteria for European Schooling set by the Board of Governors on 25-26-27 April 2005." The Accreditation Agreement establishes (Article 2) "the equivalence between the pedagogical standard, year

by year, of the education provided by the Accredited School and that provided by the European Schools.”

These quality requirements to be met by the education provided by the Accredited School are reinforced by Article 4 of the Accreditation Agreement, which states that:

“The award and retention of accreditation of the education provided in the Accredited School shall be conditional upon adherence to the criteria set by the ‘European Baccalaureate and cooperation with other schools report’ endorsed at Mondorf-les-Bains (Luxembourg) on 25, 26 and 27 April 2005 (ref.: 2005-D-342-en-4), subject to the conditions set out in the dossier of conformity lodged by the Accredited School on...”

It follows that suspension or non-renewal of accreditation would be conceivable if the accreditation conditions were no longer fulfilled by a given Accredited School. An education system such as that of the European Schools cannot guarantee a credible label of excellence without, in parallel, providing for precise procedures whereby renewal of the Accreditation Agreement – granted conditionally – could also be refused.

Accredited Schools must enhance and promote their European specificity and their quality, the guarantors of the pedagogical equivalence, year group by year group, of European education to that provided in each of the Member States’ national school systems, and of equal opportunities in terms of pupils’ preparation for the European Baccalaureate and of the standard of this examination and certificate, which are recognised by the 1994 Convention and the 1984 Agreement as equivalent to the upper secondary leaving certificates awarded in the Member States. In this connection, schooling provided outside the European Schools must allow pupils to be reintegrated into their original education system and to be admitted to universities in their country of origin, or in any other European country, in the best possible conditions.

As described in Article 4 of the European Baccalaureate Agreement, *“Pupils who have without interruption completed not less than the two last years of secondary education in the European School or of European schooling provided by a school accredited by the Board of Governors may enter for the European Baccalaureate examinations.”*

In addition, the concern to ensure across-the-board consistency in education and training, to maintain standards amongst candidates and to preserve the pedagogical equivalence, year group by year group, of the education delivered means that European schooling as a whole needs to be considered.

In the event of serious failure to comply with the obligations under this Agreement and without prejudice to any claims for damages, the European Schools shall be entitled to terminate the said Agreement unilaterally.

Only the following shall be regarded as serious failure to comply with obligations:

- a. refusal to enrol a pupil who has priority within the meaning of Article 4;

- b. an attempted procedure to recover school fees or enrolment fees payable by an entitled pupil or his/her legal representatives;
- c. non-payment of the sums referred to in Article 6;
- d. the existence of serious risks to the health and safety of pupils on the Accredited School's premises or as a result of its staff;
- e. manifest non-compliance with one or more of the conditions laid down by the dossier of conformity.

The Agreement may be terminated only after there has been no response to formal notice to that effect, after one week in the case of the failure to comply with the obligations referred to in a, b and c, after one month in the case of failure to comply with the obligations referred to in d or after three months in the case of failure to comply with the obligations referred to in e.

However, depending on the nature and seriousness of the failure to comply with obligations which has been established and on the time required by the Accredited School to remedy the situation, the Secretary-General may extend the time periods laid down by the previous paragraph, although extension may not be more than double the time period foreseen.

Termination shall be subject to a period of notice of a maximum 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 during which notice was given.

2.3. Implications

The wider availability of European schooling and of the European Baccalaureate and the cooperation envisaged for this purpose can materialise only on the basis of a contractual approach, agreed between the Board of Governors and the competent educational authorities of the countries concerned.

— The upshot first and foremost is that they are dependent on the willingness of these educational authorities to become involved on a voluntary basis. They alone will have to make a judgement as to whether it is in their interest to engage in such cooperation. The Board of Governors should therefore adopt rules which, whilst guaranteeing the quality and the European character of the education delivered outside its schools, do not discourage the Member States from introducing it in their own schools.

— The administrative aspects specific to the European Schools will not be applicable in schools which the Board of Governors has decided to associate with European education. The differences in categories of pupils, for example, will be left to the discretion of the host country, in the light of its rules and regulations, with the notable exception of entitled pupils, who will need to be identified so that the cost of their schooling may possibly be charged to the Community budget.

2.4. Criteria and rules for Accredited Schools

Languages

In multilingual education, learning and using languages is of decisive importance. Several criteria have been identified.

- Three language 1 language sections, including at least one in one of the vehicular languages and one in the language of the host country or of another country is a priority but non-binding objective. Offering a language section in one of the vehicular languages is mandatory. Two different language 1 sections are strongly recommended as this is conducive to multilingualism in European schooling.
- The minimum number of pupils required to open a language section or to provide mother tongue tuition is left to the discretion of the organiser of European schooling. Willingness on the organiser's part to take account of the linguistic requirements of potential pupils is, however, a criterion to be used in gauging the plan.
- Particular attention will be paid to ensuring that pupils without their own language section receive support in learning the language of the section into which they are integrated.
- Offering mother tongue tuition to pupils without their own language section, if necessary using distance learning and in cooperation with the European Schools, is a priority but subject in practice to the ability of the accredited school to organise it and to the number of pupils concerned. Arrangements may be made between the contracting parties as regards defrayal of the expenditure (financial burden-sharing) entailed by the provision of such tuition.
- Offering vehicular languages as L2 is an obligation.
- The subjects taught in L2 up to secondary year 5 can be subjects other than history and geography, provided that the subjects in question account for at least the equivalent in timetable terms and call for sufficiently rich communication in the language concerned. After year 5, the teaching of history and geography in L2 is mandatory, to ensure that pupils are prepared for the European Baccalaureate in the best possible conditions.
- Offering tuition in a language 3 is mandatory from secondary year 2 onwards.

Teaching

- Up to secondary year 5, a degree of flexibility in relation to the curricula in force in the European Schools might be allowed within limits still to be determined, provided that this does not jeopardise pupils' ability subsequently to keep up with the courses taught in years 6 and 7 and that it does not adversely affect the consistency of the curriculum as a whole, the quality of studies year group by year group, or the European spirit of the education provided.
- Teaching in years 6 and 7 must be entirely consistent with the practices in force in the European Schools, with particular reference to the curriculum.

- Only pupils, who have had European schooling in years 6 and 7, either in a European School or in a school duly accredited by the Board of Governors, are allowed to enter for the European Baccalaureate.
- The range of options offered, particularly in years 6 and 7, must be conducive to pupils' subsequent admission to higher education courses. The range will be examined as part of the audit of the project carried out by the Board of Governors following the application submitted by the school concerned or by the authorities under whom it comes.

Teachers

- Teacher should be native speakers of the language in which they teach (see document 2008-D-3510-fr-5¹). In any event, they must be suitably qualified to teach the subject in question in the country or countries (in the case of a language spoken in several countries) in whose language they teach.
- Teachers could be recruited in cooperation with the educational authorities of the country in which they are qualified to teach. The educational authorities of the School's host country carry out pedagogical – and, where appropriate, administrative – monitoring of these teachers.

Rules specific to the European Schools which are not critical for accreditation purposes

- There will be provision for SEN pupils in accredited schools according to the rules and regulations in force in the host country. Learning support will be provided as far as reasonably possible.
- There will be no binding requirement imposing the length of a teaching 'period' (approximately 45 minutes) but an assessment of what is appropriate will be made in terms of the overall timetable, in the light of the required breadth and depth of study of the subject in question.
- It is desirable for religion and ethics courses to continue, provided that they do not contravene the legislation of the host country. If necessary, they could be replaced by the teaching of factual religion, for example, and civics.

3. Accreditation

The principle and chronological progress of the accreditation procedure approved by the Board of Governors at its October 2005 meeting apply to Accredited Schools. Its chronological progress consists of several steps:

- Presentation to the Board of Governors by a Member State of a so-called general interest file (expression of interest).

¹ « Contrôle du niveau des compétences linguistiques lors de la procédure de recrutement des personnels enseignants et d'éducation, locuteurs non natifs ». Approved by the Board of Governors meeting on January 20-21, 2009.

- If the Board of Governors' opinion is positive: presentation of a dossier of conformity to the specifications for European Schooling.
- If the Board of Governors' opinion is positive: audit of the school in question by the inspectors of the European Schools, who submit a report to the Board of Governors.

If the Board of Governors gives its approval, signing of an Accreditation and Cooperation Agreement between the school's legal representative and the Secretary-General

In May, 2011, the Board of Governors approved the slightly amended accreditation procedure (document 2011-02-D-38-en-4).

The general interest file, which sets out the reasons for the request made by the Member State, would be submitted for an opinion to the Joint Board of Inspectors, then to the Budgetary Committee, while the dossier of conformity, which consists mainly of pedagogical information, would be submitted to the Joint Teaching Committee, of which all the inspectors are members and who may also, if they so wish, scrutinise the dossier when meeting as the Joint Board of Inspectors, since its meeting is always scheduled before that of the Joint Teaching Committee.

The audit report would, as at present, be presented to the Joint Board of Inspectors.

The table below sets out these procedures:

DOCUMENT	PREPARATORY COMMITTEES CONSULTED	DECISION / COMMUNICATION
General interest file	Joint Board of Inspectors	Board of Governors Decision
	Budgetary Committee	
Dossier of conformity	Joint Teaching Committee	Board of Governors Decision
Audit report	Joint Board of Inspectors	Board of Governors Written communication

4. Procedures for control and quality assurance of educational provision

A document presenting a specific proposal for the organisation of audits will be presented to the Joint Board of Inspectors at its February 2013 meeting. The new audit project is based on the Whole School Inspection instruments and methodology. It will propose a new version of the template and the form of report, which inspectors will be invited to use for audit reports.

The proposals which will be made in this context will cover both the formal aspects of the documents to be presented and the pedagogical content required for accreditation, which means accreditation of the European schooling provided and not of the school's administrative and financial management, which is a matter for the national authorities.

4.1. Audit procedures

The control procedure for renewal of accreditation is identical for all Accredited Schools: audits to be conducted every three years and production of an audit report by the inspectors of the European Schools who visited the School, as explained in Article 3 of the Accreditation and Cooperation Agreement:

“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 7, the accreditation resulting from the Agreement shall be granted for a period of three school years, taking effect on 1 September and ending automatically, without notice or compensation, on 31 August

Subject to an application made at least nine 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 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”.

4.2. Organisation of Audits

Document 2009-D-109-en-1 outlined the audit organisation process:

1. The Accredited School which is in the process of accreditation, should use a template similar to the one used by the inspectors to produce their audit report in order to conduct a self-evaluation exercise **prior to** the inspectors' visit. This form will be sent, duly completed, to the inspectors **prior to** the audit visit so that the inspectors have the time to scrutinise it.
2. The Audit inspection team should be formed according to the size and structure of the school and of the teaching levels which it comprises. In any event, there could not be more than 4 inspectors (2 for the primary and 2 for the secondary). Priority would be given to the best fit possible between the choice of the inspectors and the school's characteristics, with particular reference to languages. The Office will check which languages are most used in the school in order to send inspectors with a command of these languages.
3. A rotation system should be introduced, so that each inspector available is guaranteed an equal opportunity of participating in the audits.

4. Once the inspection team has been formed, the inspectors' commitment to participate in such and such an audit is considered definitive, except in the event of unforeseen circumstances making it necessary for a particular inspector to be replaced by one of his/her colleagues. When the inspection team is formed, at least one substitute inspector should be foreseen as part of a contingency plan.
5. The visit to the Accredited School, comprising the audit and the writing of the report, should not take more than three days in total, plus travelling time.
6. The inspectors should use the ad hoc form provided by the Office.
7. The audit report, an original and unique document produced by the inspection team following the audit of a school, should be based on the observations and exchanges which took place during the audit visit. Care will be taken to preserve the independence of each inspection team by ensuring that no inspection report preceding this visit is used in whole or in part to produce the audit report. The inspection team will sign the audit report.
8. The Accredited School should have reasonable time in which either to submit any observations that it may wish to make or to conform to the recommendations.

4.2. Evaluation and self-evaluation

With a view to guaranteeing the quality of the European Schooling offered in these schools, the Board of Governors approved the following recommendations of the 'Accreditation of Schools' Working Group:

"the schools should draw up an annual school plan and [that] there could be different types of evaluation, conducted both internally, by means of:

- *self-evaluation including an annual school plan,*
- *evaluation by the inspectors of the member country in accordance with national standards,*

and externally, by means of:

- *periodic evaluation by the European Schools system for renewal of accreditation purposes,*
- *if need be, possible spot checks."*²

Although the Accreditation Agreement does not mention the obligation for the Accredited School to conduct self-evaluation exercises, it should be pointed out that Article 18 of the Convention defining the Statute of the European Schools

² 2007-D-99-en-2 – "Preliminary Report of Working Group I 'Accreditation of Schools'" – Board of Governors of the ES – Meeting of 23 and 24 October 2007.

indicates that “inspection also serves the purpose of promoting the self-evaluation of teachers and schools.” External and internal evaluations can therefore be regarded as the two facets of a single quality assurance strategy in the Schools.³

It would therefore be desirable for self-evaluation also to form part of the process of accreditation of Accredited Schools, all the more so as the value attached to self-evaluation (of the School and of the teachers) is closely akin to the values of accountability and transparency, which are advocated by the European Schools system.

Coordination of audits

The Office of the Secretary-General of the European Schools undertakes coordination of audits and serves as an interface between the schools, the educational authorities of the Member States and the inspectors.

5. European Baccalaureate for candidates from Accredited Schools

Pupils from Accredited Schools with the Additional Accreditation Agreement, granted for years 6 and 7, are able to take the European Baccalaureate.

This Additional Agreement may be signed only after approval by the Board of Governors of a specific dossier of conformity, followed by an audit guaranteeing that the education provided will conform in all respects to the education provided in Accredited Schools, with a view to award and recognition of the European Baccalaureate certificate.

Accredited Schools will pay the average cost per candidate of organisation of the Baccalaureate for the entire system (€579 for the 2010 Baccalaureate).

The average cost of the Baccalaureate per candidate is expected to fall markedly in the years to come thanks to the measures proposed by the ‘Reform of the Baccalaureate’ Working Group, particularly the measures concerning correction of the written examination paper scripts, if those measures are approved by the Board of Governors.

The new Accreditation and Cooperation Agreement and the Additional Agreement are appended in Annex 2.

The European Baccalaureate organisation for each examination centre is laid down in the documents “European Baccalaureate Agreement” and “Arrangements for implementing the Regulations for the European Baccalaureate”.

The European Baccalaureate shall be awarded by the Secretary-General of the European Schools on behalf of the Board of Governors at the end of the seventh

³ 2006-D-281-en-8 – “Common Framework for Inspections in the Nursery, Primary and Secondary Cycles” – Board of Governors of the ES – Meeting of 15 and 16 April 20078 – Helsinki

year of secondary studies at the European School or of the seventh year of European secondary level schooling at a school accredited by the Board of Governors, to pupils who have passed the final examinations, details of which are set out below. It shall certify the completion of secondary studies at the European School or of European schooling provided by a school accredited by the Board of Governors, in the manner determined by the Board of Governors.

6. Financial framework

The Board of Governors decided (written procedure, document 1712-D-2005) that all the costs entailed by the accreditation procedure and all the costs entailed by pedagogical involvement in associate schools will be defrayed by the country in which the school is situated or by the school itself and that no financial burden in the form of additional expenditure should weigh on the budget of the European Schools without an explicit decision of the Board of Governors to that effect.

The Board of Governors agreed, through a written procedure in May, 2011, on the following arrangements for defrayal of the expenses of European Schools' inspectors on mission in accredited schools to conduct the audits provided for by the accreditation agreements:

- Reimbursement of travel expenses on presentation of supporting documents.
- Payment of a flat-rate daily allowance (including return journey travelling time: whole day or half-day as the case may be) of €149.65, covering subsistence expenses (accommodation, meals and travel at the place of the audit).

In general the budget of the European Schools should not bear the costs associated with Accredited Schools. However, due to the growing number of Accredited Schools, the Board of Governors has become aware of the mismatch between the decision of principle concerning costs originally taken and the reality of management of an open European schooling system. The Board of Governors has mandated the Secretary-General to analyse the different administrative costs entailed by management of the system's opening up, with a view to a future discussion on possible invoicing of these costs to accredited schools. This also applies to the particularly desirable cooperation between accredited schools and the European Schools.

OPINION OF THE JOINT TEACHING COMMITTEE

At its meeting of 11 and 12 October 2012, the Joint Teaching Committee (JTC) took note of the document Accredited European Schools (2012-09-D-7-en-1) and expressed a positive opinion of the document. The JTC recommended the document to be amended. The JTC brings to the attention of the Budgetary Committee the document Accredited European Schools (2012-09-D-7-en-2) which takes into account the remarks of the JTC and recommends the Budgetary Committee to express a favourable opinion for the Board of Governors.

Annexes:

Annex I: Accreditation and Cooperation Agreement

Annex II: Additional Agreement to the Accreditation and Cooperation agreement

Annex III: Dossier of conformity

Annex IV: Audit report

Annex V: Bibliography

European Schools

Office of the Secretary-General

ANNEX I

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 School';

PREAMBLE

At its meeting at Mondorf-les-Bains in Luxembourg on 25, 26 and 27 April 2005, the Board of Governors adopted and endorsed (2005-D-35 B-10), on the basis of the 'European Baccalaureate and cooperation with other schools' (2005-D-342) report, *"the criteria for European schooling and the procedure to be followed by national or local authorities, or by schools interested, wishing to apply for accreditation by the Board of Governors."*

The School is a (state (public sector) or private) institution forming part of the education system of

ACCORDINGLY, HAVING REGARD TO

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

The positive opinion of the Board of Governors of

The dossier of conformity presented by the Accredited School;

The audit report of the Boards of Inspectors;

The decision of the Board of Governors of

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 School conforms to the criteria for European schooling set by the Board of Governors at its meeting of 25, 26 and 27 April 2005 referred to in the Preamble hereto. The award, retention and renewal 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 School on

It is, however, expressly agreed that these criteria may be revised, in so far as they result from rules, regulations and directives which may be changed unilaterally by the Board of Governors. Should that be the case, the Accredited 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 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 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 Type I European School of a pupil coming from the Accredited 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 7, the accreditation resulting from the Agreement shall be granted for a period of three school years, taking effect on 1 September and ending automatically, without notice or compensation, on 31 August

Subject to an application made at least nine 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 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 Directorate of the Accredited School, which may make its observations and produce any additional document which it deems relevant. The report, as it may have been amended following scrutiny of these observations and of these documents, shall be submitted to the Board of Governors, with a certified copy of the latter.

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

Article 4

1. The Accredited School shall undertake to give priority automatically for enrolment purposes, without being able to require any school or enrolment fees to be paid by their legal representatives, to the children of:

- a. members and official of the institutions of the European Union
- b. officials coming under the Staff Regulations of Officials of the European Communities
- c. staff coming under the Conditions of Employment of Other Servants of the European Communities
- d. staff of any decentralised European body set up by an act of the European Union.

For those pupils, a specific financing agreement will be signed by the European Commission and the Accredited School.

2. Optional

[In accordance with the admission conditions mentioned in the Dossier of Conformity referred to in the preamble or defined by the Accredited School, the children of the bodies or persons listed below shall also be given priority automatically for admission purposes:

- to be completed as applicable according to the schools.]

Article 5

The teachers of the Accredited School may receive any in-service training provided by the European Schools subject to the conditions laid down in Article 6.

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

Article 6

All the costs to which implementation of this Agreement gives rise, without reservation or exception, shall be borne solely by the Accredited School.

These costs shall correspond to:

- a. the travel and subsistence expenses of the inspectors sent by the European Schools;
- b. the expenditure incurred by staff of Accredited Schools in attending any in-service training courses – referred to in Article 5 – organised by the European Schools;
- c. the teaching material referred to in Article 5.

The costs entailed by purchase and dispatch of the teaching material referred to above will be reimbursed to the European Schools by the Accredited School in accordance with the scales set by the budget of the European Schools, on submission of receipted expenses.

Article 7

In the event of serious failure to comply with the obligations under this Agreement and without prejudice to any claims for damages, the European Schools shall be entitled to terminate the said Agreement unilaterally.

Only the following shall be regarded as serious failure to comply with obligations:

- a. refusal to enrol a pupil who has priority within the meaning of Article 4;
 - b. an attempted procedure to recover school fees or enrolment fees payable by an entitled pupil or his/her legal representatives;
 - c. non-payment of the sums referred to in Article 6;
 - d. the existence of serious risks to the health and safety of pupils on the Accredited School's premises or as a result of its staff;
 - e. manifest non-compliance with one or more of the conditions laid down by the dossier of conformity.
-

The Agreement may be terminated only after there has been no response to formal notice to that effect, after one week in the case of the failure to comply with the obligations referred to in a, b and c, after one month in the case of failure to comply with the obligations referred to in d or after three months in the case of failure to comply with the obligations referred to in e.

However, depending on the nature and seriousness of the failure to comply with obligations which has been established and on the time required by the Accredited School to remedy the situation, the Secretary-General may extend the time periods laid down by the previous paragraph, although extension may not be more than double the time period foreseen.

Termination shall be subject to a period of notice of a maximum 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 during which notice was given.

Article 8

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 9

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.

Done at Brussels, on

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

The Secretary-General of the

European Schools

The legal representative of the
Accredited School

Signature

European Schools

Office of the Secretary-General

ANNEX II

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: the School, represented by (the competent authority)

appearing second,
hereinafter called the 'Accredited School'

1. Preamble

At its meeting at Mondorf-les-Bains in Luxembourg on 25, 26 and 27 April 2005, the Board of Governors adopted and endorsed (2005-D-35 B-10), on the basis of the 'European Baccalaureate and cooperation with other schools' (2005-D-342) report presented by Troika Working Group II, *"the criteria for European schooling and the procedure to be followed by national or local authorities, or by schools interested, wishing to apply for accreditation by the Board of Governors."*

The School is an institution (type, legal nature)
forming part of the education system of

2. ACCORDINGLY, HAVING REGARD TO

The Accreditation and Cooperation Agreement of

The specific dossier of conformity presented by the Accredited School

The positive opinion of the Board of Governors of

The specific audit report of the Board of Inspectors (Secondary)

The decision of the Board of Governors of

THE FOLLOWING HAS BEEN AGREED:

Article 1

The equivalence of the teaching level recognised in Article 2 of the Accreditation and Cooperation Agreement 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 7 of the Accreditation and Cooperation Agreement, this extension of equivalence shall be granted for a period of three years.

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 , and more particularly Articles 1 and 4 thereof, and secondly, scrupulous application by the Accredited 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 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 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 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 School or a European School.

Pupils of the Accredited 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 firstly, to registration for the examination at this school and secondly, to payment of the registration fee set by the Board of Governors.

Article 6

Article 6 of the Accreditation and Cooperation Agreement shall also be applicable to this Agreement.

The costs to which organisation of the European Baccalaureate gives rise will be invoiced to the Accredited School on a pro rata basis, according to the number of candidates registered for the examination. These costs will be calculated on the basis of the overall cost of the Baccalaureate divided by the number of candidates registered for the session in question.

These costs will be reimbursed to the European Schools on submission of receipted expenses.

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.

Done at Brussels, on

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

The Secretary-General of the
European Schools

The legal representative of
the Accredited School

(signature)

ANNEX III

Dossier of Conformity



Schola Europaea

Office of the Secretary-General

Ref.: 2005-D-108-en-1

Orig.: FR

**Procedures for accreditation by the Board of Governors.
Draft model dossier of conformity with the specifications
for European schooling.**

Troika – Group II: European Baccalaureate. Cooperation with other schools.

Meeting in Brussels on Tuesday 20 September 2005

Please tick the appropriate box where necessary and/or complete on the dotted line(s):

I. General information

- Name of the school
 - Address.....
.....
 - Status:
 - State (public sector) school Yes No
 - Supervisory body.....
 - Independent (private sector) school Yes No
 - recognised by:
 - the national authorities Yes No
 - the local authorities Yes No
 - fully independent Yes No
 - Funding
 - public Yes No
 - private Yes No
 - mixed (please give details) Yes No
.....
.....
 - Structure of the school
 - Teaching levels - nursery Yes No
 - primary Yes No
 - secondary Yes No
 - Where applicable, links with other schools for teaching levels not catered for by the school itself: (please give details) Yes No
 - National state school Yes No
 - National private school Yes No
 - Other (please give details) Yes No
 - Certificates prepared
awarded.....
-

- Recognition of the certificate(s) for admission to higher education Yes No
 - in the country
 - abroad

- Total number of pupils:

- Number of pupils per teaching level:
 - nursery:
 - primary:
 - secondary:

- Management
 - Head
 - Deputy Head(s)
 - Administrator
 - Head(s) of teaching levels
 - Head(s) of department (by subject)
 - Educational adviser
 - Others:.....

- Decision-making bodies
 - Administrative Board Yes No
 - Composition:.....
 - Management Committee Yes No
 - Composition:.....

- Advisory bodies
 - Education Committees Yes No
 - Composition:.....
 - Teaching Committees Yes No
 - Others



II. Reason for the introduction of European schooling

- Existence of a European Institution/Agency Yes No
 - If so, which one:.....
- Existence of an international institution Yes No
 - If so, which one:.....
- Other reason:.....

III. Introduction of European schooling

- Introduction of European schooling in the whole school Yes No
- Partial introduction of European schooling Yes No
- Forecast of development..... Yes No

IV. Organisation of European schooling (whether general or partial)

- **Teaching levels planned:**
 - Nursery Yes No
 - Primary Yes No
 - Secondary Yes No
 - **Language sections**
 - Number of language sections:
 - Language(s) of the sections (L1):
.....
.....
.....
 - **Number of pupils:**
 - Number of pupils:
 - by teaching level:
 - nursery:
 - primary:
-

– secondary:

○ by category:

– Cat. I:.....

– Cat. II:

– Cat. III:

• Number of pupils per teaching level in each language section:

- Nursery:
- Primary:
- Secondary:

Section 1	Section 2	Section 3	Section 4	Section 5

• Number of pupils per year group in each language section:
(Table to be completed in Annex No...)

• **Pupils whose mother tongue is different from that of the language section in which they are enrolled**

• Pupils' mother tongues:

- Mother tongue: Number of pupils involved:
- Mother tongue: Number of pupils involved:
- Mother tongue: Number of pupils involved:
- Mother tongue: Number of pupils involved:
- Mother tongue: Number of pupils involved:
- Mother tongue: Number of pupils involved:
- Mother tongue: Number of pupils involved:

• Specific tuition in the language of the section for pupils without their own language section Yes No

• Provision of mother tongue teaching for pupils without a section in the language in question Yes No

○ by a teacher from the actual school Yes No

○ using distance learning techniques Yes No

○ in cooperation with the European Schools Yes No

○ in cooperation with other schools or with embassies Yes No

• Provision of vehicular languages as L2 Yes No

Which ones: FR

EN

DE

- Tuition in the language of the country Yes No
 - Status of this tuition:
 - compulsory Yes No
 - optional Yes No
 - Number of pupils studying the language of the country as:
 - L1:
 - L2:
 - L3:
 - L4:
 - Subjects taught in L2 up to year 5
 - history Yes No
 - geography Yes No
 - others:..... Yes No
.....
.....
 - from which year onwards
 - Secondary years 6 and 7
 - Teaching of history and geography in L2 (DE, EN or FR) Yes No
 - Learning of a L3 possible from secondary year 2 Yes No
 - Learning of a L3 possible before secondary year 2 Yes No
 - If so, from which year onwards:.....
-

- **School development plan**

- Objectives:.....
.....
- Pedagogical priorities:
- European dimension:.....

- **Curriculum**

- Syllabuses up to secondary year 5 (inclusive)

- | | | |
|---------------------------------------|-----|----|
| o national | Yes | No |
| o European Schools | Yes | No |
| o mixed (please give details)..... | Yes | No |
| o specific (please give details)..... | Yes | No |
| o Teaching of religion | Yes | No |
| – compulsory | Yes | No |
| – optional | Yes | No |
| o Teaching of ethics | Yes | No |
| – compulsory | Yes | No |
| – optional | Yes | No |
| | Yes | No |

- **European schooling in secondary years 6 and 7**

- Anticipated date of organisation of the first year 6

- | | | |
|---|-----|----|
| o Application for accreditation for these years currently before the Board of Governors | Yes | No |
| o Teaching organised in cooperation with a fully-fledged European School | Yes | No |
| o Teaching exactly following the European Schools' syllabuses | Yes | No |
| o Preparation of candidates for the European Bacallaureate | Yes | No |
| o Wish to organise the European Bacallaureate in the school | Yes | No |

- Anticipated date of organisation of the first European

Baccalaureate session

- Career or higher education options guidance organised in secondary years 6 and 7 Yes No

- Which: (please attach a list)

- **Teaching materials and equipment**

- School books and textbooks Yes No
 - national
 - specific
- Computers Yes No
- Multimedia libraries Yes No
- Library books/works of reference Yes No
- Scientific experimentation equipment/apparatus Yes No
- Others.....

- **Weekly timetables**

- By teaching level:
 - nursery:
 - primary:
 - secondary:
- Length of periods (in minutes) by teaching level:
 - nursery:
 - primary:
 - secondary:
- or number of hours allocated to subjects par term/semester or year:.....

- **School calendar**

- number of school days per year:
 - division of the school year into:
-

- | | | |
|--|-----|----|
| – terms | Yes | No |
| – semesters | Yes | No |
| ○ breakdown of school holidays..... | | |
|
 | | |
| • <u>Assessment of pupils</u> | | |
| ○ frequency of reporting (school reports): | | |
| ○ type of assessment | | |
| – formative | Yes | No |
| – summative | Yes | No |
| ○ class councils | Yes | No |
|
 | | |
| • <u>Provision for SEN (special educational needs) pupils</u> | | |
| ○ Special equipment | Yes | No |
| ○ Specialist staff | Yes | No |
|
 | | |
| • <u>Learning support</u> | | |
| ○ Extra tuition | Yes | No |
| ○ Catch-up classes | Yes | No |
| in which subjects:..... | | |
| | | |
| ○ Individualised lessons | Yes | No |
| ○ Small group lessons | Yes | No |
|
 | | |
| • <u>Links with the European Schools system</u> | | |
| ○ Links with the European Schools system | Yes | No |
| ○ Links with one European School in particular | Yes | No |
| ○ which one..... | | |
-

- in which areas.....
- **Information for pupils and guidance** Yes No
 - provided by
 - from which year:.....

V. Staff

- **Specific management**, if applicable: Yes No
 - Head teacher (for each teaching level) Yes No
 - Department head(s) Yes No
 - Others Yes No

 - **Teaching staff**
 - **Number of teachers**
 - Number of teachers for European schooling:
 - Number of teachers recruited specially for European schooling:
 - Number of teachers from the host school involved in European schooling:
 - Teachers' status:
 - Length of contracts:.....
 - **Teachers' remuneration**
 - National authority of the host school responsible for remuneration Yes No
 - School itself responsible for remuneration Yes No
-

• **Recruitment of teachers**

- Recruitment of teachers organised in cooperation with the educational authorities of the country in which they are qualified and registered to teach Yes No
- Involvement of European School inspectors in the recruitment of teachers Yes No
- Involvement of national inspectors in the recruitment of teachers Yes No

• **Teachers' qualifications**

- Teachers are native speakers of the language in which they teach Yes No
- Teachers are holders of the academic and professional qualifications required to teach the subject in question in the country or countries (case of a language spoken in several countries) in the language of which they teach Yes No

• **Evaluation of teachers' performance**

- by the Head Yes No
- by the national inspectors of the subject Yes No
- by European School inspectors Yes No

○ frequency:.....

• **In-service training of teachers**

Yes No

– by whom:.....

– frequency:.....

• **Administrative and ancillary staff**

○ number:

○ posts:

○ qualifications:

• **Medical and nursing staff.....**

Yes No

Please give details:.....

VI. Buildings and facilities

- Purpose-built or specially fitted out premises for European schooling (if partial schooling - where applicable)

<input type="radio"/> Area.....		Yes		No
<input type="radio"/> Number of classrooms				
by teaching level:				
– nursery:				
– primary:				
– secondary:				
<input type="radio"/> libraries		Yes		No
<input type="radio"/> gymnasia		Yes		No
<input type="radio"/> ICT rooms		Yes		No
<input type="radio"/> art rooms		Yes		No
<input type="radio"/> music rooms		Yes		No
<input type="radio"/> others:.....		Yes		No
- Number of specially equipped laboratories for science lessons:
- Number of computers in classrooms:

VII. Extra-curricular activities

- Activities offered:.....
.....

<input type="radio"/> in the school		Yes		No
<input type="radio"/> outside the school		Yes		No
<input type="radio"/> organised by				
-

- | | | |
|------------------|-----|----|
| – the school | Yes | No |
| – parents | Yes | No |
| ○ free of charge | Yes | No |
| ○ charge made | Yes | No |

VIII. Communication with parents

- Means:

- | | | |
|------------------|-----|----|
| ○ school reports | Yes | No |
| ○ meetings | Yes | No |
| ○ mail | Yes | No |
| ○ internet | Yes | No |
| ○ newspaper | Yes | No |

- Frequency of meetings:.....

- Type of meetings or interviews:.....

IX. Funding of European schooling

- | | | |
|----------------------------------|-----|----|
| • By the supervisory body | Yes | No |
| – state (public sector) | Yes | No |
| – private (private sector) | Yes | No |
| – national authorities | Yes | No |
| – local authorities | Yes | No |
| • School's own funds | Yes | No |
| • Parents | Yes | No |
| • European Commission | Yes | No |
| • European Agency or Institution | Yes | No |
| • International Institution | Yes | No |
-

- Financial burden-sharing arrangements.....

ANNEX IV
Audit report



AUDIT REPORT OF (specify the school name)



(Specify the school name)

Accreditation of type II school

School	Organization
Street address	Postal address
Postal address	Telephone
Telephone	Contact person
Contact person	E-mail
Telephone	Inspector
E-mail	Inspector
Website	Inspector

General conclusions

Recommendations

Final conclusion

	Accreditation criteria and <i>references</i>	Comments
Status of the school		
Responsible authority/organization		
	1. Legal capacity	
	2. School management	
	3. Decision making and advisory bodies	
	4. Pupils involvement	
	5. Home/school co-operation	
Aims, objectives and principles		
	6. Vision, basic values, purpose and mission	
	7. Description of general objectives	

	8. In-service training courses											
	9. Plans for follow-ups and assessment:											
	a. Quality assurance											
	b. Results from evaluation											
	c. Learning Support and SEN											
	10. Principles of pupils assessment											
	11. Primary school report (carnet scolaire)											
	12. Progression, promotion and transition											
	13. Secondary school report											
	14. Harmonised tests											
Structure and number of pupils												
	15. School structure											
	16. Language sections											
	17. Prognosis of pupils	<table border="1"> <thead> <tr> <th>2009 spring</th> <th>2010 spring</th> <th>2011 spring</th> <th>2012 spring</th> <th>2013 spring</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2009 spring	2010 spring	2011 spring	2012 spring	2013 spring					
2009 spring	2010 spring	2011 spring	2012 spring	2013 spring								
	18. The school follows the ES school year											

	19. Conditions for admission of category II and III pupils	
	20. Instruments of selection	
	21. Premises and equipment	
	22. School administration and organisation	
Characteristics of the curriculum		
	23. Local school plan with objectives and contents	
	24. European Schools' syllabi in Primary and Secondary	
	25. Local/national syllabi describing objectives and how to reach them	
	26. Welfare support services	
Extra-curricular and after school activities		
	27. Extra-curricular/after-school activities	
Staff		
	28. Recruitment of teachers	
	29. Nursery teacher, level of competence	
	30. Primary teacher, level of competence	
	31. Secondary teacher, level of competence	
	32. a. Fees b. Other expenses for the pupils	

	33. Funding of European schooling	
	34. School premises	

Partnership

- 35. Co-operation with the society
 - a. local communities
 - b. trade and industry
 - c. schools abroad/international co-operation

Quality assurance and evaluation of school operations

- 36. Quality assurance and evaluation of school operations

Criteria and rules for European schooling			
	37. Reason for the introduction of European schooling		
	38. Languages	Provision of L2	
		Subjects taught in L 2 up to year 5	
		Provision of L3	
	39. European schools primary syllabi		
	40. European schools secondary syllabi		
	41. Local/National syllabi		
	42. Recruitment of teachers is organised in cooperation with the educational authorities of the country in which they are qualified and registered to teach		
	43. Teachers are native speakers of the language in which they teach		
	44. Teachers are holders of the academic and professional qualifications required to teach the subject in question in the country or countries (case of a language spoken in several countries) of the language of which they teach		
Opinions			
European Agency (specify)			
Parents			
Ministry of Education			

The form above is based on the document:

**Ref.: 2005-D-108-en-2, procedures for accreditation by the Board of Governors.
Draft model dossier of conformity with the specifications for European schooling.**

Troika – Group II: European Baccalaureate. Cooperation with other schools. Meeting in Brussels on Monday 5 December 2005

ANNEX V

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