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|  | **Schola Europaea / Office of the Secretary-General**  **Pedagogical Development Unit** |

Réf. : **2018-09-D-48-en-2**

Orig. : EN

Joint report of the Estonian Presidency for the Joint Board of Inspectors and the Joint Teaching Committee 2017-2018 school year

**Board of Governors – Meeting on 4-7 December 2018 - Brussels**

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# Introduction

The mission of the European Schools is to provide a multilingual and multicultural education of a high quality, from the nursery level to the Baccalaureate, fostering a European and global perspective to educate children of different mother tongues and nationalities. The European Schools are committed to giving pupils confidence in their own cultural identity as an integral part of their development as European citizens. This aim is expressed in the foundation stones of all European schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.” (Jean Monnet, 1953)

The work of the Board of Inspectors and the Joint Teaching Committee of the European Schools during the Estonian presidency of 2017-2018 was set mainly in the context of the continuous pedagogical development of the European Schools. The aim of the Estonian presidency of the European Schools was to ensure the sustainability and coherence of the system, to maintain the good reputation of the European Schools and the high quality of teaching and learning. Estonia considered it important to listen to the views of relevant interest groups and to continue with the priorities set up by previous presidencies.

**The three main priorities of the Estonian presidency were:**

1. developing the governance of the European Schools;
2. continuous pedagogical development of the European Schools;
3. pedagogical use of Information and Communication Technologies in the European Schools.

The European Schools system is a progressive education system that is growing year by year. In the name of ensuring a good reputation and high-quality teaching and learning in the European Schools, the development and evaluation of quality has to be set in focus. In order to shift towards more effective governance, it is necessary to make changes and rearrangements in the governance structures of the schools as well as in the Office of the Secretary-General (OSG).

For the purpose of developing the governance of the European Schools, the Estonian presidency focused on:

* the revision of the recruitment procedures for leadership positions at the European Schools and at the OSG;
* the pedagogical reinforcement of the management in the OSG and in the European Schools;
* the clarification of the terms and conditions for the accreditation and audit of the Accredited European Schools;
* the implementation of the new Financial Governance.

In an increasingly globalised world where individuals need a wide range of skills to adapt and prosper in a rapidly changing environment, the emphasis has to be on the need to modernise education and schools in the context of lifelong learning. The continuous pedagogical development of the European Schools includes the continuation of the pedagogical priorities, supporting and valuing the inspectors' work, and adopting the decisions submitted by Working Groups with the aim of developing the system.

For the purpose of developing the continuous pedagogical development of the European Schools, the Estonian presidency focused on:

* the continuation of implementing the teaching standards;
* the follow up of the additional measures of the implementation of the new marking scales;
* the continuation of the reform of the European Schools’ curriculum;
* the clarification of the role and the responsibilities of inspectors in the European Schools system;
* the analysis of the implementation of the Educational Support Policy and Provision.

Information and Communication Technologies are of paramount importance in today’s society, in economic, social, and cultural spheres alike. The European Schools have to consider the needs and abilities of their students and take into account the changes in the world of work brought about by new technologies. The ability to use information technology is an important skill in the modern information society, pervading all subjects, and must be acquired by all students.

For the purpose of developing the pedagogical use of ICT in the European Schools, the Estonian presidency focused on:

* the creation of a coherent ICT strategy for the European Schools;
* the revision process of the present ICT curriculum.

Some very important decisions were approved by the Board of Governors and entered into force in 2017-2018:

The Board of Governors:

* adopted the adjusted calendar, set out in Annex II, for the implementation of the centralised model of Financial Governance;
* mandated the Secretary-General to set up a steering group tasked with overseeing the implementation of the new centralised Financial Governance model (2017-11-D-35-en-1+ annex);
* approved the General Interest File and expressed a favourable opinion on the Dossier of Conformity of five new accredited Schools:
* AES - Lille (FRANCE) – (2017-09-D-38-fr-2, 2018-01-D-50-fr-3);
* AES - Ljubljana (SLOVENIA) – (2017-09-D-1-en-2, 2018-01-D-10-en-2);
* AES - Lycée Edward Steichen Clervaux (LUXEMBOURG) – (2017-09-D-40-fr-2, 2018-01-D-51-fr-2);
* AES - Lycée Junglinster (LUXEMBOURG) – (2017-09-D-41-fr-2, 2018-01-D-52-fr-3);
* AES - Lycée Mondorf-les-Bains (LUXEMBOURG) – (2017-09-D-42-fr-2, 2018-01-D-53-en-3).
  + mandated that the Secretary-General of the European Schools study the legal basis and possibilities for an agreement with the UK Government, to define the form of a cooperation, after Brexit, and after the possible denunciation of the Convention defining the Statute of the European Schools took effect (2017-11-D-13-en-1);
  + decided to create a post of ‘executive coordinator/adviser’ to support and serve the Secretary-General directly (2018-04-D-5-en-1);
  + approved the document on 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-2);
  + decided to mandate the enlarged ‘Presidency’ Working Group (DE – ET – EL – ES – FR – EC) to complete work on the ‘cost neutrality’ mandate and to revisit the cost-sharing mechanisms (2018-03-D-30-en-1);
  + endorsed the extension of the mandate of the Working Group “Task Force Pedagogical Reform” in order to complete the Language Policy for the European Schools (2018-01-D-9-en-3).

Any progress that has been made in achieving the objectives set out for the Estonian presidency is the result of the collaborative and highly professional debate amongst all members of the wider European Schools community: inspectors, school staff, parents, pupils, and of course, the whole personnel of the Office of the Secretary-General. We thank them all for their invaluable help and support during the Estonian presidency.

# The Priorities of the 2017-2018 Estonian Presidency

The main priorities of the Estonian presidency were:

* developing the governance of the European Schools;
* continuous pedagogical development of the European Schools;
* pedagogical use of Information and Communication Technologies in the European Schools.

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| **Developing the governance of the ES** | **Involved WG‐s** | **Connected documents** | **Actions taken and follow-up** |
| **1. The revision of the recruitment procedures for leadership positions at European Schools and at the OSG**  **The aim:**   * revisit the recruitment procedures and the quality requirements of directors and deputy heads and head of units | “Revision of the Recruitment Procedures and Profiles for management in the Schools" | 2017-09-D-23-en-3 | The BoG endorsed the recommendations and proposals made in the mid-term report on selection procedures in December 2017 (2017-09-D-23-en-3).  The WG will continue its work and focus on the profile of the different executive and managerial functions. |
| **2. The pedagogical reinforcement of the management in the OSG and in the European Schools**  **The aims:**   * to continue work for the new structure of the OSG | “PRESIDENCY” | 2018-04-D-5-en-1 | The BoG decided to create a post for an ‘executive coordinator/adviser’ to directly support and serve the Secretary-General (2018-04-D-5-en-1). |
| * to reinforce the middle management of ES and revise the profile of the pedagogical advisers | “REVPROCE‐P” | 2018-03-D-32-en-1 | The ‘Educational Advisors’ WG received a mandate in December 2016 under the German presidency, and the first meeting of the WG was held under the Estonian presidency (2017-10-D-18-en-2). The WG will continue its work and the first mid-term report will be presented at the pedagogical meetings in October 2018 and at the BoG meeting in December 2018.  The BoG approved the revised Annex to document (2011-01-D-33-en-6) concerning the Internal Structures of the European Schools (2018-03-D-32-en-1). The revised Annex reflects the development of the duties of the executive staff of the schools and the need to support the schools in their pedagogical quality management. This decision will be reviewed by April 2019 in the context of the ongoing discussions linked to the creation of a ‘middle management’. |
| **3. The clarification of the terms and conditions for the accreditation and audit of the Accredited European Schools**  **The aims:**   * to clarify the terms and the conditions for accreditation * to study the cost neutrality of Accredited European Schools | “AES-EEA”  “AUDAES” | 2017-11-D-21-en-1  2018-03-D-30-en-1  2018-03-D-7-en-2 | The interim report of the WG AES (2017-11-D-21-en-1) presented at the BoG December 2017 meeting and the second report (2018-03-D-30-en-1) at the BoG April 2018 meeting.  The BoG decided to mandate the enlarged ‘presidency’ WG (DE – ET – EL – ES – FR – EC) to complete work on the ‘cost neutrality’ mandate and to extend the mandate given to the Working Group, so as to complete the work along the lines indicated in the report, for the other mandates. |
| **4. The implementation of the new Financial Governance**  **The aim:**   * to follow up the implementation process of the new Financial Governance | OSGES | 2017-11-D-35-en-1 + annex | The BoG adopted the adjusted calendar, set out in Annex II, for the implementation of the centralised model of Financial Governance; and mandated the SG to set up a steering group tasked with overseeing implementation of the new centralised Financial Governance model. This group would be charged with reporting regularly to the BC and to the BoG. |
| **Continuous pedagogical development** | **Involved WG‐s** | **Connected documents** | **Actions taken** **and follow-up** |
| **5. The continuation of implementing the teaching standards**  **The aims:**   * to evaluate the pilot phase of the evaluation of the locally-recruited teaching staff * to monitor the implementation of the Toolkit (the document for Quality Teaching in the European Schools) * to monitor the analysis of the pilot phase of the new Continuous Professional Development policy | “CPD”  “LRTEVAL”  “ASSURQUAL”  “ASSTEAC” | 2017-10-D-37-en-1  2017-09-D-24-en-3  2018-01-D-56-en-3  2018-01-D-44-en-3  2018-01-M-4-fr (CDP) | The evaluation of locally-recruited teaching staff  The BoG approved the report on implementation of the Service Regulations for Locally Recruited Teachers in the European Schools in December 2017 (2017-10-D-37-en-1) and endorsed the recommendations and proposals made in the report of the ‘Locally Recruited Teachers Evaluation’ Working Group (2017-09-D-24-en-3).  The BoG approved the creation of a single representative body for the teaching staff (2018-01-D-44-en-3) and the amendments to the Service Regulations for Locally Recruited Teachers (2018-01-D-56-en-3).  The implementation of the Toolkit  A digital survey on the evaluation of teachers had been sent out in November 2017. The survey had only been completed before the February meetings, therefore the results will be circulated amongst teachers. Generally, teachers, directors and inspectors were positive about the use of the Toolkit for Evaluation of Teachers overall, as it supported harmonisation, structured evaluation, and led to a more complete and objective picture of a teacher. It had been requested that the teacher’s self-evaluation be structurally incorporated. The wish had been expressed that an online evaluation and reporting tool should be developed.  The new Continuous Professional Development policy  The Memorandum on the Framework for the organisation of the new CPD concept (2018-01-M-4-fr) had been adapted to bring it into line with the new framework for and organisation of Continuous Professional Development (2016-01-D-40-fr-4). |
| **6. The follow-up of the additional measures of the implementation of the new marking scales** | “SC IMPL NMS”  “ASSSEC” | 2017-05-D-29-en-7 | The Joint Teaching Committee approved the “Guidelines for use of the new marking scale”. As it is a dynamic document, it would be amended with extra examples, revised and further developed over time. The information on the third cycle would be added during the 2018-2019 school year. |
| **7. The continuation of the reform of the European Schools’ curriculum**  **The aims:**   * to create a coherent language policy for the European Schools * to create the general framework of the model of the key competencies for the European Schools | TASKFORPED | 2018-01-D-9-en-3  2018-01-D-33-en-3 | The Estonian presidency took over the chairmanship of the ‘Pedagogical Reform’ WG from the German presidency who took it over from the Danish presidency. Work continued on both the Language Policy and the embedding of the Key Competences in ES curriculum.  The Proposals for Language Policy were presented in April 2018 (2018-01-D-9-en-3). The BoG endorsed the extension of the mandate of the WG in order to complete the policy. The WG was encouraged to produce a detailed analysis of its financial and human resource consequences and to develop a realistic and reasonable implementation plan for the entire policy.  An interim report on the progress of integration of the eight key competences will be presented at the October 2018 pedagogical meetings and at the BoG in December 2018. |
| **8. The clarification of the role and the responsibilities of inspectors in the European Schools system**  **The aim:**   * to review the Inspectors’ general functions and their workload | “INSP‐WORK” | 2018-01-D-20-en-2 | The sub-WG ‘Role and Duties of the Inspectors of the European Schools’ started its work under the Estonian presidency in November 2017. A survey of the Inspectors was conducted and the results were discussed at the enlarged meeting of the WG in February 2018.  As the BoG approved in April 2018 the adaptation of the mandate of the sub-WG ‘Role and Duties of the Inspectors of the European Schools’ (2018-01-D-20-en-2), the sub-WG became a fully-fledged WG. The WG will continue its work and the first mid-term report will be presented at the October 2018 pedagogical meetings and at the BoG meeting in December 2018. |
| **9. The analysis of the implementation of the Educational Support Policy and Provision**  **The aim:**   * to monitor the analysis of the implementation of the Educational Support Policy and Provision | “EDUCSUP” | 2017-11-D-24-en-3 | The Statistical Report on Educational Support and the integration of pupils with special educational needs into the European Schools for the year 2016-2017 has been published on the website: [www.eursc.eu](http://www.eursc.eu) (2017-11-D-24-en-3)  Draft report on the Evaluation of the Implementation of the Educational Support Policy in the European Schools was presented orally in the JTC. The final report, containing common findings, brief-specific information relating to individual schools, conclusions and recommendations, would be presented in October 2018. |
| **Pedagogical use of ICT in the ES** | **Involved WG‐s** | **Connected documents** | **Actions taken and follow-up** |
| **10. The creation of a coherent ICT strategy for European Schools**  **The aim:**   * to form a comprehensive picture of current pedagogical use of ICT in the ES * to analyse the survey carried out by the WG IT PEDA * to describe the ES vision with respect to ICT * to revise the present ICT curriculum | “IT-STRATEGY”  “IT-ADMIN”  “IT-PED” | 2018-01-D-22-en-2  2018-01-D-79-en-3  2018-02-D-41-en-2 | WG IT PEDA conducted a survey from June to September 2017 in order to form an overall picture of the existing pedagogical use of ICT in the European Schools, to assess the IT services offered by the schools, and to gather information on the existing good practices across the system. The Report on the IT-PEDA survey (2018-01-D-22-en-2) was presented at the BoG meeting in April 2018. The BoG took note of it and the WG was encouraged to continue its work, taking into account the developments at the European level.  The BoG approved the Annual ICT Report of the Head of the ICT/Statistics Unit for the year 2017 (2018-02-D-41-en-2).  The BoG approved the Multi-Annual (2018-2022) IT Plan for the ES (2018-01-D-79-fr-3) in April 2018. The purpose of this document is to describe the European Schools’ vision with respect to ICT, the strategic activities planned, and their implementation. In addition, the BoG mandated the AAS Working Group to revise the name of the schools’ “ICT technicians” and their job description, as requested by the IT Strategy Group (2018-01-D-79-en-3).  An in-service training day for ICT coordinators was organised (15 participants) in October 2017. The main topics were the new marking scale, changes in the ICT syllabi, and the introduction of Office 365. |

# 2. Board of Inspectors for the Nursery and Primary Cycles

The Members of the Board of Inspectors take responsibility for the follow up on different subjects and pedagogical issues.

## 2.1. New Inspector

**Greece: Ms. Varvara Nika,** in place of Mr. Konstantinos Batsilas

## 2.2. Primary Inspectors Responsibilities

|  |  |  |
| --- | --- | --- |
| **Subject/Issues** | **Main Inspector** | **Alternate Inspector** |
| Language 1 | All national Inspectors |  |
|  | | |
| Early Education Curriculum | Ms. Dana Musilová | Mr. Helder L. Guerreiro |
|  | | |
| Common Curriculum  Language 2 | Mr. Schimek  Mr. Fitzgerald  Ms. Lommel  Ms. Schumacher |  |
|  | | |
| L2 FR | Mr. Pierre Hess  Ms. Lommel (secondary) |  |
|  | | |
| L2 EN | Mr. Fitzgerald | Mr. Nick Capron |
|  | | |
| L2 DE | Mr. Franz Schimek | Ms. Birgit Schumacher |
|  | | |
| Mathematics | Ms. Linde Van Den Bosch | Ms. Urszula Laczynska |
|  | | |
| Discovery of the World | Mr. Per-Olov Ottosson | Ms. Urszula Laczynska |
|  | | |
| Art | Ms. Gabriela Droc | Mr. Per-Olov Ottosson |
|  | | |
| Music | Ms. Dana Musilová | Ms. Ida Juraitienne |
|  | | |
| Physical Education | Ms. Urszula Laczynska | Mr. Per-Olov Ottosson |
|  | | |
| European Hours | Mr. Schimek | Ms. Linde Van Den Bosch |
|  | | |
| Non-confessional Ethics | Ms. Els Vermeire | Mr. Pierre Hess |
|  | | |
| ICT (Guidelines) | Mr. Ottosson | Ms. Urszula Laczynska  Ms. Katre Mehine |

## 2.3. Syllabi and Attainment Descriptors for the Primary Cycle

|  |  |  |
| --- | --- | --- |
| **Syllabi and Attainment Descriptors approved by the Joint Teaching Committee, October 2017** | | |
| 1. | Estonian Language 1 - Nursery and Primary cycle | 2017-07-D-6-et-1 |
| 2. | Syllabus for Romanian Language I - P5 and the Attainment Descriptors for P5 | 2017-12-D-13-ro-1  (WP 2017/71) |

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| **Syllabi and Attainment Descriptors approved by the Joint Teaching Committee, February 2018** | | |
| 1. | Attainment Descriptors - Greek L1 - Primary cycle | 2018-01-D-35-el-1 |
| 2. | Attainment Descriptors - Italian L1 - Primary cycle | 2018-01-D-36-it-1 |
| 3. | Attainment Descriptors for L2 - Primary cycle | 2018-01-D-37-en-1 |
| 4. | Danish Language L1 - Nursery and Primary cycle | 2018-01-D-21-da-1 |

# 3. Board of Inspectors for the Secondary Cycle

The Members of the Board of Inspectors take responsibility for the follow up on different subjects and pedagogical issues.

## 3.1. New Inspectors

**United Kingdom: Mr. Paul Metcalf,** in place of Ms. Moyra Hadley

**Slovenia: Ms. Miriam Stanonik,** in place of Ms. Mojca Poznanovic Jezeršek

**Bulgaria: Ms. Veselina Ganeva,** in place of Ms. Silvia Kantcheva

**Hungary: Ms. Luca Nemeskéri**, in place of Ms. Zsuzsanna Nyírő

## 3.2. Secondary Inspectors Responsibilities

|  |  |  |
| --- | --- | --- |
| **Subject/Issues** | **Main Inspector** | **Alternate Inspector** |
| Language 1/  Foreign Language | All national Inspectors |  |
|  |  |  |
| Biology | Mr. Max Wolff | Mr. Alex Coenen |
|  | | |
| Chemistry | Mr. Alex Coenen | Mr. Max Wolff |
|  | | |
| Economics | Ms. Maria José Perez Blanco (P) |  |
|  | | |
| Art | Ms. Karin Nilsson |  |
|  | | |
| Music | Mr. Walz (1st semester)  Ms. Miriam Stanonik  (2nd semester) |  |
|  | | |
| Physical Education | Ms. Karin Eckerstorfer |  |
|  | | |
| Geography | Ms. Olga Drapalova |  |
|  | | |
| Ancient Greek | Ms. Margarita Kalogridou | Mr. Anastasiades (CY) |
|  | | |
| History | Ms. Helena Maria Coelho |  |
|  | | |
| ICT | Ms. Mae Kitsing |  |
|  | | |
| Latin | Mr. Dominique Wille |  |
|  | | |
| Mathematics | Mr. Louys (1st semester)  Ms. Urszula Laczynska (Pri)  (2nd semester) |  |
|  | | |
| Ethics | Ms. Violeta Valiuškevičiené | Ms. Els Vermeire |
|  | | |
| Philosophy | Ms. Els Vermeire | Ms. Margarita  Kalogridou |
|  | | |
| Physics | Mr. Louys (1st semester) Ms. Maie Kitsing **(Présidence)** (2nd semester) |  |
|  | | |
| Human Sciences | Ms. Helena Maria Coelho | Mr. Konrad Leszczynski |
|  | | |
| Integrated Science | Mr. Max Wolff |  |
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| Religion | Ms. Margarita Kalogridou |  |

## 3.3. Syllabi and Attainment Descriptors for the Secondary Cycle

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| **Syllabi and Attainment Descriptors approved by the Joint Teaching Committee, October 2017** | | |
|  | Attainment descriptors – Biology – Chemistry – Physics – 4 periods - S7 | 2017-09-D-52-en-1 |
|  | Attainment descriptors – Mathematics 3 Periods, 5 Periods and Advanced level– S6-S7 | 2017-07-D-9-fr-1 |
|  | Estonian Language 1 - Secondary Cycle | 2017-09-D-18-et-1 |
|  | French Language 1 – Secondary cycle | 2017-09-D-9-fr-1 |
|  | Greek Language 1 - Secondary cycle | 2017-06-D-20-el-1 |
|  | Greek Language 1 advanced - Secondary cycle | 2017-09-D-8-el-1 |
|  | Slovenian Language 1 - Secondary cycle | 2017-09-D-10-sl-1 |
|  | Philosophy Syllabus – 4 periods – S6-S7 | 2017-07-D-10-en-1 |
|  | Art History – 2 period Complementary course - S6-S7 | 2017-09-D-20-en-1 |
|  | Art Laboratory – 2 period Complementary course - S6-S7 | 2017-09-D-21-en-1 |
|  | Technical drawing – 2 period Complementary course - S6-S7 | 2017-09-D-22-en-1 |
|  | Laboratory Chemistry – Complementary course - S6-S7 | 2017-05-D-34-en-1 |
|  | L5 Languages - Complementary course (S6-S7) | 2017-09-D-25-en-1 |
|  | New structure for oral European Baccalaureate examinations in Lithuanian L1 | 2017-10-D-15-lt-1 |

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| **Syllabi and Attainment Descriptors approved by the Joint Teaching Committee, February 2018** | | |
|  | Attainment descriptors – Biology 2 periods- S6-S7 | 2018-01-D-38-en-2 |
|  | Attainment descriptors – Hungarian Language 1 - Secondary cycle | 2018-01-D-39-hu-2 |
|  | Attainment descriptors – Polish Language 1 - Secondary cycle | 2017-12-D-29-pl-2 |
|  | Sport - complementary course (S6-S7) | 2017-12-D-38-en-2 |
|  | Programming – complementary course (S6-S7) – WP 2018/11 | 2018-02-D-35-en-2 |
|  | L4 Languages - Spanish version | 2016-07-D-12-es-4 |
|  | L4 Languages - Portuguese version | 2016-07-D-12-pt-4 |
|  | Syllabus for all L5 Languages - Complementary course (S6-S7) - Luxembourgish version | 2017-09-D-25-lu-2 |
|  | Syllabus for all L5 Languages - Complementary course (S6-S7) - Russian version | 2017-09-D-25-ru-2 |
|  | New structure for written examination in Romanian Language 1 for the European Baccalaureate (2017-11-D-16-ro-1) | Written Procedure 2017/59 |
|  | New structure for written examination in Bulgarian Language 1 for the European Baccalaureate (2017-11-D-33-bg-1) | Written Procedure 2017/69 |
|  | Electronics laboratory – Complementary course (S6-S7) (2018-02-D-35-en-1) | Written Procedure 2018/11 |
|  | New structure for the written and oral European Baccalaureate examinations in Greek Language 1 Advanced | 2018-01-D-41-el-2 |
|  | New structure for written examination in Hungarian L1 for the European Baccalaureate | 2018-01-D-13-hu-2 |

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| **Documents approved at the meeting of the Board of Inspectors (Secondary) in June 2018** | | |
|  | French Language 1 Advanced Syllabus (S6-S7) | 2018-04-D-12-fr-1 |
|  | Syllabus for Bulgarian Language 1 – (S1-S3) | 2018-04-D-15-bg-1 |
|  | Attainment descriptors – Latin – S2-S7 – Written Procedure 2018/31 | 2018-05-D-20-fr-1 |
|  | Attainment descriptors – Bulgarian Language 1 – Secondary cycle – Written Procedure 2018/31 | 2018-04-D-16-bg-1 |

# 4. Working Groups

For the purpose of developing the European Schools’ Curriculum and to maintain the high level of education in the schools, more than 150 WG meetings were arranged over the 223 working days during the 2017-2018 school year. The presidency took part in 43 meetings (marked in blue) over the 44 working days.

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|  | **WORKING GROUPS** | **DATES** | **DAYS** | **PLACE** | **CHAIR** |
|  |  | **SEPTEMBER** | **31days** |  |  |
|  | DAPL1 | 10.09.2017 | 1 | BXL I | Ms. Gammelgaard |
|  | LIIPAD | 10.09.2017 | 1 | OSG | Mr. Schimek |
|  | FRSL1-APPRO | 11.09.2017 | 1 | OSG | Mr. Willé |
|  | **BREXIT** | 11.09.2017 | 1 | OSG | Mr. Beckmann |
|  | SC-SCIENCES-MATH | 11.-13.09.2017 | 3 | OSG | Mr. Coenen,  Mr. Wolff,  Mr. Louys |
|  | PTLI | 12-13.09.2017 | 2 | LUX I | Ms. Coelho,  Mr. Guerreiro |
|  | L5-CC | 12-13.9.2017 | 2 | OSG | Ms. Eckerstorfer |
|  | PROGLIIS | 14.09.2017 | 1 | OSG | Ms. Eckerstorfer |
|  | **TASKFORPED** | 14.09.2017 | 1 | OSG | Présidence CIS |
|  | ASSPRIM | 14.-15.09.2017 | 1 | OSG | Ms. Musilova |
|  | **ASSURQUAL** | 15.09.2017 | 1 | OSG | Ms. Vermeire |
|  | SPORTCC | 19.-20.09.2017 | 2 | Strasbourg | Ms. Eckerstorfer |
|  | INTERM | 20.-21.09.2017 | 3 | BXL II | Ms. Van den Bosch |
|  | COMATHP | 21.09.2017 | 1 | BXL II | Ms. Van den Bosch |
|  | ASSSEC | 21.09.2017 | 1 | OSG | Mr. Damkjaer |
|  | CORBACECOR | 22.09.2017 | 1 | OSG | Ms. Eckerstorfer |
|  | CORBACECOR | 22.09.2017 | 1 | OSG | Ms. Eckerstorfer |
|  | **IT-PEDA** | 22.09.2017 | 1 | OSG | Mr. Munkacsy |
|  | **SC IMPL NMS** | 25.09.2017 | 1 | OSG | Mr. Beckmann, Mr. Wolff |
|  | WSICAD | 25.-26.09.2017 | 2 | Munich | Ms. Huisman, Mr. Fitzerald,  Mr. Coenen, Ms. Coelho, |
|  | ORPROF | 28.09.2017 | 1 | BXL III | Mr. Damkjaer |
|  | SC IMPL NMS | 28.-29.09.2017 | 2 | Pays-bas | Mr. Beckmann - Mr. Wolff |
|  |  | **OCTOBER** | **19 days** |  |  |
|  | **AES** | 02.10.2017 | 1 | OSG | Mr. Marcheggiano |
|  | EDSUPMAP | 02-03.10.2017 | 2 | OSG | Ms. Musilova |
|  | LIV | 05.10.2017 | 1 | OSG | Ms. Eckerstorfer |
|  | LTL1AD | 17.-18.10.2017 | 2 | Bxl II | Ms. Valiuskeviciene |
|  | INTERM | 17.-20.10.2017 | 4 | Mol | Ms. Van den Bosch |
|  | ASSECPB | 25.10.2017 | 1 | OSG | Mr. Damkjaer |
|  | LI NMS | 26.10.2017 | 1 | OSG | Mr. Damkjaer |
|  | COENLIIS | 25.-26.10.2017 | 1 | Bxl III | Mr. Metcalf |
|  | ECON NMS | 25.-26.10.2017 | 2 | OSG | Ms. Pérez-Blanco |
|  | ELEC-CC | 26.10.2017 | 1 | Bxl I | Mr. Louys |
|  | **TASKFORPED** | 27.10.2017 | 1 | OSG | Présidence CIS |
|  | **AES** | 27.10.2017 | 1 | OSG | Mr. Marcheggiano |
|  | ESSS | 27.10.2017 | 1 | Lux II | Mr. Wolff |
|  |  | **NOVEMBER** | **31 days** |  |  |
|  | **INSP-WORK** | 03.11.2017 | 1 | OSG | Mr. Beckmann |
|  | **REVPROFCEDU** | 06.11.2017 | 1 | OSG | Mr. Beckmann |
|  | EDPHYSS | 09.-10.11.2017 | 2 | Munich | Ms. Eckerstorfer |
|  | LAT | 10.11.2017 | 1 | OSG | Mr. Willé |
|  | **TASKFORPED** | 10.11.2017 | 1 | OSG | Présidence CIS |
|  | LIII NMS | 12.11.2017 | 1 | OSG | Ms. Eckerstorfer |
|  | **BREXIT** | 13.11.2017 | 1 | OSG | Mr. Beckmann |
|  | **AES** | 14.11.2017 | 1 | OSG | Mr. Marcheggiano |
|  | RUSSE-L5 | 13.-14.11.2017 | 2 | OSG | Ms. Drapalova |
|  | S5-HARMO-BIONMS | 15.-16.11.2017 | 2 | Munsbach | Mr. Wolff |
|  | MATH-PHYS-NMS | 15.-16.11.2017 | 2 | BXL IV | Mr. Louys |
|  | ONL-NMS | 20.-21.11.2017 | 2 | OSG | Ms. O'Toole |
|  | LIVDET | 22.11.2017 | 1 | BXL III | Ms. Eckerstorfer |
|  | ECOS4S5AD | 22.-23.11.2017 | 2 | BXL III | Ms. Perez Blanco |
|  | GEO - NMS | 23.-24.11.2017 | 2 | OSG | Ms. Drapalova |
|  | **SG EDSUP UN** | 24.11.2017 | 1 | OSG | Mr. Beckmann |
|  | ORPROF | 27.11.2017 | 1 | OSG | Mr. Damkjaer |
|  | **IT-PEDA** | 28.11.2017 | 1 | OSG | Mr. Munkacsy |
|  | ARTFEST | 28.11.2017 | 1 | Frankfurt | Mr. Walz |
|  | SG-SCIENCES-MATH | 28.-29.11.2017 | 2 | Kiel | M, Wolff, Mr. Coenen, Mr. Louys |
|  | CORBACECOR | 30.11.2017 | 1 | OSG | Ms. Eckerstorfer |
|  | FR LII NMS | 30.11.2017 | 1 | OSG | Mr. Willé |
|  | **TASKFORPED** | 30.11.2017 | 1 | OSG | Présidence CIS |
|  |  | **DECEMBER** | **11 days** |  |  |
|  | LTL1AD | 02.01.2018 | 1 | BXL II | Ms. Valiuskeviciene |
|  | EDPHYSSNMS | 06.-07.12.2017 | 2 | Bxl IV | Ms. Eckerstorfer |
|  | **ASSURQUAL** | 07.12.2017 | 1 | OSG | Ms. Vermeire |
|  | **TASKFORPED** | 08.12.2017 | 1 | OSG | Présidence CIS |
|  | **AES** | 13.12.2017 | 1 | OSG | M.Marcheggiano |
|  | SG-SCIENCES-MATH | 17.-19.12.2017 | 2 | Kiel | M, Wolff, Mr. Coenen, Mr. Louys |
|  | INTERM | 18.-20.12.2017 | 3 | Mol | Ms. Van den Bosch |
|  |  | **JANUARY** | **38 days** |  |  |
|  | **INSP-WORK** | 10.01.2018 | 1 | OSG | Mr. Beckmann |
|  | **TASKFORPED** | 11.01.2018 | 1 | OSG | Présidence CIS |
|  | ORPROF | 15.01.2018 | 1 | OSG | Mr. Damkjaer |
|  | **TASKFORPED** | 15.01.2018 | 1 | OSG | Présidence CIS |
|  | **ASSURQUAL** | 16.01.2018 | 1 | OSG | Ms. Vermeire |
|  | PROGLIIS | 16.01.2018 | 1 | OSG | Ms. Eckerstorfer |
|  | LAT | 16.01.2018 | 1 | OSG | Mr. Willé |
|  | INTERM | 15.-17.01.2018 | 3 | BXL II | Ms. Van den Bosch |
|  | ASSSEC | 17.01.2018 | 1 | OSG | Mr. Damkjaer |
|  | GEO - NMS | 17.01.2018 | 1 | OSG | Ms. Drapalova |
|  | ELANC4-7 | 17.01.2018 | 1 | BXL III | Ms. Kalogridou |
|  | **AES** | 17.01.2018 | 1 | OSG | M.Marcheggiano |
|  | **IT-PEDA+**  **IT-ADMIN** | 18.01.2018 | 1 | OSG | M.Marcheggiano |
|  | IT-PEDA | 18.01.2018 | 1 | OSG | Mr. Munkacsy |
|  | FR LII NMS | 18.01.2018 | 1 | OSG | Mr. Willé |
|  | LIII NMS | 18.01.2018 | 1 | BXL III | Ms. Eckerstorfer |
|  | EDMUSS | 18.-19.01.2018 | 2 | OSG | Mr. Walz |
|  | ASSPRIM | 19.01.2018 | 2 | OSG | Ms. Musilova |
|  | SC IMPL NMS | 20.-21.01.2018 | 2 | OSG | Mr. Beckmann - Mr. Wolff |
|  | ARTFEST | 22.01.2018 | 1 | Bad Vilbel | Mr. Walz |
|  | EDPHYSS | 22.-23.01.2018 | 2 | LUX I | Ms. Eckerstorfer |
|  | **REVPROFCEDU** | 23.01.2018 | 1 | OSG | Mr. Beckmann |
|  | HIST NMS | 23.-24.01.2018 | 2 | BXL II | Ms. Coelho |
|  | S5-HARMO-BIONMS | 24.01.2018 | 1 | Munsbach | Mr. Wolff |
|  | **TASKFORPED** | 24.01.2018 | 1 | OSG | Présidence CIS |
|  | ONL-MNS | 25.01.2018 | 1 | BXL III | Ms. O'Toole |
|  | PORT NMS | 25.-26.01.2018 | 2 | BXL II | Ms. Coelho |
|  | FRSL1-APPRO | 26.01.2018 | 1 | OSG | Mr. Willé |
|  | LI NMS | 30.01.2018 | 1 | OSG | Mr. Damkjaer |
|  | LI NMS | 31.01.2018 | 1 | OSG | Mr. Damkjaer |
|  |  | **FEBRUARY** | **13 days** |  |  |
|  | EN LI APPRO | 05.02.2018 | 1 | OSG | Mr. Metcalf |
|  | **AES** | 19.02.2018 | 1 | OSG | Mr.Marcheggiano |
|  | ESPREP | 20.02.2018 | 1 | OSG | Ms. Musilova |
|  | PLL1-SEC | 20.-23.02.2018 | 3 | Warsaw | Mr. Leszczynski |
|  | SC IMPL NMS | 21.02.2018 | 1 | OSG | Mr. Beckmann, Mr. Wolff |
|  | BACEUR | 22.02.2018 | 1 | BXL I | Mr. Damkjaer |
|  | **BREXIT** | 22.02.2018 | 1 | OSG | Mr. Beckmann |
|  | ORGETURM | 26.-27.02.2018 | 2 | LUX I | Ms. Kalogridou |
|  | WSICAD | 28.02-01.03.2018 | 2 | Frankfurt | Ms. Huisman, Mr. Fitzerald,  Mr. Coenen, Ms. Coelho, |
|  |  | **MARCH** | **11 days** |  |  |
|  | ARTFEST | 03.03.2018 | 1 | Frankfurt | Mr. Walz |
|  | SENSTAT | 05.03.2018 | 1 | OSG | Ms. Musilova, Ms. Huissman |
|  | EN LI APPRO | 14.03.2018 | 1 | OSG | Mr. Metcalf |
|  | EDUCPHYS NMS | 14.03.2018 | 1 | Karlsruhe | Ms. Eckerstorfer |
|  | INTERM | 14.-16.03.2018 | 3 | BXL II | Ms. Van den Bosch |
|  | **REVPROFCEDU** | 15.03.2018 | 1 | OSG | Mr. Beckmann |
|  | **PRESIDENCY** | 15.03.2018 | 1 | OSG | Mr. Marcheggiano, Présidence |
|  | LIII NMS | 21.03.2018 | 1 | The Hague | Ms. Eckerstorfer |
|  | ORPROF | 22.03.2018 | 1 | BXL III | Mr. Damkjaer |
|  |  | **APRIL** | **26 days** |  |  |
|  | **INSP-WORK** | 03.-04.04.2018 | 2 | OSG | Mr. Beckmann |
|  | ASSSEC | 04.-05.04.2018 | 2 | OSG | Mr. Damkjaer |
|  | OUTTECH | 05.04.2018 | 1 | OSG | Ms. Laczynska |
|  | ESSS | 06.04.2018 | 1 | LUX II | Mr. Wolff |
|  | NLSL1-HAR | 09.04.2018 | 1 | Tilburg | Ms. Van den Bosch |
|  | EDSUPMAP | 09.04.2018 | 1 | OSG | Ms. Musilova |
|  | FRSL1-APPRO | 13.04.2018 | 1 | OSG | Mr. Willé |
|  | ESPREP | 17.-18.04.2018 | 2 | OSG | Ms. Musilova |
|  | OUTDIDASH | 17.-19.04.2018 | 3 | BXL II | Ms. Coelho |
|  | INTERM | 18.-20.04.2018 | 3 | BXL II | Ms. Van den Bosch |
|  | DIFFP | 19.-20.04.2018 | 2 | OSG | Ms. Droc |
|  | ESLI-III | 19.-20.04.2018 | 2 | Madrid | Mr. Garralon |
|  | ORPROF | 23.04.2018 | 1 | BXL III | Mr. Damkjaer |
|  | ELANC4-7 | 24.04.2018 | 1 | BXL III | Ms. Kalogridou |
|  | ARTFEST | 25.-26.04.2018 | 2 | Frankfurt | Mr. Walz |
|  | **ICT-AD** | 27.04.2018 | 1 | BXL IV | Ms. Kitsing |
|  |  | **MAY** | **14 days** |  |  |
|  | DELIP | 03.-05.2018 | 3 | Munich | Ms. Schumacher |
|  | ASSQULI | 04.-05.2018 | 1 | OSG | Mr. Damkjaer |
|  | INTERM | 06.05.2018 | 1 | BXL IV | Ms. Van den Bosch |
|  | **IT-PEDA** | 06.05.2018 | 1 | OSG | Mr. Munkacsy |
|  | **REVPROFCEDU** | 14.05.2018 | 1 | OSG | Mr. Beckmann |
|  | SCPO CC | 15.-16.05.2018 | 2 | BXL II | Ms. Coelho |
|  | FRSL1-APPRO | 18.05.2018 | 1 | Strasbourg | Mr. Willé |
|  | **TASKFORPED** | 30.05.2018 | 1 | OSG | Présidence CIS |
|  | ACC-ENS | 30.05.2018 | 1 | OSG | Ms. Gammelgaard |
|  | SOC CC | 30.-31.05.2018 | 2 | BXL II | Ms. Coelho |
|  |  | **JUNE** | **21 days** |  |  |
|  | SC IMPL NMS | 04.06.2018 | 1 | OSG | Mr. Beckmann - Mr. Wolff |
|  | **IT-PEDA** | 05.06.2018 | 1 | OSG | Mr. Munkacsy |
|  | ONLIRLP | 06.06.2018 | 1 | BXL III | Mr. Fitzgerald |
|  | INTERM | 06.-08.06.2018 | 3 | BXL II | Ms. Van den Bosch |
|  | OUTDIDASH | 06.-08.06.2018 | 3 | Alicante | Ms. Coelho |
|  | EDPHYSSNMS | 07.06.2017 | 2 | BXL IV | Ms. Eckerstorfer |
|  | **REVPROFCEDU** | 11.06.2018 | 1 | OSG | Mr. Beckmann |
|  | PHIL-2PER | 14.-15.06.2018 | 2 | OSG | Ms. Vermeire |
|  | **TASKFORPED** | 19.06.2018 | 1 | OSG | Présidence CIS |
|  | **PRESIDENCY** | 20.06.2018 | 1 | OSG | Mr. Marcheggiano, Présidence |
|  | MORNCS | 19.-20.06.2018 | 2 | BXL II | Ms. Valiuskeviciene |
|  | WSICAD | 20.06.2018 | 1 | OSG | Ms. Huisman, Mr. Fitzerald,  Mr. Coenen, Ms. Coelho, |
|  | **INSP-WORK** | 20.06.2018 | 1 | OSG | Ms. Huissman |
|  | INSP-WORK | 29.06.2018 | 1 | Helsinki | Ms. Huissman |
|  |  | **JULY** | **8**  **days** |  |  |
|  | ECON NMS | 02.07.2018 | 1 | OSG | Ms. Pérez-Blanco |
|  | **ASSURQUAL** | 09.07.2018 | 1 | OSG | Ms. Van den Bosch |
|  | **REVPROFCEDU** | 10.07.2018 | 1 | OSG | Mr. Beckmann |
|  | DIFFP | 12.-13.07.2018 | 2 | Bucharest | Ms. Droc |
|  | EDSUPMAP | 16.-17.07.2018 | 1 | Prague | Ms. Musilova |
|  | DELI | 17.-18.07.2018 | 2 | Karlsruhe | Mr. Walz |
|  |  |  | **223 days** |  |  |

## 4.1. Task Force and the Estonian Presidency

**The main targets set at the beginning of the school year:**

Under the auspices of the Estonian presidency, the Working Group continued working on both the Language Policy and the embedding of the Eight Key Competences in our curriculum. Taking into account all the input from all stakeholders and external experts, the Estonian presidency considered it a priority to produce a final proposal for the Language Policy and reach a milestone in strengthening the presence of the Key Competences in the curriculum.

**BoG, December 2018**

In order to be able to achieve those objectives, a proposal was made to the Board of Governors at its December 2017 meeting for the extension of the ‘Pedagogical Reform’ WG’s mandate. The aim was to present the Language Policy for approval to the Board of Governors in April 2018, while the finalised proposal regarding the embedding of the Eight Key Competences would be presented to the Board of Governors in December 2018. The mandate was extended by the BoG.

**January to April 2018**

The Task Force started an intensive series of discussions in order to achieve the original goal: to produce a final version of the Language Policy. During the in-depth work, it became obvious that the original proposal could not be submitted to the BoG, as there were far more issues than expected. The number of meetings, the limited timeframe, and the complexity of the task, resulted in a partially reduced proposal to the Board of Governors in April 2018.

**BoG, April 2018**

The Board of Governors was invited to take note of the opinions expressed by the Joint Board of Inspectors (JBI), the Joint Teaching Committee (JTC) and the Budgetary Committee (BC) and to approve proposals.

The Board of Governors welcomed the progress that had been made and endorsed the extension of the mandate of the Working Group in order to complete the policy.

Delegations encouraged the Working Group to produce a detailed analysis of the policy’s financial and human resources consequences, to develop a realistic and reasonable implementation plan for the entire policy. The BoG advised the Task Force to invite a representative of the directors and a representative of deputy directors in order to improve the work on the implementation of the proposals.

**April to July 2018**

During this period the Task Force (reinforced by a director and deputy director) carried out intensive work again. As a result, there has been significant progress in the implementation plans of the Language Policy. Besides the clarification of some points of the proposal, it was decided that a common template should be used in order not to neglect any of the critical points. The Greek presidency could start their activity on this line, to enrich the concrete proposals.

The Key Competences document was further developed with the help of the external curriculum expert. The possibility of the application of the EU’s EntreComp Framework was considered to strengthen the entrepreneurship competence of the curriculum, and the group decided to propose a transversal (cross-curricular) project to be piloted in the coming school years to ensure the coherent development of this competence.

# 5. Selection Committees and Appointments of Directors and Deputy Directors

Inspectors of the 2017-2018 school year, from the nursery, primary and secondary cycles, have participated in the six selection committees for the following directors and deputy directors.

**European School, Brussels I**

* 21 June 2018, the Selection Committee for the Deputy Director for the Nursery and Primary Cycle of the European School, Brussels I.
* **Ms Simona Cajhen** (Slovenia) was appointed as the Deputy Director for the Secondary Cycle, with effect from 1 February 2018, in place of Ms Nordström.

**European School, Alicante**

* 21 June 2018, the Selection Committee for the Deputy Director for the Secondary Cycle of the European School, Alicante.
* **Mr José Luis Hernandez Blanco** (Spain) was appointed as the Deputy Director for the Secondary Cycle, with effect from 1 September 2018, in place of Mr Marco Alberici.

**European School, Brussels III**

* 28 and 29 May 2018, the Selection Committee for the Deputy Director for the Secondary Cycle of the European School, Brussels III.
* **Mr Peter Daniel Garry** (Ireland) was appointed as the Deputy Director for the Secondary Cycle, with effect from 1 September 2018, in place of Mr Markus Radhuber.

**European School, Frankfurt**

* 30 May 2018, the Selection Committee for the Deputy Director for the Secondary Cycle of the European School, Frankfurt.
* **Ms Minna Laatu** (Finland) was appointed as the Deputy Director for Secondary Cycle, with effect from 1 September 2018, in place of Ms Kyriakoula Chatzivassiliadou.

**European School, Luxembourg I**

* 12 and 13 June 2018, the Selection Committee for the Deputy Director for the Nursery and Primary Cycle of the European School, Luxembourg I.
* **Ms Sandra Ribic** (Austria) was appointed as the Deputy Director for the Nursery and Primary Cycle, with effect from 1 September 2018, in place of Mr Hans Van Wissen.

**European School, Munich**

* 26 April 2018, the Selection Committee for the Deputy Director for the Nursery and Primary Cycle of the European School, Munich.
* **Ms Alexia Giannakopoulou** (Greece) was appointed as the Deputy Director for the Nursery and Primary Cycle, with effect from 1 September 2018, in place of Ms Dana Pavlicikova.

## 5.1. Transfers

* **DIR ES, BRUSSELS I: Mr Brian Goggins** (IE), former DIR ES, MOL, to replace Ms Antonia Ruiz-Esturla.
* **DDS ES, LUX I: Mr Marco Alberici** (IT), former DDS ES, ALICANTE, to replace Mr Arben Lufi.

# 6. Accredited European Schools

The number of accredited European Schools is growing year by year. In the 2017-2018 school year the Board of Governors accredited five new schools based on the opinion of the Joint Teaching Committee.

The accredited schools use the European Schools’ curricula and syllabi and, as far as possible, follow the European Schools’ policies and strategies. The European Schools’ system offers representatives from accredited schools the possibility of participating in the meetings of the administrative organs, and in-service training sessions organised for school management, coordinators, and teachers.

## 6.1. General Interest Files

**AES Lille (FRANCE) – (2017-09-D-38-fr-2)**

The Board of Governors approved the General Interest File submitted by the French authorities concerning the request for the setting up of an Accredited European School in Lille, and which met the requirements of the first stage of the accreditation process defined at Mondorf in April 2005**.** The French authorities were therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

**AES Ljubljana (SLOVENIA) – (2017-09-D-1-en-2)**

The Board of Governors approved the General Interest File submitted by the Slovenian authorities concerning the request for the setting up of an Accredited European School in Ljubljana (Slovenia), and which met the requirements of the first stage of the accreditation process defined at Mondorf in April 2005**.** The Slovenian authorities were therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

**AES Edward Steichen Clervaux (LUXEMBOURG) – (2017-09-D-40-fr-2)**

The Board of Governors approved the General Interest File submitted by the Luxembourg authorities concerning the request for the setting up of an Accredited European School *Lycée Edward Steichen Clervaux*, and which met the requirements of the first stage of the accreditation process defined at Mondorf in April 2005**.** The Luxembourg authorities were therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

**AES Junglinster (LUXEMBOURG) – (2017-09-D-41-fr-2)**

The Board of Governors approved the General Interest File submitted by the Luxembourg authorities concerning the request for the setting up of an Accredited European School *Lënster Lycée Junglinster*, and which met the requirements of the first stage of the accreditation process defined at Mondorf in April 2005**.** The Luxembourg authorities were therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

**AES Mondorf-les-Bains (LUXEMBOURG) – (2017-09-D-42-fr-2)**

The Board of Governors approved the General Interest File submitted by the Luxembourg authorities concerning the request for the setting up of an Accredited European School *Lycée Mondorf*, and which met the requirements of the first stage of the accreditation process defined at Mondorf in April 2005**.** The Luxembourg authorities were therefore invited to submit a Dossier of Conformity for nursery, primary and secondary education.

## 6.2. Dossiers of Conformity

**AES Lille (FRANCE) (2018-01-D-50-fr-3)**

The Board of Governors took note of and expressed a favourable opinion on the Dossier of Conformity of the AES Lille, submitted as the second step in the accreditation procedure. It decided to mandate the Secretary-General to organise an audit.

**AES Edward Steichen Clervaux (LUXEMBOURG) (2018-01-D-51-fr-2)**

The Board of Governors took note of and expressed a favourable opinion on the Dossier of Conformity of the Edward Steichen Clervaux school for years S1-S5 of the secondary cycle (the Dossier for years S6-S7 would be submitted separately in due course), submitted as the second step in the accreditation procedure. It decided to mandate the Secretary-General to organise an audit.

**AES Junglinster (LUXEMBOURG) (2018-01-D-52-fr-3)**

The Board of Governors took note of and expressed a favourable opinion on the Dossier of Conformity of the Junglinster school for the primary cycle and for years S1-S5 of the secondary cycle (the Dossier for years S6-S7 would be submitted separately in due course), submitted as the second step in the accreditation procedure. It decided to mandate the Secretary-General to organise an audit.

**AES Mondorf-les-Bains (LUXEMBOURG) (2018-01-D-53-en-3)**

The Board of Governors took note of and expressed a favourable opinion on the Dossier of Conformity of the Mondorf-les-Bains school for the nursery and primary cycles and for years S1-S5 of the secondary cycle (the Dossier for years S6-S7 would be submitted separately in due course), submitted as the second step in the accreditation procedure. It decided to mandate the Secretary-General to organise an audit.

**AES Ljubljana (SLOVENIA) (2018-01-D-10-en-2)**

The Board of Governors took note of and expressed a favourable opinion on Dossier of Conformity of the Ljubljana school for the primary and secondary cycles, submitted as the second step in the accreditation procedure. It decided to mandate the Secretary-General to organise an audit.

## 6.3. Audits in Accredited European Schools

**Scuola per l'Europa di Parma (IT) – (2018-01-D-8-en-2)**

The Board of Governors approved the Audit Report for the nursery, primary and secondary cycles up to S5 and for S6-S7 and decided to mandate the Secretary-General to renew, firstly, the Accreditation Agreement for the nursery, primary and secondary cycles up to S5 and, secondly, the Additional Accreditation Agreement for years S6-S7.

**Scuola per l'Europa di Brindisi (IT) – (2018-01-D-49-en-2)**

The Board of Governors approved the Audit Report for the nursery, primary and secondary cycles up to S5 and for S6-S7 and decided to mandate the Secretary-General to renew, firstly, the Accreditation Agreement for the nursery, primary and secondary cycles up to S5 and, secondly, the Additional Accreditation Agreement for years S6-S7.

**Europäische Schule RheinMain (Bad Vilbel) (DE) – (2018-01-D-59-en3)**

The Board of Governors approved the Audit Report for the nursery, primary and secondary cycles up to S5 and for S6-S7 at the *Europäische Schule RheinMain*, Bad Vilbel. It decided to mandate the Secretary-General to renew, firstly, the Accreditation Agreement for the nursery, primary and secondary cycles up to S5 and, secondly, the Additional Accreditation Agreement for years S6-S7.

**Ecole internationale de Manosque (FR) – (2018-02-D-17-fr-2)**

The Board of Governors approved the Audit Report – (Secondary years S1-S7) on the *Ecole*

*Internationale Provence Alpes Côte d’Azur*, Manosque and decided to mandate the Secretary-General to renew, firstly, the Accreditation Agreement for the secondary cycle up to S5 and, secondly, the Additional Accreditation Agreement for years S6-S7.

**European School Copenhagen (DK) – (2018-02-D-11-fr-2)**

The Board of Governors approved the Audit Report (Nursery-S5) on the European School Copenhagen and decided to mandate the Secretary-General to renew the Accreditation Agreement for the nursery, primary and secondary cycles (years S1-S5).

**Europese School Den Haag Rijnlands Lyceum (NL) – (2018-01-D-60-en-2)**

The Board of Governors approved the Audit Report for years S6-S7 and mandated the Secretary-General to sign the Additional Agreement covering years S6-S7.

**School of European Education, Heraklion (EL) – (2018-01-D-7-en-2)**

The Board of Governors approved the Audit Report for the nursery, primary and secondary cycles up to S5 and for S6-S7 at the School of European Education, Heraklion. The Board of Governors decided to mandate the Secretary-General to renew the accreditation agreement for one year only and to arrange for an audit of the nursery, primary and secondary cycles up to S5, and of S6-S7 to be conducted at the beginning of the next school year. The Board of Governors drew the Greek authorities’ attention to the fact that renewal of the accreditation agreement would still be possible, but only if it were to be found that progress had been made on implementing the recommendations made by this year’s audit team.

# European Baccalaureate

A new Head of the European Baccalaureate Unit, Ms. Ewa Rudomino, began her new position on 1 February 2018. During the period from September 2017 to January 2018 it was the Head of Pedagogical Development Unit, Mr. László Munkascy who took care of the European Baccalaureate Unit.

**List of documents submitted and adopted at the Boards of Governors 2017-2018 session:**

December 2017:

* Report on the 2017 European Baccalaureate (2017-10-D-1-en-3)
* Timetable for the 2018 European Baccalaureate session examinations (2017-10-D-58-de/en/fr-3)

April 2018:

* Quality Assurance of the 2018 European Baccalaureate Written and Oral Examinations – Procedure (2018-01-D-2-en-3)
* Arrangements for Implementing the Regulations for the European Baccalaureate – 2019 session (2015-05-D-12-en-12)
* Memorandum on organisation of the 2018 European Baccalaureate (2018-01-D-1-de/en/fr-2)
* European Schools’ Criteria for the Assessment of the 2018 Baccalaureate Oral Exams (2018-01-D-3-en-2)
* Quality Assurance of the 2018 European Baccalaureate Written Examination Papers (2018-01-D-4-en-2)

In the 2018 Baccalaureate session 2 116 pupils from 22 schools participated in the exams; 13 Type I European Schools and 9 Accredited European Schools.

The 2017/2018 school year was the second year of the implementation of Viatique correction tool. After the first session in June 2017, the tool was improved to better suit the needs of the EB and to make it more user-friendly. The introduction of this tool allowed teachers to complete corrections entirely from home, and the external correctors were invited to the correction centres only for two days, but were allowed to correct entirely from home as well. The tool has been very well received and no technical problems occurred during the session.

# Conclusions

The Estonian presidency actively took on the diverse challenges of the 2017/2018 school year and worked on these challenges to the best of its ability, in cooperation with all parties concerned.

Numerous changes are currently taking place within the teaching and education model of the European Schools, not only in the areas where the inspectors are active. All parties involved in the system of European Schools are participating actively in this process.

The efforts to maintain and develop the high acceptance and enduring recognition of the European Baccalaureate Certificate and the pronounced teaching and learning quality stemming from it, are a long-term challenge and remain a fundamental goal.

At this point, the members of the Estonian delegation would like to thank everyone involved in the European Schools system for the work they have done in the year of the Estonian presidency and for the energetic support we have received from all quarters.

The hard and devoted work of the Office of the Secretary-General has made our time during presidency as chairs of different boards easy and enjoyable. We want to present our compliments and cordial thanks to the Secretary-General, Mr. Giancarlo Marcheggiano; the Deputy Secretary-General, Mr. Andreas Beckmann; the Head of the Pedagogical Development Unit, Mr. László Munkácsy; the Head of the European Baccalaureate Unit, Mrs. Ewa Rudomino; and the Head of the ICT and Statistics Unit, Mr. Roland Pirnay. We are indebted to them and the whole team in the Office of the Secretary-General for such an excellent and fruitful cooperation during our presidency year.

We would also like to give our colleagues in the new Greece presidency our best wishes for the coming school year.

**Opinion of the Joint Teaching Committee**

The JTC thanked the Estonian presidency for the developments achieved during the last school year and expressed a favourable opinion on the Report, which would be sent forward to the BoG for approval.