

## JTC – Brussels (10./11.10.2024)



|        | ITEMS                                                                                                                                                                                                      | REFERENCES                                                          | ACTIONS EXPECTED BY J.T.C. | TIMING |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------|--------|
| I.     | ADOPTION OF THE AGENDA                                                                                                                                                                                     | 2024-10-D-7-en-1                                                    | Decision                   |        |
| II.    | COMMUNICATIONS                                                                                                                                                                                             |                                                                     |                            |        |
| 1.     | Communication of the Secretary-General                                                                                                                                                                     | Oral<br>A. BECKMANN                                                 | Takes Note                 | 10     |
| 2.     | Communication of the Deputy Secretary-General                                                                                                                                                              | Oral<br>M. BORDOY                                                   | Takes Note                 | 10     |
| 3.     | Communication of the Cypriot Presidency - Priorities of the Presidency 2024-2025                                                                                                                           | 2024-05-D-31-en-1<br>G. GIALLOURIDES<br>I. RODOSTHENOUS             | Takes Note                 | 15     |
| 4.     | Priorities under the Cypriot Presidency of the European Schools 2024-2025                                                                                                                                  | 2024-05-D-31-en-2<br>A. BECKMANN                                    | Takes Note                 | 10     |
| III.   | ITEMS                                                                                                                                                                                                      |                                                                     |                            |        |
| III.A. | SYLLABUSES                                                                                                                                                                                                 |                                                                     |                            |        |
|        | Attainment Descriptors                                                                                                                                                                                     |                                                                     |                            |        |
|        | (see decision taken by the JTC at its meeting of 12-13 February 2015 on document 2015-01-D-62-en-1 "Competence-based syllabuses including assessment criteria and subject-related attainment descriptors") |                                                                     |                            |        |
|        | -                                                                                                                                                                                                          |                                                                     |                            |        |
|        | New syllabuses                                                                                                                                                                                             |                                                                     |                            |        |
| 1.     | Preparation of the Revision of the Primary Curriculum: Report on the findings from the survey of N/P inspectors, teachers and deputy directors to consider the need to revise the primary ES curriculum    | 2024-09-D-48-en-1<br>PPT<br>D. MUSILOVA<br>E. CILLIEN<br>S. MAIWALD | Decision                   | 15     |
| 2.     | Proposal for a new structure for all syllabuses in the system of the European Schools                                                                                                                      | 2019-09-D-27-en-6<br>M. WOLFF                                       | Decision                   | 5      |
| 3.     | Guidelines for L2 Teaching and Learning: future perspectives on the development of L2 teaching and learning                                                                                                | Oral<br><a href="#">Link to website</a><br>F. SCHIMEK               | Takes Note                 | 5      |

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|        | ITEMS                                                                                                                          | REFERENCES                                       | ACTIONS EXPECTED BY J.T.C. | TIMING |
|--------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|--------|
| III.B. | REPORTS                                                                                                                        |                                                  |                            |        |
| 1.     | Joint Report of the Italian Presidency of the Boards of Inspectors and of the Joint Teaching Committee – 2023-2024 School year | 2024-09-D-42-en-1<br>C. RUBINACCI<br>D. SACCARDO | Opinion                    | 10     |
| 2.     | Task Force Mission and Vision for the European Schools – Interim Report                                                        | 2024-09-D-22-en-1<br>A. BECKMANN<br>K. PÁLA      | Opinion                    | 15     |
| 3.     | Report of the Whole School Inspection at the European School Brussels I Uccle/Berkendael from 11 to 15 March 2024              | 2024-03-D-22-en-1<br>A. COENEN                   | Takes Note                 | 5      |
| 4.     | Report of the Whole School Inspection at the European School Brussels III Ixelles from 15 to 19 April 2024                     | 2024-04-D-32-en-1<br>A. COENEN                   | Takes Note                 | 5      |
| 5.     | Report on the follow-up of the Whole School Inspection at the European School Brussels II from 7 to 11 March 2022              | 2024-09-D-25-en-1<br>A. COENEN                   | Takes Note                 | 5      |
| 6.     | Report on the follow-up of the Whole School Inspection at the European School Mol from 16 to 20 May 2022                       | 2024-09-D-24-en-1<br>A. COENEN                   | Takes Note                 | 5      |
| 7.     | Report on school failures and repeat rates in the European Schools – 2023-2024                                                 | 2024-09-D-43-en-1<br>C. FARTUŞNIC                | Decision                   | 10     |
| III.C. | EUROPEAN BACCALAUREATE                                                                                                         |                                                  |                            |        |
| 1.     | Report of the Chair of the 2024 European Bacculaureate Examining Board                                                         | 2024-09-D-9-en-1<br>R. RICCI                     | Opinion                    | 20     |
| 2.     | Draft Report of the 2024 European Bacculaureate Session                                                                        | 2024-07-D-12-en-1<br>E. RUDOMINO                 | Opinion                    | 20     |
| 3.     | Quality assurance of the 2024 European Bacculaureate Written and Oral Examinations - Inspectors' Report                        | 2024-09-D-12-en-1<br>PPT<br>R. JURANOVA          | Takes Note                 | 15     |
| III.D. | PEDAGOGICAL RULES/STANDARDS                                                                                                    |                                                  |                            |        |
| 1.     | Proposal for Updating the Teaching Standards (2012-09-D-11-en-4 & 2012-09-D-11-en-4-bis)                                       | 2023-09-D-56-en-3<br>A. COENEN                   | Decision                   | 15     |
| 2.     | Common framework for Whole School Inspections in nursery/primary and secondary cycles (for the fourth round of WSI)            | 2024-09-D-26-en-1<br>A. COENEN                   | Opinion                    | 15     |

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|     | ITEMS                                                                                                                                                     | REFERENCES                                                   | ACTIONS EXPECTED BY J.T.C. | TIMING |
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| 3.  | Request for the adaptation of the second semester report in the learning area Language 1: addition of the learning skill "(Spoken) interaction"           | 2024-09-D-50-en-1<br>E. CILLIEN<br>G. DUCATEZ<br>P. ROME     | Decision                   | 5      |
| 4.  | Guidelines for parents on Determination of the Dominant language                                                                                          | 2024-09-D-47-en-1<br>D. MUSILOVA<br>G. DUCATEZ               | Decision                   | 15     |
| 5.  | Proposal regarding the suspension of secondary lessons during European Baccalaureate oral examinations                                                    | 2024-09-D-41-en-2<br>M. BORDOY                               | Opinion                    | 15     |
| 6.  | Revision of the Guidelines on Organizing Student's Mobility from and to the European Schools                                                              | 2016-01-D-49-en-5<br>C. FARTUŞNIC                            | Opinion                    | 10     |
| 7.  | Evaluation of Seconded and Locally Recruited Teachers in the European Schools                                                                             | 2023-01-D-32-en-4<br>M. WOLFF                                | Opinion                    | 10     |
| 8.  | Proposal for modification of the name of the nursery cycle                                                                                                | 2024-09-D-49-en-1<br>D. MUSILOVA                             | Opinion                    | 10     |
| 9.  | PISA for the European Schools 2025                                                                                                                        | Oral<br>PPT<br>K. PÁLA                                       | Takes Note                 | 15     |
| 10. | Report on the decentralized in-service training on assessment in the primary cycle + <b>Follow-up of the work of the working group Assessment Primary</b> | 2024-09-D-46-en-1<br>D. MUSILOVA<br>E. CILLIEN<br>S. MAIWALD | Takes Note                 | 5      |
| 11. | Induction of New Teachers Working Group - Follow-up                                                                                                       | Oral<br>R. JURANOVA<br>E. CILLIEN                            | Takes Note                 | 5      |

|               | ITEMS                                                                                                          | REFERENCES                                                                                                                               | ACTIONS EXPECTED BY J.T.C. | TIMING |
|---------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------|
| <b>III.E.</b> | <b>ACCREDITED SCHOOLS</b>                                                                                      |                                                                                                                                          |                            |        |
| 1.            | - Quality Assurance in the Accredited European Schools<br><br>- Regulations on the Accredited European Schools | 2024-08-D-9-en-2<br>2024-08-D-10-en-2<br>2024-08-D-11-en-2<br>2024-08-D-12-en-2<br>2024-08-D-13-en-2<br>2019-12-D-12-en-4<br>A. BECKMANN | Opinion                    | 20     |
| 1.            | - Quality Assurance in the Accredited European Schools<br><br>- Regulations on the Accredited European Schools | 2024-08-D-9-en-2<br>2024-08-D-10-en-2<br>2024-08-D-11-en-2<br>2024-08-D-12-en-2<br>2024-08-D-13-en-2<br>2019-12-D-12-en-4<br>A. BECKMANN | Opinion                    | 20     |
| 2.            | Dossier of Conformity N-S5 (updated): AES Brindisi (Italy)                                                     | 2024-09-D-19-en-1<br>D. SACCARDO<br>C. RUBINACCI                                                                                         | Opinion                    | 5      |
| 3.            | Dossier of Conformity S6-S7 (updated): AES Brindisi (Italy)                                                    | 2024-09-D-20-en-1<br>D. SACCARDO<br>C. RUBINACCI                                                                                         | Opinion                    | 5      |
| 4.            | Accredited European School Warsaw (Poland): Polish L2                                                          | Oral<br>Ł. PAWŁOWSKA                                                                                                                     | Takes Note                 | 5      |
| 5.            | Accredited European School Madrid (Spain) update                                                               | Oral<br>J. GARRALÓN BARBA                                                                                                                | Takes Note                 | 5      |
| <b>III.F.</b> | <b>OTHER ITEMS</b>                                                                                             |                                                                                                                                          |                            |        |
| 1.            | Draft Framework for the Enrolment of Ukrainian Pupils in the European Schools in the 2025-2026 School Year     | 2024-09-D-14-en-2<br>A. BECKMANN                                                                                                         | Opinion                    | 10     |

|            | ITEMS                                                                                                                                                            | REFERENCES                                              | ACTIONS EXPECTED BY J.T.C. | TIMING |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------|--------|
| 2.         | Creation of a Romanian Language Section at the European School Luxemburg II as from 2025-2026                                                                    | 2024-09-D-32-en-1<br>A.BECKMANN<br>G. DROC              | Opinion                    | 10     |
| 3.         | Report of the European School Munich Working Group                                                                                                               | 2024-07-D-22-en-1<br>A. BECKMANN                        | Opinion                    | 10     |
| 4.         | Request for the centralisation of the INTERMATH project at the Office of the Secretary-General                                                                   | 2024-09-D-52-en-1<br>M. BORDOY                          | Opinion                    | 20     |
| 5.         | Revised Mandate of the IT Strategy Working Group                                                                                                                 | 2024-09-D-44-en-1<br>B. PAKUCS                          | Opinion                    | 10     |
| <b>IV.</b> | <b>OTHER BUSINESS</b>                                                                                                                                            |                                                         |                            |        |
|            | -                                                                                                                                                                |                                                         |                            |        |
| <b>V.</b>  | <b>WRITTEN COMMUNICATIONS</b>                                                                                                                                    |                                                         |                            |        |
| 1.         | Outcome of Written procedure 2024/11 – Draft Decisions and Opinions of the Joint Teaching Committee of 8 – 9 February 2024 – Document: 2024-02-D-10-en-2         | 2023-04-D-7-fr/en/de/-1<br>C. FARTUȘNIC                 | Takes Note                 | 0      |
| 2.         | Overview on managerial posts of the European Schools as of 1 September 2024 and 1 September 2025                                                                 | 2024-09-D-30-en-1<br>C. BERMÚDEZ ROJAS-MARCOS           | Takes Note                 | 0      |
| 3.         | Report on the Writing Fest Nursery and Primary Cycle, 2023-2024 and plans for 2024-2025                                                                          | 2024-09-D-54-en-1<br>C. NI BHRIAIN                      | Takes Note                 | 0      |
| 4.         | Report on the Writing Fest Secondary Cycle, 2023-2024 and plans for 2024-2025                                                                                    | 2024-09-D-55-en-1<br>M. VICTOR-BYRNE                    | Takes Note                 | 0      |
| 5.         | Report on the online examination pilot in s5 (2023-2024)                                                                                                         | 2024-08-D-18-en-1<br>PPT<br>M. BORDOY                   | Takes Note                 | 0      |
| 6.         | Pedagogical Development and Quality Assurance of the European Schools (2023-2024) – Follow-up of the Inspectors' activities and responsibilities on 30 June 2024 | 2023-09-D-54-en-5<br>G. GIALLOURIDES<br>I. RODOSTHENOUS | Takes Note                 | 0      |
| 7.         | Career guidance manual                                                                                                                                           | N/A                                                     | Takes Note                 | 0      |

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## Welcome A Beckmann

New school request from Vienna received that looks promising

Short comments on AES conference in Innsbruck; well organized, including the heads of delegation for the first time; growing system and embodying the growth of the ES system

## Pisa for schools 2025: delayed to 2026

As AES should be included and Luxemburg cannot join due to their international PISA audit (both is too much for the school).

Decision was made to postpone one round of Pisa for school to 2026 with participation of all 13 ES and AES; disappointing outcome. Good news: no conflict with international PISA in the future.

## Priorities of Zyprus:

- Well being of teachers (follows Irish and Italian presidency) is important
- Pupils well-being should also be pushed further; during COVID a framework policy was set up and is being implemented currently in single schools (still happening). Zyprus goes even deeper
- Sustainability in education (OSG is in favor)
- Broadening the governance of the European Schools

Seems to be a lot of workloads will be added to directors and OSG

COSUP (students rep) introduces themselves; thank the Cyprus priorities and the focus on well-being; also better working conditions for teachers

#### Intervention of Interparents

Parents welcome the priorities and focus on well-being on teachers work; value the follow up that comes with priorities. In favor of reactivation of the program of pupils well-being; should be extended to the lower part of secondary and not only primary. Not in all school p4 students participate in student councils

Full support for the governance of ES as this has been asked for many years by IP.

Directors ES: appreciate holistic approach students/teachers; already reflected in the annual pedagogical school plan; Teachers should be understood as “educators” as other professionals also work in the ES. The well-being of the whole team should be looked after

First step of working groups should be to look at existing measures in schools. Same for sustainability measures. Welcome the annual teacher’s forum on an annual basis.

Welcome the governance priority

COSEEA president Romy; thanks for the priorities; students should take leadership role through peer activities

Highlights importance of students voice!

Well-being of entire staff is highlighted, and the introduction of a coordination role was suggested.

#### **Presentation A Beckmann:**

**What are the other priorities that should be managed?**

**Coming from board of governors and following the action plan (2023/24)**

Cross cutting priorities

Financial – human resources – administration

Pedagogical development

Multiannual plan 25-27

Enrolment of Ukrainian Pupils

Replacement of school management system - SMS (until end 2026)

Development of an AI strategy (AI act was approved in summer 24)

Review of the attractiveness package (for employment of ES teachers)

Mobility package

Review internal structures + middle management

Legal protection (WG re-activated)

School fees (parliament resolution; schools should be more accessible; relates to Category 2,3 pupils)

Simplification (coming from French presidency)

Review of structure of ES in Brussels – net increase of 120 pupils

**Quality Assurance AES** (decisions of governors in April 24; implementing the rules)

Implementation of the Multi annual pedagogical priorities

Implementations of the educational support action plan  
Digitalization of assessment of the European BAC  
Introduction of digital certificates  
Decisions in Feb and April; multi annual plan should be discussed then

### **Revision of the primary Curriculum**

Primary curriculum has not been structurally changed for many years (except for some syllabus changes). It is not coherent. Existing curriculum

- Comprehensive, multilingual, competency based, value oriented...
- Structure of studies
- Primary harmonized timetable (the same since 2005)
- Organization of studies (class sizes, grouping, division of classes etc)

This is “not a curriculum”

Welcome guide for teachers exist showing pedagogical approach (active learning, harmonization...) and principles of the ES (value driven, European dimension..)

Key ideas are fragmented

Objectives of the revision:

**Align** with the early Education Curriculum and 2<sup>nd</sup> curriculum that has changed

**Adapt** to the needs of education of 21<sup>st</sup> century (actual needs of ES)

**Improve** coherence and consistency

Feb 24. Document for revision of curriculum; inspectors analyzed a questionnaire among schools

Core working group: 3 inspectors

Group should be enlarged to listen to new colleagues

Report of the findings:

Contacted inspectors, primary teachers, directors, inspectors...

3 aspects of their national curriculum useful for the ES curriculum

What are specific aspects that should be included

A lot of resources and data received

- Interculture education and democratic learning
- Inclusive education
- Health and well-being (was mentioned by many national inspectors); fostering of positive learning environment
- Language and literacy development
- Competence based
- Sustainability, European and global awareness
- Media and digital competence (understand principles behind digital media)
- Formative assessment
- Active, creative and inquire based
- Holistic approach
- Learning for life (transferable competencies should be taught to use outside the school)

Survey (100 answers; some of them group answers):

51% of submissions find the curriculum fit

77% want it to be revised

Qualitative questions about existing, changed or new aspects of the current curriculum

- Review curriculum structure and content
  - o Subject implementation
  - o Change specific subjects
  - o Suggest new subjects
  - o Organization of studies should be revised

### **Review should be carried out!**

Finetune existing curriculum that

- Builds up on nursery and inserts into the secondary
- Broader and holistic range of learning experience
- Learning should be more integrated and progressive, accessible and practical manner

Board of Inspectors was favorable; asks for JTC opinion so that WG will work on concrete planning of revision

Directors Rep: welcomes the process; give a favorable opinion. Was it presented to the enlarged pedagogical WG and if so what was the answer?

AES primary teachers: welcome the document; propose the formal exchange of best-practices between schools and primary-teachers

COSUP agree on the need of revision; more global topics should be included in the discovery of world subject

Nursery primary Reps will participate on the changes – favor

Primary deputy directors: in favor and want to be part of the WG

Rep of AES directors: welcome the paper and the work

However, AES directors should have been included in the survey as they could have added value in the finding

### **JTC approves the document!**

#### **New structure of syllabus in the system of ES**

Approach based on capabilities; JTC is invited to approve the document. M Wolff presentation

Syllabus provides freedom to teachers; they provide the general competences

Be more ambitious for didactic principles, learning outcomes

Application of syllabi should be monitored by quality assurance working group

Director Reps: support the proposal, no questions

COSEEA supports the proposal

### **JTC approves the document and the revision proposal as approved by GBI**

#### **Guidelines for L2 teaching and learning perspectives**

Difficult topic; history since 2010: 3 different syllabi in En, DE, FR,

2013: first combination of a single curriculum

2018: syllabus for new languages

2023: one curriculum for 8 languages

How can we help the system?

Question to IP who asked for tool kits /guidelines; a living document that should evolve  
Inspectors and teachers worked on the guidelines

Results:

- Language learning is a process where competences in listening's, speaking, and writing, holistic experience

Learning continuum

The beginner developer fluent speaker model

How manage heterogenous classes?

Bringing pupils together; AGAINST STREAMING; Differentiation (b-d-f)

Reinforcement feedback

Presentation of learning outcomes in communicative activities

Summing up and concluding

Specificities! According to languages

9 Learning scenarios based on the EU competences (in EN, FR, DE)

Learning scenarios based on the Key competences / Living the language

Challenges and perspectives

- Living the L2 languages (in other school subjects, European hours, during spare time activities)
- Teaching strategies (team, external resources)
- Choice of languages (tendency host country + English; increasing variety of languages, how to use it, L3 in primary cycle)

Directors welcome pedagogical tool and support the document

COSUP: support most of the document; one question: advantages of streaming are put forward; why do they reject the advantages of streaming?

- **Answer** from M Schimeck: streaming is a dead end story.... What is "Fluent", "mostly fluent".....

AES teachers: ask guidance regarding about children going to L2 (native level; teachers need more training);

IP: shares concerns by students; question about team teaching (resources? 2<sup>nd</sup> teacher is language teacher?) = persons should speak the language properly; more resources might be needed in the future?

Deputy Primary director: welcome the document; want to have more professional development for teachers

CAPEEA very much welcome the document, the thoughts and the suggestions as the multilingual principal is one of the main features of the ES and one of the reasons why parents want to join the system

As a growing group within the system, we offer our support and voice for future enquiry and help among parents and are happy – next to IP –to provide our feedback

**Yes**, that should be possible in the future; it is a living document!

## ITALIAN PRESIDENCY PRIORITIES

### FOLLOW UP of the Parliament report:

1. Promote enhanced reflection

- Approval action plan by BoG – main outcome! Prepares the ground for further actions from Cyprus presidency
  - Approval of Parma declaration – another deliverable. Helps further reflection and actions in areas that Italian presidency could not manage
  - Enhanced reflection and consultations – launch Task force to outline mission and vision of ES
  - BoG and teacher's forum in Parma enhanced visibility and communication of ES at national level; understanding and importance/relevance in the European education
2. Reinforcing ethical and pedagogical best practices within ES (enhancing teacher professionalism)
- a. EU report suggests annual event to share best practices among teachers
  - b. Teachers are crucial for achievement of ES curriculum; Italian presidency has organized Teacher's forum and career development framework to share and enhance teaching experiences

Give opportunity to national system to learn about it from ES teachers

8./9. April 24 in Parma

Plurilingual and intercultural education

Inclusion

European values and democratic citizenship

Sustainable development

Workshops organized on plurilingual and intercultural education. AI, early childhood education, care, inclusion, European values and democratic citizenship, sustainable development

Post event survey:

Objectives were to assess overall effectiveness., replicability and areas of improvement; only 47% answered. Majority of ratings were very positive. (networking opportunities, quality of keynote speakers, inspiring topics)

Teachers want to feel valued and contribute to community. Would like to be acknowledged for their progression within the system (not necessarily by money) Need time for professional learning and supporting others; tangible recognition needed.

Template created of European commission in 2018; but growth is an important concept! Framework should be built on teacher career progression (focus on early career until continued learning)

Stakeholder consultation and piloting of single elements. How to integrate into the Cyprus priorities.

ES Directors: thank the Italian presidency; teachers forum was a big success; teachers careers format seems very good

AES Teachers: Thank you for continuing the Irish presidency principles; for conclusion in working groups;

COSUP: thank you for the report! Optimistic regarding long-term benefits of the initiatives

IP: action plan is only a first step in the process

ISCT: teachers have been elevated as the one of the important stakeholders of the system. This forum should be more accessible to ALL teachers (ES, AES); suggestions in this have been submitted  
All comments will be taken into consideration

A Beckmann: thank the Italian presidency team for all the work!

### **Vision and mission of ES (A Beckmann)**

73<sup>rd</sup> year School system

April 23 – first discussion on the vision<

Report of the system of ES (EP Cult committee) – Sept 23

October 23 – BoG meeting

April 24: BoG approved the action plan

Working Group: many views/extremes about the nature of the document!  
Compromise was found:

Mandate = describe what ES is and what the future vision is (principles, values, characteristics, functions...)

Start: Pedagogical Reform Working Group 2022

- Policy

### **The mission: principles, values, pedagogical practices**

#### **What we are? In what are we different?? (not better)**

- The vision: goals, role and status of the ES within the European Education area

Structure of the document follows these principles. Mission is the largest piece containing Education objectives, Curriculum, pedagogical approach, European BAC, distinctive feature, Governance

European values are in line with treaty of Lisbon; they won't change

Fundamental principles based on the Convention (won't change):

- How we use languages (mother tongue/ other languages)
- Respect for individual conscience and convictions
- Reception of children with special needs
- The European dimension

#### What is the European Dimension?

- Understanding cultural and historical heritage
- European Union
- Diversity and common features in European countries
- European and individual identity
- Shared past and future of Europe

Educational objectives: high quality education centered on key competences for lifelong learning (but new competencies arrive), focus on communication, cooperation, tolerance, respect for others; mental and psychological wellbeing

Curriculum:

Languages and culture

STEAM (how much include these topics into the curriculum)

Physical education (in addition to PE)

Framework around it:

- Sustainability, active citizenship, environment learning
- European dimension

Pedagogical approach and methodology: child should be in the center (it is already happening) – pupil-centered approach, stimulating classroom; activity-based methodology should be achieved; digital technologies are important;

Output: interactive, creative, reflective children; developing independence and agency

Mission is not 100% there; but it should be there in an explicit format

### **The BRAND (not the right word to use): distinctive features**

Plurilingual and multicultural system (unique and important advantage)

Well-designed structure for teaching languages (PISA has proved that it worked in the past)

Content and language integrated learning (CLIL) – secret of language proficiency)

Coherent and systematic inclusion policy

The European BAC (excellent asset)

LANGUAGE Policy:

- Structure for learning languages (L1, L2)

### **Vision – Challenges:**

- How can we prepare students for jobs that have not yet been created; tackle societal challenges and use technologies that have not yet been invented? (OECD 2023) – Future has never been so uncertain and unpredictable before
- Uncertain, unpredictable future  
High social, economic and environmental challenges  
Accelerating globalization and technological development

### **The pillars of the vision:**

- Education for tomorrow (adaptive & innovative learners)
- Inclusion and diversity
- The role of European Schools in the EEA and beyond (educational projects beyond the EU borders; how to enhance visibility; synergies with EU national schools)

Dec 24: discussion with BoG

Feb 25 – presentation of a new version

April 25 – final presentation of new document

**Publication of the mission document in May 2025**

Directors thank for the work and the ambitious goals. What is more important: Mission or Vision? Mission describes the past. Some elements of mission should be parts of the visions

COSEEA: accessibility and inclusivity should be at the core of the document

IP: reservation on the vision part! Should be included in the future. Framing the European project is important as guidance role is important.

CAPEEA intervention: parents will help make the system better known in our communities and show the specifics and differences of the system compared to national and other systems.

Manuel Bordoy: sometimes wording/terminology can be misleading; mission here is a wide concept! (such as independent learning is a “multi-meaning” word); maybe add a glossary in the document. We have time for a mission statement that will be shorter

### **Whole School Inspection for ES Brussels 1**

Positive report; some changes are in the document

### **Whole School Inspection for ES Brussels 3 (>3000 students)**

Schools work on recommendations from previous WSI

Recommendations on self-assessment, harmonization of lesson delivery, promote integration of ICT in teaching

IP: thanks for the report and the positive cooperation; also appreciates the actions of the school to follow up on recommendation

Value enormous effort to execute the WSI in a very large school

COSUP: lack of psychological support; school over-crowded

#### **WSI ES Mol:**

- 8 key competences
- Sustainable development

Desired outcomes are sometimes less clearly stated.

### **Revised mandate of the IT strategy WG**

WG responsible for ICT strategy of European schools. First mandate by BoG in 2015.

Revision necessary!

Involve new stakeholders, adapt to new technologies, clarification of mandate was asked by IAS and new responsibilities were assigned by BoG

#### 2 subgroups:

IT-PEDA (curriculum, training...)

IT ADMIN (financial, admin, IT security..)

Common CORE

Proposals should be aligned with the overall ES strategies and must be approved by appropriate governing organ; Changes and updates concern the subgroup composition and functions assigned to subgroups!

Directors Rep: welcome the document! Pilot projects including AI in the curriculum should be managed carefully. What projects will be decided to be harmonized; directors should decide on it. A Beckmann would change the wording carefully to clarify the point.

European Commission is not part of the IT PEDA yet. But should be included.

AES Directors: proposals from IT strategy group should be aligned with principles of ES system. Why not include AES in the project/WG

They are included in the IT PEDI; not in the IT ADMIN as this is too specific to the ES system. But they can be included as well.

### **Report on school failures and repeat rates in the ES – 23/24**

Work was done by his colleagues as Mr Fartusnic just started; why do students fail over time? What needs to be done?

Descriptive report at this point; picture of the past; evolution of the data over time. The first step to understand the situation and talk about solutions

For the next reports the AES will be included such as has been done for the BAC report

### ES Directors:

S4 and S5 failure is still a subject; high failure rate in Math 3; where is the problem? This should be investigated more.

Failure rate in Math in S6 is too high and causes concern the teachers; this has consequences for the BAC results

COSUP: disparity of failures is concerning; mostly for Math 3

### **Report of the Chair of the 2024 European BAC external examining board (M Ricci)**

External vision of the European BAC and move to digital BAC?

Exam system seems to be too complicated to move into a digital system

In Italy only small parts of tests are published to the public. ES must publish all tests

Full digitalized tests seem difficult.

One of the recommendations is that there should be greater homogeneity in the attribution of marks.

It is more difficult to observe the necessities of students with special needs using a fully digitalized version. Very good impression was gathered by visiting schools. They are mostly efficient.

The system is interesting and should be researched further by external experts. Very good social background of students; can the system be generalized across all countries/national systems

Recommendation: use the data to assess/verify the use of L1 and other languages among various subjects. The structure could help countries that try to help students learn in different languages

Move to a potential electronic BAC seems to be a great challenge as the BAC is a high-stakes exam

COSUP: standardized oral examinations should be put in place

Transition exams; support; System should be open for research. But lack of mention of serious issues of the BAC; all feedback to BAC goes to the unit but is not mentioning in the report (oversight on the part of the chair! Translation problems, lack of textbooks....)

European Commission:

Was the BAC 24 fully effective?

All recommendations from previous BACs were followed/tackled?

IP:

parents appreciate 4 recommendations: computer-based testing (too long to implement), maintaining current weighting of the component of final assessment; increase homogeneity of assessment, further standardized assessments across the system.

“no significant issues were mentioned in BAC 24” – WRONG; 7 complaints at least, Math, Science etc,

Parents' complaints through the IP platform tripled; double complaints to the official system. Moderation in Maths 3 and 5 was granted.

“Oral examination”: how do you recommend improving the process??

Such problems should not appear in the BAC. The system is supposed to be implemented in the national system but as of now the BAC does not full credibility

In the last years: more sensitive subjects should be identified; evidence-based decisions to improve Quality!

AES pupils: thanks for the report to Ricci! Agree with all comments about translation problems and technical problems in printing the math exams

Director reps: support the document

ISCT: thanks for the compliments; need for more visibility in general is necessary; support all comments from Interparents and students; external auditor should be kept for 3 years in general.

Oral examination: tendency to proceed to follow the marking instructions. Only true for teachers but also for external examiners

AES Teachers: echo all points made by students; examination production should be revised from current approach.

M Bordoy:

European BAC is large effort; starting by teachers; layers of quality assurance (I e university observation experts)

BAC DOES HAVE CREDIBILITY! Parents should not say that

150 different BAC papers produced:

- „What are the translation problems?? Have more respect for the people who work hard on the BAC exams”

Mr Ricci:

Strike a balance between the individual perspective and the entire system; in general there was a limited number of mistakes based on the entire system.

Increase training of oral exams could be helpful to enhance the process. Credibility in general should not be questioned. In order to improve the comparability of Oral results teachers should receive a training! Sometimes the assessment was not expressed in the right way. The remaining issues should still be examined and improved.

AES directors (GL): report is positive; why are stakeholders surprised about it? And why so many complaints? For every problem faced in the BAC, there is a procedure. Mostly to the benefit of the pupils

COSEEA: they have the respect for the BAC unit; just wanted to mention issues that are larger than individual (lack of textbooks and materials); dialogue should be improved

## **DRAFT report of 2024 European BAC (Rudomino):**

Numbers and overview

27 schools (13 ES, 14 AES)

2934 candidates (2917 obtained the diploma) 642 from AES – success rate >99%

31 inspectors

160 experts

Main papers: 159

Written examinations: 14.725

Final Grade: 77,03 = final grade – in line with previous years

Oral: 81,66

Written: 70,74

Number of candidates is growing, coming from both type of schools. Number of candidates varies a lot

FR section is the largest one; followed by EN and then German; Italian...

Final mark varies from language section to section. German being better than EN section;

RHM 76% average mark

Highest Marks students have decreased; between 70-80% = >60% of candidates

A higher number of 3<sup>rd</sup> corrections can be observed

12% special arrangements were granted

A higher number of appeals in 2024 (52; but most of them on the same text; mostly around Math subjects)

BAC 2025: 4 more AES (Lux Edward Steichen, Mondorf les Bains, Slovenia, Poland)

Lux all schools need to use the PreBACC through Viatique

Director Rep: appreciate the new layout and the comprehensive report; negative situations should be discussed openly and ways forward should be found together

IP: first year with more AES than ES; priority to harmonize the quality between both systems

Still lack of harmonization between different schools and sections. Success rate in math varies from 20-100%, Why?

Drop-in success rate in Chemistry, Physics and Maths (30% failed Math 3 and Math 5)

12 point drop since 2023; same people took part in Pisa exams in 2022. Why the difficulties now ?? Assess the root cause through various data analysis.

Question regarding online oral exams taken? Same level, same quality? Results in some subjects cause concerns for teachers as well.

COSUP: dialogue should happen around all topics; Math 3 average score of 5,9

Variations between sections in scientific subjects

A Beckmann: the numbers in the Math 5 exams seem to be of concern and should be looked at. Every school should be re-assessed mainly concerning the math results.

Math Inspector from Sweden:

Teacher himself; in 2023 session some students did not even attempt to solve the problem. Maybe too many words in the question -> reduced words in those questions (better results in 2024). Remarks from teachers were received: no time to give feedback

so far but training sessions will be organized; clarifying the syllabus; important to prepare students to problem-solving questions (“the unpredictable”). Teachers should be more involved in the question papers. More enhancements/changes are planned

### **Chief Examiner for the European BAC written examination:**

It should give an additional layer for quality assurance regarding the correctors. Specialist between the inspector and teachers; someone who knows the system in depth. Not changing the marks but assuring the proper examination and marking of the papers; not too strict, not too lenient but an intermediary between the various parties. Asks for a positive opinion to get the budget. It could be implemented in 2025. 30-40 subjects could benefit from this additional resource. Make the correction process smoother.

IP: happy to see that the Irish BAC chairman’s idea is implemented

Who chooses the person? Who will nominate? (the inspectors)

Scrutinization should be added to all science subjects in the future.

COSUP: supports the plan to install a chief examiner. Adds more transparency

ICST: Leads to more consistent marking in most of the subjects. In some subjects inspectors have done marking training; that should be extended to all subjects. In favor of putting in place in 2025

ES Directors: fully support

### **Quality assurance of the 2024 European BAC written and oral examination (inspectors)**

#### **Goals:**

Quality assurance to safeguard equity for students, harmonization, value and integrity, support the exam center

Inspectors guarantee the quality of monitoring oral examinations, procedure of written exams and oral exams

References from feedback from other inspectors, internal/external examiners and feedback from schools

Framework is a yearly updated document on the procedure.

- End of April: inspectors check on quality of oral exams
- During written examinations: monitor the proceeding of 2 written examinations and write about it
- During oral exams: inspectors monitor the arrangements and setting up of oral examinations; visit the preparation room and check the length of prep time, attend and observe the oral exam, complete one on-line questionnaire for each observation; give recommendations, support covering a wide range of subject areas and languages
- End of July: Vice chairperson sends a report to the examination center

Oral examination proposals checked on all subjects (quality of subject competencies, layout, wording)

Over time quality of oral exams have been improved; positive answers received by a large number of people.

QA written examination centers:

- 9 schools visited (4 incidental, 2 AES graduating for the first time; 3 AES graduating for the first 3 years)
- 7 inspectors with 5 new inspectors shadowing the effort
- Overall feedback was positive! Minor incidents clarified by Vice chairman on the spot

Small areas for improvement mainly for schools that did the BAC for the first time.

27 schools were visited by 24 inspectors; >400 surveys across all subjects; 18 different languages observed

Mostly the general rules were well respected

Candidates were given equal opportunities to perform their orals.

But: actual exams last more than 20 min; distribution of questions from internal and external should be improved; proposed marks are based on both examiners individual marking (following lengthy conversation between the examiners)

But in general: very good communication and cooperation with the school

Reflect on the BAC 2024 report; create procedures and tools; present a proposal in Feb 2025.

## **Pedagogical Rules/Standards**

### **Updating the Teaching Standards**

Coenen: Oct 2023, Feb 2024 feedback and discussion on teaching standards from parents, management, and inspectors, WG worked on the feedback.

COSUP appreciates the teaching standards as helping students. Emphasizes different learning methods, more personalized and enriching teaching, improving the teaching methods, and supporting learning environment.

deputy directors: supports the document

AES teacher rep: in favor but one question, presenting the teaching standards with AES and strengthening the teaching

Commission: useful guide for learning and planning/preparation,

ES teacher rep: fully support

Interparent: Welcome the update, more user-friendly. Develop a matrix to understand the minimum of teaching standard

COSEEA: extra education quality for students which is appreciated, constructive feedback is important, in conclusion, welcomes the document.

Coenen: AES teacher comment is acceptable, and makes sense, connection with ES and AES, 4th time on the agenda, it should be implemented in Sep 24/25, we need an agreement to move onwards. Finally, Coenen pushes to start with the implementation. Matrix is very useful. Thank you for the input. Recommendation to have earlier the feedback and not to extend the discussion.

Beckmann: Teaching standards should be included in the AES audit. Majority agrees.

Commission agrees and sends the Commission's remarks.

President: Updated document is approved

### **Common framework for Whole School Inspections (N/P/S)**

Coenen: WHI for ES in 4-year cycle, 2025 4<sup>th</sup> school round of WHI. Expertise from Marino Institute of Education for Ireland completed an external evaluation of the document, the

final version in Feb 2025 should be used in autumn 2025. The draft is produced by the WSI steering committee.

No change in the following procedures:

- focus on reaching and learning,
- schools' evaluation,
- director participation in the inspection team,
- lesson visits and meetings,
- visiting half lessons.

Changes:

- new effective teaching standards,
- recommendation criteria, c
- learner report format,
- more pre-inspection interaction within the team (school and inspection team),
- open-door meeting with teachers – opportunity for teachers to raise their concerns or ideas,
- feedback document should change into an online-feedback meeting with the school director.

Still open:

- Standard on educational support and EU dimension,
  - Opportunity to combine with the AES audit and connecting to AES quality standards.
- 
- Open to receive input until December 2024, which will be included in the doc for JTC Feb 2025.

Deputy Directors ES: Secondary cycles – deputy of Secondary should be included to prepare for the evaluation, and further insights. Also Primary Deputy Director should be invited. Same audit team for the whole school if the locations are divided.

COSEEA: in favour

Directors ES: Agree with the practical recommendations and changes including the evaluation, to be discussed on school or system level.

Interparent: support many of the recommendations, stronger link and reporting and happy to share our comments, self-evaluation: all stakeholders should be involved. Assessment should be presented by sub-cycle (N, P, S). Final report: Communication is not harmonized, not every stakeholders are involved, include the PA.

ICST: few comments to be shared in writing from

Coenen: Open for feedback and written comments. Practical reasons to not include deputy directors, the same inspection teams for the same schools with 2 sites is understandable but need to be discussed. Self-evaluation is focused on the school and not on the system, the school has to decide, latest evaluations were very promising. Some schools are more open to including all stakeholders and some schools are not doing it. This is a director's decision.

### **Inspections L1 French WG**

Cilien: Key competencies about L1 skill languages, 2<sup>nd</sup> semester school report should include language interaction

COSEEA: Question to change the report for January 2025, better for September implementation 25/26, it would be more consistent and practical.

Deputy Directors ES: Timeline, if available in time

Interparent: Share the pupils' time concern. Interaction with class rooms with 30 pupils to learn a language

WG chair: Discussion with Board of Inspectors Primary, the language interaction is included in L1 syllabus. It is already implemented. Nothing is changing here. No problem in the implementation, school report system is now finalized for the 1<sup>st</sup> semester report, areas are not explicitly written, L1 is judged as one subject, for 2<sup>nd</sup> report the interaction language skill will be added, no administration changes, only wording will be added.

ICST In L1 speaking = better wording speaking interaction would be clearer.

Beckmann: Admits and agrees with the COSEEA suggestion for 25/26 schoolyear. Changes within the schoolyear are not in his favor even it is not a big change. Apologizes about his late intervention

WG -Mr Room, Belgique: Communication is cross-cutting, and interaction is important to learn a language. L1 FR revision WG needed more time to review and he insists on implementing it now.

WG-Chair: Interaction is already assessed in the language. It would only be visible and more transparent in the report, so additional information.

Interparent: What is the definition of interaction? Oral or written?

ICST: Oral communication, not written – it is about the spoken interaction, not the global interaction. Please clarify.

Beckmann: In favor of entry into force on September 25/26 – beginning of the school year and not by the calendar year.

President: The document is approved and the implementation date is Sep 25/26

### **Guidelines for parents on Determination of the Dominant language**

WG: Follow the language policy, Schools have to determine the dominant language to find the best section for the pupil. Guidelines and tests are implemented for the schools. We have no guidelines for new parents for the enrollment to identify the dominant language. We need to explain the dominant language and the consequences of our language principles in the European School System. Feedback and experience from the deputy directors of Primary are added. WG asked for a legal review from the OSG.

Document should be ready for the next admission cycle in springtime 2025.

Beckmann: Support the transparency and clarity, focus on the dominant language is pedagogically important, entirely supporting the document but with more precise explanations. Because the complaints have decreased, therefore the document has to be very precise, so the complaints are not increasing again.

Directors Rep: The document should be revised by the OSG lawyer and have an accurate wording. It is important for understanding and clarity. Added as an annexe for the enrollment and application process.

AES teachers rep: Clarity is a must. Appreciate more language tests not only for the selected language.

AES Director rep: AES strongly supports this document and standard for communication.

Interparent: Appreciate that the feedback was well received. Language proficiency not in all languages as in L3 is not always continued after S5. Which children are tested? What are the criteria? Share the memorandum.

ES Deputy directors Rep: Grateful and important, 2-year rule (not sure what is meant) and maybe increase it,

WG-Chair: Please send the comments to me.

No decision to approve the document.

### **Proposal regarding the suspension of Secondary lessons during the EB oral examinations**

Bordoy: Rephrase the rule and the discussion is already 15 years old. Depending on BAC student number and space, examinations should happen in the quietness that is important.

Beckmann: Compromise and not everyone will be entirely happy. There is a legal ambiguity, and dispute on 180 school days (not clear). If the replacement is and legally approved, it gives legal confidence. Gives autonomy to schools and administration boards. In line with the EU Parliament solution, this document supports the BoG. Beckmann approves.

Commission: Schools should be allowed to suspend the school lessons. Understand the constraints and parents' expectations, some suggestions to avoid some ambiguity, replacement of school days, and organize the activities during the examinations for 5 working days.

Interparent: Acknowledgement the efforts and compromise, we agree to disagree, no report of the actual number of days, replacement should be linked with the curriculum. Taskforce should have looked on best practices of other member states.

Directors Rep ES: Thank you for the tremendous effort to lead this issue, no support from directors, the compromise depends on school size, larger schools are not giving autonomy. Budget is not discussed to organize extra-activity, teacher supervision, and external activities. Very difficult to implement, Organizing these activities to the end of the school year (class council, reports writing, class teaching, other school activities) is more than challenging, we don't support them.

Deputy director rep: Fully follow the points of the director reps. Don't support.

COSUP: Understand the situation, and support the directors' view

ISCT: Questioning the well-being of the teachers to the school year's end to organize and support the replacement activities

Bordoy: Shouldn't be a burden to anyone, hiring external people. More a burden for the management not for the teachers. Alternative activities – How should we solve the issue? Admin board could organize it, all stakeholders could discuss the local solution in the admin boards. Some schools are suffering more, of course, there is a difference between big and small school sizes. Small schools might only suspend 3-4 days and bigger schools have 10-14 days.

Director ES rep: Autonomy should be given to the local school board.

Beckmann: 2 options: No replacement, nothing is done.

Schools are treated the same way, only that the bigger schools need more school days for the oral exams. Smaller schools: replacement is optional or compulsory.

Bigger schools: 2 weeks, school needs to organize a replacement, one-week activities compulsory or optional and one week to do nothing/suspend the lessons.

Majority of the JTC is for the document, but not with the approval of directors, teachers, and students

President: JTC positive, not approved by directors, teachers, students and ISCT.

## **Revision of the guidelines on organizing student's mobility from and to the European Schools**

Fartusnic: Practical feedback and ideal solution

Bordoy: Overview of the process and the key elements: Changes come from different schools and coordinators, the network is growing due to school number increases and more requests of in- and outgoing students. Short-term visits or 1-semester were offered, very complex to organize, S5 students should be given the mobility opportunity and enjoy the full experience of another school. Shorter visits were not academically good. First semester of S5 is better. Exceptionally S4 offers are possible but focus on S5, that is the biggest change in the document. Very difficult to manage the mobility files, therefore the forms are simplified and online. Revision of documents, the data protection officer and mobility coordinators of Brussels III, IV reviewed the documents. ES coordinators gave feedback regarding the tremendous amount of documents, as they have to handle most papers. Simplify and skim the volume and bureaucracy. Some remarks from the parents, they will be considered and modified.

Director rep: Promoting the mobility program and welcome the revision of the document and fix the duration of one semester, reduction of complexity is welcomed. Directors are concerned about hosting family issues in relation to legal.

Commission: Valuable for language, cultures and EU. New text is better than old one, appreciate the clear definition of stakeholders, involvement of stakeholders is more important. Online feedback of host families, parents, and students after the mobility programme.

Interparents: Parents are mentioned but not involved in the review. Legal entity regarding legal consultation to ask the police certificate, not the duty of the parent coordinator. Have a meeting with OSG with the director representative to clarify the roles of each stakeholder. Important are the data protections. Support Syllabus!

COSUP: Mobility coordinators are very essential, not only for logistic and introducing and adapting to the exchange students, implement the students well-being procedure.

Deputy Directors: Exchange program strong asset of our school, restricted to S5 students.

ISCT: Fully support the review document and simplifications. The coordinator has a heavy burden.

COSEEA: Fully agree, support commission and Cosup

CAPEEA: Appreciating the program that makes our school system special. Finding host families is often a last-minute decision, so the time to select mobility students needs to be shortened in order to find families before the summer holiday.

## **Evaluation of Seconded and Locally Recruited Teachers in the European Schools**

Commission: Support the changes

ISCT: Evaluate NON-EU qualifications of recruiting teachers who is responsible?  
Beckmann: It is more a legal question. Relevant EU member state, sometimes support of inspectors in reviewing the teachers qualifications of NON- EU diplomas  
Interparent: Inspectors are still involved in clarifying the qualifications, and appreciate the simplification. Clarification regarding category 1 and 3 recruitment of local teachers' qualifications. (Discussion was not very clear) Responsible for local school management and inspector.

### **Working Group Assessment Primary**

Musilova – WG: Status to implement the changes into the report on MySchool until November 15<sup>th</sup> for the first semester report. Musilova wants to include the assessment processes with AES, and appreciates to have a better communication with AES, sometimes lacking the email/contacts. Empower continuous feedback during the school year, and extend number of inspectors for the WG.

Request to send out certificates to teachers and school management for participation in WG, to add to their professional portfolio and reward them for their efforts and time.

AES director rep: Appreciating the communication channel improvement, AES wants to be more involved in different working groups.

Deputy directors rep: Very happy with the document and training in our school, focus on digital portfolio, request a tool to support the digital portfolio.

Musilova-WG: AES Primary teacher from AES RHM has asked for participation in that working group. Musilova appreciates and asks for consideration, school would cover the expenses.

Beckmann: Fine with AES participation, certificates of WG participation is individually possible if it should be more systematic, need to look into it.

President: JTC approved the document.

### **Induction for New Teachers Working Group**

Cillien/Juranova-WG: Welcome-Pack was published first time 2022 (?), annual renewal, Should be included with a video, updates, a handbook, point of view, scripts for new teachers, online trainings, online sessions, a Welcome letter from management, and others = to make the Welcome-Pack more interactive. On the Website of OSG, covers pedagogical and key ES competencies, believes interest of all staff of ES. It provides free practical quizzes, a calendar, language concept explanation, the ES philosophy.

Bordoy: Thank you all the WG members. Valuable improving project.

## **ACCREDITED SCHOOLS**

### **Quality Assurance in the AES**

#### **Regulations on the AES**

Beckmann: Powerpoint presentation, many items about audit and quality assurance, amendments to the AES regulations. Create new audit tools. WG – Participants are present today and discuss the summary.

More support from OSG to AES including buddy scheme, support from ES/AES. A lot of volunteers to support the new schools. BAC audit should happen earlier in S5 and not in the BAC year of S7. Follow-up cycle is inspired of the whole school inspection, formalized follow-up, and more workload for the steering committee, inspectors, and admin. BoG decided on a compromise so have national assurance inspection should be taken in consideration if the ES audit is happening. Stronger involvement of the national inspectors, being present during the school audits and follow-up process. AES is first of all a national school. No light audits anymore as of 2019/20. The audit team will include pedagogical expert of the OSG.

Align the teaching standards and amend the document to the toolkits or observation form.

National inspectors are observers and help the school to follow up on the recommendations from ES as the inspectors are the facilitators.

Guidelines for the national delegations added to the AES regulation.

Timeline:

Nov 2024

Dec 2024

Jan 2025

Ambitious planning

AES teachers: Document was needed,

- 1) Upload the planning online in April for audits in September
- 2) Class observation: Class content
- 3) Lesson plan before or during the visit

AES directors: New initiatives outline a strong commitment and sustainability to AES system, more structure, quality, and report mechanism, navigate through the AES system. Solid foundation for sufficient support, so this will serve an improvement of our schools. BAC results should be more closely analyzed for quality assurance, we have not the same access to the old BAC exams and text books/materials.

This document supports the quality assessment, action plan is a step in the right direction and to align the expectations on qualification.

COSEEA: Fully agree, documents look promising, would like to be included, buddy scheme would make very much sense

Issue that the teachers should have qualified language level, is there a solution/feedback? Was mentioned during the Innsbruck conference?

Commission: In principal agrees for the AES qualification, especially to have a standardized process. Proper analysis regarding the cost neutrality, and cost analysis – therefore not approving and holding reservations about costs.

Interparent: Continue to meet WG or annual meeting/review.

Coenen: More structure regarding the qualification, very happy, same teaching standards for ES and AES and to work on working on this together.

Beckmann: Additional costs and efforts should be covered by the AES contribution, AES are paying more than they should, 2.1 FTE surplus, the growing AES are not shown more costs. It will be illustrated for the budgetary committee. In 2027 review of the quality assurance and standards. AES WG annual meeting is too much, we have a steering

committee, continue to work on it but less intense, but annual report (not sure how this works?)

Valeria: Teachers should use the tool, happy to meet and discuss it. Lesson plan during the visit.

Article 6 has not changed, absolute language qualifications are relevant and must maintain high language qualifications.

### **Dossier of Conformity – AES Brindisi**

Saccardo/Rubinacci: New dossier was sent in for N, P, S1-S3, and S4-S7. New rule by the ministry of Education, all sections are now all managed by one director who led before the S4-S7. Still 3 sites, are all close to each other. New director has revised the timetables and S1-S3 are now more aligned with upper Secondary. Review of language policy applies the ES regulation. Teaching model is revised in Primary with a class teacher role. Dominant language rule is respected and not the familiar wish.

Interparent: No inspection or monitoring system and no teacher qualifications, will Brindisi have a 3<sup>rd</sup> language section?

Saccardo: No, just 2 language sections due to funds availability and student demand.

Beckmann: Consider national level of inspection, if less is provided on national level, the more ES system needs to review the school.

### **L2 Polish – AES Warsaw**

Pawlowska: Brief information according to the school needs as AES Warsaw is widening the language offer with L2 Polish, starting in P1 in Sep 2024/25.

### **AES Madrid**

Barba-WG: Accreditation was approved, should open its activity Sep 2024, The Minister of Education has stopped the process in June 2024.

Spanish Ministry of Education has selected an existing school and an old school, community, families & students have been against of opening the school in September 2024. Spanish delegation is looking for another location in Madrid.

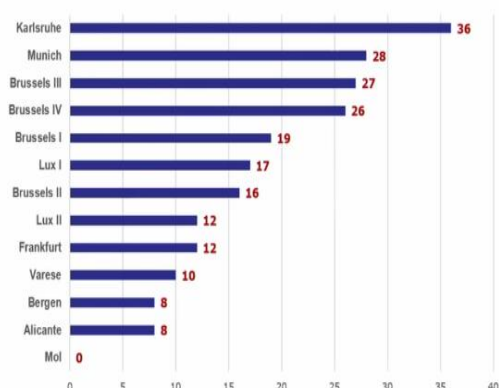
Beckmann: Develop the idea and generate another location for another Spanish school, it is regrettable that it didn't happen. Lessons learned of the process and will look further into different locations.

COSEEA: Fully agree that AES expansion shapes our future and keep expanding.

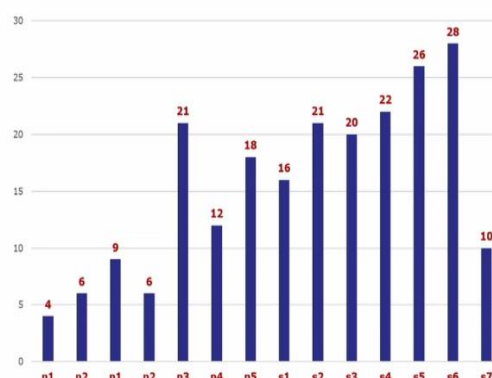
### **Enrolment of Ukrainian Pupils in the EU 25/26**

Beckmann: Sadness to be expressed that the situation in Ukraine has not changed. Framework is in place for the Ukrainian students, now preparation for 26/27. Some statistics see the screenshots:

Ukrainian Pupils enrolled in the ES 2024-2025



Ukrainian Pupils enrolled by Year 2024-2025



Great support for all stakeholders. Successfully passed the BAC in 23/24, quite impressive regarding the poor EN level they have started the BAC cycle. The majority is in the EN section. They need a lot of support on psychological, educational, individual and subject related. Exemption from school fees for ES. (not sure if this applies to AES as well ?) Some displaced Ukrainian pupils are hosted by EU officials or ES staff.

### Creation of Romanian Language Section of ES Lux II 25/26

Beckmann: N,P, S number fulfilling the criteria to open a Romanian language section, admin board supported the suggestion. The section should start with Nursery 1 next September 2025 and grow over the years. Parents still need to be convinced to enroll in the L1 Romanian section and leave their current language section. This helps the Romanian delegation regarding their budgetary committee.

Droc: Important development for the European System, 11 years ago in Brussels II opened L1 Romanian section, and next year the first BAC in the Romanian section is planned.

COSUUP: Supports the opening of Romanian section, will help Romanian students, and highlight to be crucial if the infrastructure of Lux II for all students is still sufficient.

Commission: Very much appreciate the Romanian language section

President: JTC approves

### Request of Intermath centralization

Bordoy: Intermath is a self-financing project, yearly revenues compensate for all production costs including project management, safety net (€200.000) if we work efficiently the Intermath could be offered to the national systems as it is available in various languages in the Education Area.

Chairman Intermath Inspector: P2 Intermath was not delivered in time, apology! Quick solution, Intermath is a real European School label/brand.

Director ES Rep: Fully support for the centralization of the Intermath, we respect the workload, thank you for your efforts.

EU Commission: Understands the needs for the centralization and correct way, final judgement after budgetary meeting.

Deputy Director Rep: Support the centralization, add an expert to the team for Intermath for Primary.

Interparent: Special thank you to teachers, Intermath should be extended to Secondary.

COSEEA: Intermath should be offered to Secondary, and agree on expansion to Secondary.

President: Approved document

### Revised Mandate of the IT Strategy WG – new formula:

Bordoy: The current formula is outdated, 2009, it has never been indexed, it is simply based on pupils' numbers and sections, to ensure the IT needs and pupils' learning area. Formula includes the classroom types and correction factors depending on classroom occupation. Regards on Classroom primary, secondary, IT room or laptop trolley see table with costs.

#### Proposed new formula

- If pupil-to-classroom ratio > 15:

$$B = (\text{Nb classrooms nursery-primary} \times \text{CCP}) + (\text{Nb classrooms secondary} \times \text{CCS}) + (\text{Nb IT classrooms} \times \text{CIR}) + (\text{Nb trolleys} \times \text{CTR})$$

- If pupil-to-classroom ratio < 15: application of a corrective ratio

$$B = \frac{[(\text{Nb classrooms nursery-primary} \times \text{CCP}) + (\text{Nb classrooms secondary} \times \text{CCS}) + (\text{Nb IT classrooms} \times \text{CIR}) + (\text{Nb trolleys} \times \text{CTR})] \times \text{ratio pupil-classroom}}{15}$$

#### Abbreviations:

- B: Budget
- Nb: number
- CCP: cost per nursery-primary classroom
- CCS: cost per secondary classroom
- CIR: cost per IT classroom
- CTR: cost per trolley

#### Annexe 1 – Equipment cost per classroom type

|                                  | unit | price/unit | price | life expectancy |                       |
|----------------------------------|------|------------|-------|-----------------|-----------------------|
| <b>classroom primary (CCP)</b>   |      |            |       |                 |                       |
|                                  |      |            |       |                 | price per school year |
| digital board                    | 1    | 4000       | 4000  | 8               | 500                   |
| desktop with a monitor           | 1    | 600        | 600   | 6               | 100                   |
| access point                     | 1    | 370        | 370   | 6               | 61.67                 |
| tablet                           | 5    | 400        | 2000  | 5               | 400                   |
|                                  |      |            |       |                 | <b>1061.67</b>        |
| <b>classroom secondary (CCS)</b> |      |            |       |                 |                       |
|                                  |      |            |       |                 | price per school year |
| digital board                    | 1    | 4000       | 4000  | 8               | 500                   |
| desktop with a monitor           | 1    | 600        | 600   | 6               | 100                   |
| access point                     | 1    | 370        | 370   | 6               | 61.67                 |
|                                  |      |            |       |                 | <b>661.67</b>         |
| <b>IT room (CIR)</b>             |      |            |       |                 |                       |
|                                  |      |            |       |                 | price per school year |
| digital board                    | 1    | 4000       | 4000  | 8               | 500                   |
| desktop with a monitor           | 19   | 600        | 11400 | 6               | 1900                  |
| access point                     | 1    | 370        | 370   | 6               | 61.67                 |
|                                  |      |            |       |                 | <b>2461.67</b>        |
| <b>trolley (CTR)</b>             |      |            |       |                 |                       |
|                                  |      |            |       |                 | price per school year |
| laptops (or tablets)             | 30   | 600        | 18000 | 4               | 4500                  |

The formula makes sense, but needs to be revised regarding the accurate classroom numbers.

Ask to implement for the budget for 2026 with the right numbers.

Commission: understands a more suited formula, budget impact will be discussed during the budgetary meeting, should be included in the 2% annual increase and not lead to additional costs.

ISCT: Increase for most schools, support the cost increase

Directors Rep: The new formula is in the best interests of schools, however some concerns regarding the figures, and there are some incoherents – some clarifications are important. Present during the budgetary committee the right numbers.

### Closure of the meeting:

Beckmann: Thanks to all involved parties. Constructive discussions and very respectful debate, biggest thank you for the Cypress Presidency.

President closes the meeting. Thanks to all JTC participants for their time, discipline and efforts to have a professional discussion and exchange on views.