

Welcome to the European Schools

A guided tour through the European
Schools for new Teachers



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Disclaimer

This document primarily aims to facilitate the integration of the teaching staff in the European Schools system. It provides information in good faith. While it is accessible to the public, its main focus is on the teaching staff of the European Schools. However, please be aware that certain information in this document may not be applicable to the Accredited European Schools due to their specific local arrangements.

This document does not in any way replace nor is part of the regulations, rules and official documents approved by the official Boards and Committees governing the European Schools system. These regulations, rules and official documents remain the only legal reference.



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Welcome in the European Schools Community

Dear Colleague,

I am very pleased that you have recently taken up your post in the European Schools community. I am sure that your first days at your School will have left you wanting to learn more about the wonderful organisation that is the European Schools.

From our side, we are delighted to have you on board and are confident that your skills and experience will ensure quality teaching and open new opportunities for enrichment for both you and us.

The European Schools were founded in October 1953 in the Grand Duchy of Luxembourg on the initiative of European officials from the European Coal and Steel Community to ensure that their children had a link with their language and culture of origin. This initiative has created a unique experience in which pupils of different origins and languages are brought together side by side throughout their school career.

This unique feature is still today the feature which distinguishes the European Schools from any other schooling system, whether national or international. I am positive that you have already felt and enjoyed this European Dimension during your first contacts with your colleagues and pupils, inside and outside the classrooms.

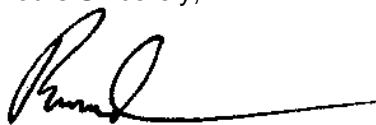
I am sure you have a lot of questions, and I am also sure the management team of your School will provide you with all the necessary information to help you during your career among us and to guide you among the rules and guidelines that are applicable at school level.

The main aim of this Welcome Package is to give you an overall view of what the European Schools System is and how it operates. It will give you a first overview of the key features and recent developments, which have or are changing teaching and learning in the European Schools.

Information about Educational Support and Inclusive Education, the Syllabuses, the embedding of the Eight Key Competences for Lifelong Learning, the structure of studies, the language sections and much more can also be found on the website www.eurisc.eu, on various SharePoint pages managed at school level or at central level. Many Online Professional Communities have been created on Teams Groups to allow teachers to share their questions and good practices. Teams has been massively used to organized online teaching during the pandemic. You have probably already understood that our IT tools are built mainly on a Microsoft environment

I sincerely hope that this guided tour through the European Schools System will give you a useful overview of our organisation. I wish you an excellent first school year with us. I remain convinced that your experience in our schools will be fully satisfying and rich in opportunities and discoveries about other teaching and learning practices and other cultures and will contribute to building a stronger European identity within our system and beyond.

Yours Sincerely,



Andreas Beckmann
Secretary-General of the European Schools

The European Schools

The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. They are legally regarded as **public institutions** in all these countries.

The mission of the European Schools is to provide a **multilingual and multicultural education** for nursery, primary and secondary level pupils. They are aimed primarily for children of staff of the European institutions.

The European schools have also the vocation of being a **flagship of European policies in education**. They are the ideal **testbed for innovative projects** and a **laboratory of pedagogical excellence** where professionals from all over Europe work together.

There are currently 13 European Schools in six EU countries with a total of over 28.000 pupils on roll.

A bit of history

The European Schools began in October 1953 in Luxembourg, on the initiative of officials of the European Coal and Steel Community, with the support of the Community's institutions and the Luxembourg Government. This experiment of schooling side by side children of different languages and nationalities quickly took shape as six different governments and Ministries of Education co-operated in matters of curricula, appointment of teachers, inspection and recognition of levels attained.

In April 1957, the signing of the Protocol made the Luxembourg School the first official European School. The first European Baccalaureate was held there in July 1959 and the qualification was recognised as fulfilling basic entrance requirements by all the universities of the member states.

The success of this educational experiment encouraged the European Economic Community and Euratom to seek for the establishment of other European Schools at their various centres.





Belgium		Creation
European School, Brussels I (Uccle and Berkendael)	www.eeb1.com	1958
European School, Brussels II (Woluwe-Saint-Lambert and Evere)	www.eeb2.eu	1974
European School, Brussels III (Ixelles)	www.eeb3.eu	1999
European School, Brussels IV (Laeken)	www.eeb4.be	2007
European School, Mol	www.esmol.be	1960
Germany		
European School, Frankfurt	www.esffm.org	2002
European School, Karlsruhe	www.es-karlsruhe.eu	1962
European School, Munich	www.esmunich.de	1977
Italy		
European School, Varese	www.eurscva.eu	1960
Luxemburg		
European School, Luxembourg I	www.euroschool.lu	1953
European School, Luxembourg II	www.eel2.eu	2004
The Netherlands		
European School, Bergen	www.esbergen.eu	1963
Spain		
European School, Alicante	www.escuelaeuropea.org	2002

Languages and Language Sections

Basic instruction is given in the official languages of the European Union. This principle allows to safeguard the primacy of the pupil's mother tongue or dominant language (L1) and the pupils' cultural identity.

Consequently, each School comprises several language sections. The curricula and syllabuses (except in the case of L1) are the same in all sections.

To foster the unity of the School and encourage genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages. This is developed in a variety of ways, among which CLIL (Content and Language Integrated Learning).



Our Objectives

1. To provide a high quality, broad education centered on the Key Competences for Lifelong Learning, supporting all pupils' learning needs and encouraging them to reach their potential. To foster tolerance, co-operation, communication, and concern for others throughout the School community and beyond.
2. To focus on the mental and psychological wellbeing of pupils and all members of the community, believing that it is through stimulating and supportive classrooms and School life that all members of the School community can be enabled to thrive in our schools.
3. To stay abreast of the most recent developments on pedagogical theories and practices in teaching and learning methods/approaches to ensure that the provided educational experiences are high-quality based.
4. To support inclusion and diversity, creating inclusive classrooms and learning experiences in which pupils are stimulated to be reflective, active and creative, aware of their own learning profile and achievements, confident in their capacity with tenacity, curiosity and enthusiasm through several pupil-centred teaching approaches and the use of digital tools.
5. To cultivate pupils' confidence in their own cultural identity – the bedrock for their development as European citizens.
6. To develop high standards in the mother tongue and in foreign languages, as defined in the "Language Policy of the European Schools".
7. To embed the learning about Education for Sustainable Development as an overarching concept in the curriculum.
8. To develop STEAM (Science, Technological, Engineering, Arts and Mathematics) knowledge, competences, and skills.
9. To encourage a European and global perspective in the human sciences, across the curriculum and in School life.
10. To encourage creativity in music and arts, as an appreciation of a common European artistic heritage.
11. To develop physical skills and instil in pupils an appreciation of the need for healthy living through participation in sporting and recreational activities.
12. To offer pupils professional guidance on their choice of subjects and on career/university decisions in the later years of the Secondary School.



Accredited European Schools

Since 2005, based on the recommendations from the European Parliament, the European Schools have opened their curricula and the European Baccalaureate to national schools. This allows schools in the Member States to provide a European education leading, in some cases, to the European Baccalaureate. This facilitates mobility by offering a multilingual and multicultural education to the children of staff of European institutions located in places where there is not a European School.

Accredited European Schools are schools which offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States. Accredited European Schools are thus outside the legal, administrative, and financial framework to which the European Schools are compulsorily subject. However, they follow the same principles, the same curriculum and pedagogical approach.

All accredited European schools are linked to the European Schools system by an Accreditation Agreement. The administration and the funding of an accredited European School are the responsibility of the school's host Member State.

The place where an accredited European School is to be sited is proposed by the Member State, which applies to open this School in its national territory. Some accredited European schools are directly linked to European institutions or agencies whilst others are simply national schools where the Member State has supported an application for accreditation.

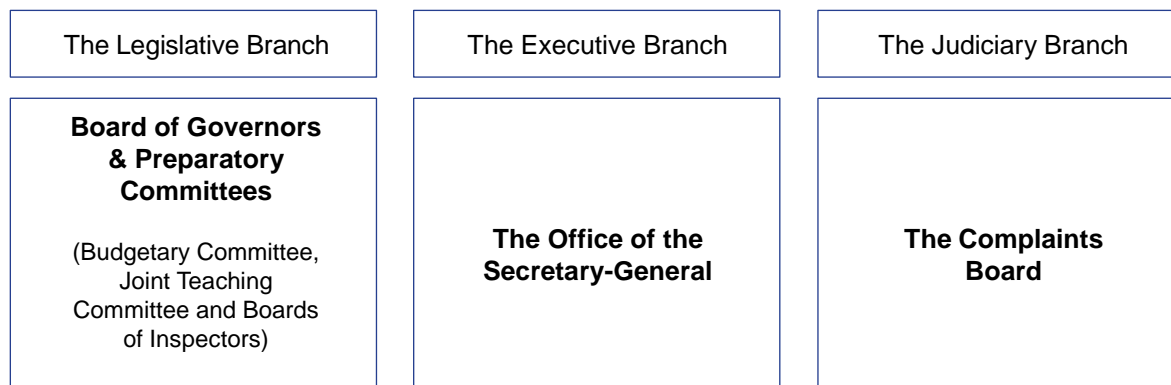
Want to know more?

<https://www.eursc.eu/en/Accredited-European-Schools/About>

Staff in the Accredited European Schools can find specific information in the [online Handbook](#).

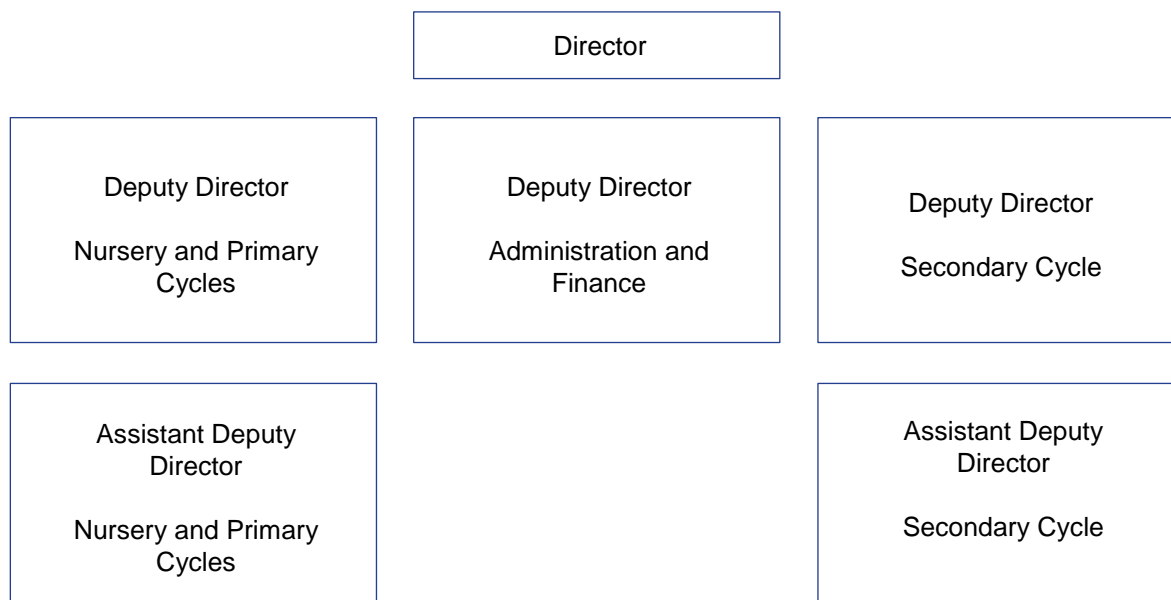
Governance of the European Schools

Convention defining the Statute of the European Schools



The 13 European Schools

Administrative Boards*



* Each school has an Administrative Board chaired by the Secretary-General. Its other members are the director of the school, the representative of the European Commission, two elected representatives of the teachers, two representatives of the Parents' Association, a representative of the AAS and, at the European School of Munich, the representative of the European Patent Office.

Administrative Boards deal with matters concerning the management and administration of the schools, draw up budgets and superintend the spending of allocations. They have the responsibility for overseeing all aspects of day-to-day life in the school and for ensuring its efficient functioning.

[See the Rules of Procedure for the Administrative Boards](#)

The Board of Governors

The governing body of the European Schools is composed of the Ministers of Education of each of the Union countries, normally represented by senior civil servants from the Ministries of Education or Foreign Affairs, together with the representatives of the EU Commission and certain European Agencies that have a direct link to the European Schools (EPO, EUIPO, EIB, ECB, EuroControl). A representative designated by the Staff Committee from among the teaching staff (ISTC) and a representative of the parents designated by all the Parents' Associations (INTERPARENTS) are also members of the Board of Governors.

The mandate of the Board of Governors covers educational, administrative, and financial matters. When it is not in session, its powers are exercised by its officially appointed Secretary-General.

The preparatory Committees

Matters for discussion and decision by the Board of Governors are first studied by several preparatory committees.

The Joint Teaching Committee

Inspectors and directors, together with representatives of teachers, parents and pupils and a representative of the European Commission and the European Agencies that have a direct link to the European Schools, examine proposals concerning all relevant pedagogical issues. Detailed preparation is done by numerous working groups.

Pedagogical decisions without financial implications are decided by the Joint Teaching Committee.

The Boards of Inspectors

Quality assurance of the education provided by the schools is conducted by two Boards of Inspectors, one for the primary and nursery sections and one for the secondary section. One Inspector from each country sits on each Board. There are also times when both Boards of Inspectors meet. This is known as the Joint Board of Inspectors.

The Inspectors regularly visit lessons and are in charge of teachers' appraisal and evaluation, together with the school management. They also organise Continuous Professional Development actions, support teachers and schools in all pedagogical matters. They lead working groups where they meet periodically for discussions and submit proposals concerning syllabuses, teaching methods, assessment, quality assurance, etc. to the Board of Governors.

A comprehensive document gives an overview of the role of the Inspectorate ([Inspectorate of the European Schools - 2020-09-D-35](#)).

The Office of the Secretary-General

The Office of the Secretary-General performs executive management duties and provides the schools with advice and assistance in pedagogical, administrative, financial, legal, and human resources issues.

The Office also provides administrative assistance and services to the different working groups and organs of the system, such as the Boards of Inspectors, the Joint Teaching Committee, the Budgetary Committee and the Board of Governors.

The Complaints Board

The Complaints Board of the European Schools, established by Article 27 of the Convention defining the Statute of the European Schools, has sole jurisdiction in the first and final instance in any dispute concerning the application of the said Convention and regarding the regulatory texts which govern the European Schools system.

Within this *sui generis* system, the Complaints Board is the judicial body common to the European Schools, except for the European Accredited Schools.

Its task is to check the legality of the acts made by the organs of the European Schools and to ensure uniform judicial protection for all the persons concerned, within its specified areas of jurisdiction.

It is composed of persons whose independence is beyond doubt and who are recognised as being competent in law, in order to ensure legal expertise and rigour.

Want to know more?

<https://www.eurasc.eu/en/Office/mission>

<http://www.schola-europaea.eu/cree/index.php> (Complaints Board)

Stakeholders

The Inter-School Teaching Staff Committee (ISTC)

Definition, composition, and mission

Within the European Schools system there is an Inter-School Teaching Staff Committee, abbreviated to ISTC. This Committee is a body with a consultative and representative role for the Staff Committees (CoPs) of the various European Schools.

The Inter-School Teaching Staff Committee is established to represent the interests of all seconded staff (as defined in Article 6(a) and (b) of the Regulations for members of the Seconded Staff of the European Schools) and the Locally Recruited Teachers (as defined in Article 4.3 of the Service Regulations for the Locally Recruited Teachers in the European Schools).

Within each European School, following the annual elections to the Teaching Staff Committee (known as the “CdP” – *Comité du personnel*), one member representing the nursery/primary cycle and one member representing the secondary cycle are appointed to the Inter-school Teaching Staff Committee (ISTC). One of these members represents the seconded staff, the other the Locally Recruited Teachers. These two representatives are required to ensure effective liaison between the local level (each School and section) and the Inter-school Committee level, both in terms of access to information and in terms of priorities set by the teaching staff.

The role of the ISTC within the various working groups

Each year, in a collegial manner and in internal consultation, the Inter-school Teachers’ Committee appoints the representatives of the various Committees and working groups of the European Schools. This appointment is made in accordance with the terms of reference and the specific rules of procedure of the said Committees and working groups. E.g.: According to the number of members and the profiles that should make up such and such a group.

The ISTC members who sit on the various working groups are obliged to represent the interests of all teaching staff (including educational advisers). They should carry out this work in consultation with the ISTC and ensure that they provide a report of each meeting they attend, together with any working documents that may help other ISTC members to form an informed opinion on the issues discussed.

ISTC role in the Board of Governors

ISTC representatives participate in the two annual meetings of the Board of Governors, in April and December. In accordance with Article 22 of the Convention defining the Statute of the European Schools, a “Staff Committee”, composed of the elected representatives of the Inter-school Teachers’ Committee and the elected representatives of the administrative and service staff, appoints one full member and one alternate member from the teaching staff to represent the staff on the Board of Governors.

The participation of other staff representatives in the meetings of the Board of Governors is subject to the specific rules of procedure of the Board of Governors.

The Chair of the ISTC

The Inter-school Teacher Committee (ISTC) shall be chaired on an alternating basis from the 1st of September to the 31st of August of the following year by a representative of the nursery and primary cycle and a representative of the secondary cycle of the same School. This rotation is determined according to the alphabetical order of the names of the headquarters of the schools. At the request of the Inter-school Teacher Committee and in the interest of the service, the Secretary General may decide to depart from this order.

ISTC Secretary

As all meetings of the Inter-school Teacher Committee, as well as meetings of the Board of Governors, meetings of the Budget Committee and meetings of the Joint Teaching Committee, give rise to newsletters and meeting reports, the ISTC shall be supported by a Secretary elected by the members of the Inter-school Teacher Committee. This mandate is for a maximum of three years but can be renewed. To carry out this work the Secretary receives an additional five hours/periods per week.

The Secretary is also available to fellow ISTC members to address questions and requests from the Committee to the Secretary General of the European Schools, the Deputy Secretary, or other members of the General Secretariat team.

InterParents

Parents' Associations and Interparents

Parents have an important role in the European Schools that is recognised in the Convention defining the statute of the European School.¹ They are more involved at the school and at the system level compared to some national systems and this is also because it was parents who initiated the creation of the European Schools.²

Parents' Associations at individual schools

The Board of Governors must recognise for each European School a parents' association which is representative of the pupils' parents for the purpose of maintaining relations between the pupils' parents and the school authorities. The members of the Parents Association elect an Administrative Board of the Association³, which elects a president who represents the Association.

The Parents' association designates each year, under this provision, two representatives on the Administrative Board of the school concerned.⁴ It also appoints the parents' representatives in the different deliberative bodies of the school, i.e. Educational Councils, School Advisory Council and Health and Safety Committee, among others.

In practice, Parents' Associations organise elections at class level to elect the parents' representatives in that class. Frequently, parents in a section also elect section representatives. Class and section representatives are typically the main contact point for teachers. This can be in case there are any issues arising at class/section level or if there is a need for parents' support for class activities (e.g.: helping the teacher find parents to accompany pupils on outings in primary, organising festive occasions in class - breakfasts or parties - especially around Christmas time and at the end of the year).

Some Parents' Associations contribute with additional funds to subsidize certain pedagogical activities approved by the school management to which teachers can apply. Most Parents' Associations provide or help to organise services to the pupils, such as transport, canteen, extracurricular activities, lockers or lost and found objects (Eureka).

InterParents

Once a year, the Parents' Associations must designate a member and an alternate to represent all the Parents' Associations in the Board of Governors. For that purpose, the Parents' Associations of the traditional 13 European Schools established an association, InterParents⁵, that elects the parent (and the alternate) who represent all the parents at the Board of Governors and relevant committees and/or working groups.

1 The Convention defining the statute of the European School recognises in its Title IV (Article 23) the role of Parents' Associations in the European Schools

2 Parents in joint collaboration with the cabinet of Jean Monnet understood the importance of a European tuition for the new European civil servants' families and urged Member States to put in place a new educational concept, the European School of Luxembourg in 1953. Marcel Decombis, the first director of Luxembourg I, was working at Jean Monnet's cabinet before being appointed as director of the school. M. van Houtte, responsible of the register of the Court of Justice, became the first parent representative at the Board of Governors.

3 The name may differ in some associations.

4 Meetings usually take place in September/October and January

5 Interparents has 13 members, the 13 parent associations of the European Schools.

InterParents traditionally meets at least four times a year, two in the Brussels schools (just before the Joint Teaching Committee⁶) and two in the schools outside Brussels (just before the Board of Governors meetings⁷) but also organises ad-hoc online meetings, including the preparation of the Budgetary Committee. These meetings allow parents to agree on a position on the different points in the agenda of the Board of Governors and other governing bodies of the European Schools.

CoSup

The Conseil Supérieur des Elèves (CoSup) is the Pupil's Union of the European Schools. It represents the interests of the pupils on the highest level of European School management. It speaks on behalf of the pupils, represents pupil voices at meetings and stands up for pupil interests, to make sure all pupils are heard. These common interests are mainly concerned with the decisions taken by the Board of Governors and the Joint Teaching Committee which influence the school life.

CoSup is made up of 30 members and the Pupils' Committee of each school must have two members representing its ideas and positions at the CoSup meetings. CoSup representatives from each School are democratically elected. Among others, there are two Vice-Presidents, the President and the CoSup Secretary ensuring the smooth works in CoSup.

CoSup also organises interschool events and helps to synchronise all 13 Pupil's Committees through meetings where all Presidents and Vice-Presidents report issues and share good practices among themselves. Its job is to connect pupils from across European Schools and to make sure our schools are run according to the pupils' interests.

CoSup supports and co-ordinates the Pupils Committees with their work in every possible way and acts as a link with the upper instances of the European Schools, where it can voice the opinions and ideas on behalf of all Pupils Committees.

More information: <https://www.youtube.com/watch?v=PUECuTbIK2M>

6 February and October

7 April and December



Alumni Europae

Alumni Europaea is the association and network for former pupils of all European Schools and Accredited European Schools. Former teachers and staff may also participate. The main aims of Alumni Europaea are to connect the large family of the European Schools to celebrate our common cultural and European identity, to learn from and to inspire each other, to work together for peace and prosperity, and to treasure the cultural and linguistic diversity of our European cultures and traditions.

These last years, Alumni Europaea and the Office of the Secretary-General have been working together to raise awareness about this association's mission and activities among pupils and other European Schools network stakeholders. Teachers are therefore kindly requested to share this information with their pupils, especially with pupils who are in the European Baccalaureate cycle.

More information can be found at: <https://alumnieuropae.org/>



Curriculum and Structure of Studies

When we refer to the European Schools' curriculum, we mean the overall set of subjects and learning experiences that compose the educational programme of our institution along fourteen years of schooling.

These are some of the main features of our curriculum:

Comprehensive: It requires pupils to study a combination of subjects from different areas until the end of their schooling. (Mathematics, at least one science, humanities and languages)

Multilingual: Pupils learn content through their dominant language and other working languages (EN, FR or DE). Moreover, they must learn a third language from s1 to s5, which can also become the language of instruction for other subjects.

Competence-based: It aims at developing the 8 key competences for life-long learning. The level of pupils' attainment in the different subjects is measured through specific descriptors for each subject at each level.

Value-oriented: We also aim at developing a European dimension of values in our pupils.

Flexible: Since the principle of differentiation is central in our teaching and learning approach. Moreover, in the European Baccalaureate cycle, there are no fixed combinations of subjects or streams.

The European School studies are structured as follows:

- Two years of **early education** (nursery school cycle) starting at the age of four.
- Five years of **primary education** (primary school cycle) starting at the age of six.
- Seven years of **secondary education** (secondary school cycle).

The secondary school cycle is divided in three sub-cycles:

- **Observation cycle:** it comprises the first three years of the secondary.
- **Pre-orientation cycle:** it comprises the 4th and 5th year of the secondary.
- **Orientation cycle** or **European Baccalaureate cycle**, which comprises the last two years of the secondary, 6th and 7th year.



The European School's leaving certificate is called the European Baccalaureate Diploma. It is recognised as a qualification for university entrance in all the EU member states, as well as in several other European and overseas countries.

Cycle	Years	Age
Early Education (nursery school cycle)	n1-n2	4 and 5
Primary school cycle	p1-p5	6-10
Secondary school cycle		
• Observation cycle	s1-s3	11-13
• Pre-orientation cycle	s4-s5	14-15
• Orientation cycle	s6-s7	16-18

Organisation of Studies

Early Education (Nursery Cycle)

Pupils are admitted to the nursery cycle at the beginning of the school year in September of the calendar year in which the child reaches four years of age. The children aged four and five are often taught in mixed groups.

Early Education is designed to:

- prepare children for a happy, healthy, responsible, and successful life.
- develop children's personality and abilities.
- support children's learning potential.
- build up respect for others and the environment.
- respect and appreciate children's own cultural and social identity, its values and those of others.
- promote a European spirit.

Early Education is a fundamental part of lifelong education and learning and its central role is to support children's growth into ethical and responsible members of society. Teaching and learning in the early years support and monitors children's physical and psychological wellbeing, including social, cognitive, and emotional development and helps to prevent any difficulties that arise by creating the best possible learning opportunities.

Teaching and learning in the early years are holistic and the different areas of development are not separated. It is important to strengthen children's healthy sense of self-esteem with the aid of positive learning experiences and to provide opportunities for diverse interaction with other people. Children's world of experiences shall be enriched, and they should be assisted as they seek to find new areas of interest.

Primary Cycle

Pupils shall be admitted to primary year p1 at the beginning of the school year in September of the calendar year in which the child reaches six years of age.

In the Primary cycle the focus is on the mother tongue or dominant language (L1), Mathematics and the first foreign language (L2), but Art, Music, Physical Education, Discovery of the World and Religion/Ethics are important, as are the “European Hours”, where children from the different sections with mixed nationalities meet for a variety of activities.

Primary cycle harmonised timetable

Subject	Years p1 and p2	Years p3, p4, p5
Language 1 (L1) (SWALS L1)	8 hours (2 hours 30 minutes)	6 hours 45 minutes (3 hours 45 minutes)
Mathematics	4 hours	5 hours 15 minutes
Language 2 (L2)	2 hours 30 minutes	3 hours 45 minutes
Music Art Physical Education	5 hours	3 hours
Discovery of the World	1 hour 30 minutes	3 hours
European Hours	-	1 hour 30 minutes
Religion/Ethics	1 hour	1 hour 30 minutes
Recreation	3 hours 30 minutes	2 hours 30 minutes
Total	25 hours 30 minutes	27 hours 15 minutes
ONL - Irish/Maltese*	1 hour 30 minutes	1 hour 30 minutes
ONL - Finnish/ Swedish*	1 hour 30 minutes	1 hour 30 minutes

*ONL is taught during the school year day

Secondary Cycle

Secondary s1-s3 (Observation Cycle)

Pupils normally enter the Secondary cycle in the calendar year in which they turn 11, following the successful completion of the European School's primary cycle or an equivalent course duly certified by an officially recognised school.

The seven years of secondary education are organised in the following way: for the first three years, pupils follow a common curriculum, in what is known as the observation cycle. Most subjects are taught in the mother tongue or dominant language (L1).

All pupils begin to study a second foreign language (L3) from secondary year s1 onwards. In secondary year s3, all pupils study Human Sciences and Religion or Ethics in their first foreign language (L2). In secondary year s2, Latin is offered as an option. In secondary year s3, pupils who chose Latin in year s2 continue to study it. For the other pupils, ICT is offered as an option.

Overview of courses and periods: s1 to s3

	Number of periods per week (1 period = 45 minutes of teaching)		
	s1	s2	s3
Language 1	5	5	4
Mathematics	4	4	4
Language 2	5	4	4
Language 3	2	3	3
Physical Education	3	3	3
Religion / Ethics	2	2	2
Human Sciences	3	3	3
Integrated Science	4	4	4
Latin	-	2*	2*
Art	2	2	2
Music	2	2	2
ICT	1	1	2*
TOTAL	33	33 or 35	31 or 33
Ancient Greek for pupils with EL as L1	-	2**	2**
ONL - Other National Language	2**	2**	2**
TOTAL for pupils entitled to receive Ancient Greek or ONL**	35	35 or 37	33 or 35

***Optional courses**

- s1: No optional courses
- s2: Optional LATIN
- s3: Optional ICT and LAT, pupils can choose only one of these two options.

****Options governed by specific rules (ONL and Ancient Greek)**

The **Ancient Greek** course is organised for pupils who take the Language 1 Greek course, from the second to the fifth year of secondary education. Ancient Greek is also an optional four-period course from secondary year s4 to secondary year s7 taught through Greek, in another L1, L2 or the Host Country Language.

Other National Language: Irish and Maltese are national languages of Ireland and Malta. Swedish and Finnish are national languages of Finland. All four languages can be taught as ONLs in the European Schools system. Irish and Maltese are taught in the English-speaking section to Irish and Maltese Nationals. Finnish in the Swedish section is taught to Finnish nationals and Swedish is taught to Swedish nationals in the Finnish section.

Secondary s4 and s5 (Pre-Orientation Cycle)

In years s4 and s5 sciences are taught separately through the following subjects: Physics, Chemistry and Biology. Pupils may also choose between an extended course in Mathematics (6 periods per week) or a basic course in Mathematics (4 periods per week). Other options include Economics, a third foreign language (L4) and Ancient Greek.

At the end of s3 pupils and parents will receive advice from the career's advice teams in the school about subject choice. Subject chosen for s4 must be kept for s5. Pupils cannot drop or change subjects between s4 and s5. The only allowed change between s4 and s5 is from Mathematics 6 periods to Mathematics 4 periods provided the pupil retains the minimum number of periods or from Mathematics 4 periods to Mathematics 6 periods with the agreement of the Class Council.

Overview of courses and periods: s4 to s5

Mandatory Core Subjects	Number of periods per week	
	s4	s5
Language 1	4	4
Mathematics	4 or 6	4 or 6
Language 2	3	3
Language 3	3	3
Physical Education	2	2
Religion / Ethics	1	1
History	2	2
Geography	2	2
Biology	2	2
Chemistry	2	2
Physics	2	2
TOTAL	27 or 29	27 or 29
Options		
	s4	s5
Latin	4	4
Ancient Greek	4	4
Language 4	4	4
Economy	4	4
Art	2	2
Music	2	2
ICT	2	2
TOTAL	31* to 35**	31* to 35**
Ancient Greek for pupils with EL as L1	2	2
ONL - Other National Language	4***	4***
TOTAL for pupils entitled to receive Ancient Greek or ONL	33 or 37	33 or 37

*The minimum number of courses taken by the pupil must amount to 31 or more periods per week.

**Exceeding the maximum 35 periods.

***Pupils choosing the Other National Language cannot choose Language 4.

As an exception, pupils are allowed, with the agreement of the Class Council and the approval of the directorate, to have more than 35 periods per week if they wish to attend other existing courses which can be combined with their personal timetable.

Secondary s6 and s7 (Orientation or European Baccaalaureate Cycle)

Years s6 and s7 form a unity known as the European Baccaalaureate cycle. No admissions can be accepted in year s7. Pupils must have completed without interruption not less than the final two years of secondary education in a European School or in a School Accredited by the Board of Governors to be eligible for obtaining the European Baccaalaureate Diploma.

Although there is a core of compulsory subjects, including Language 1, Language 2, Mathematics, at least one scientific subject, Philosophy, Physical Education, History and Geography, pupils have a wide range of further options and may choose to study some subjects for two periods per week, four periods per week or add three periods per week advanced level courses in Language 1, Language 2 or Mathematics.

See also section on
[The European Baccaalaureate](#)



Secondary School – Careers’ Advice

The Careers Advice programme is part of the secondary school curriculum. It is part of the learning experiences of the secondary school pupils in the European Schools.

The main aim of career’s advice is to inform and guide pupils about the different subject choices and options offered in the secondary school. In the European Bacculaureate cycle, career’s advice focuses mostly on the transition to further education and the professional future. In many cases, careers’ advice teachers process pupils’ applications for higher education institutions.

Every school has a career’s advice team composed of teachers from the different sections that will spend several periods (lessons) with pupils and organize meetings with parents. Every European School can decide at local level how careers advice lessons are organised. Schools are given a certain degree of autonomy so that they can address efficiently their specific needs and circumstances.

This table gives a general idea on the overall organisation and activities.

Year	Maximum number of periods per school year	Some activities
s2	2 periods	To inform, explain and advise about the choices to be made for s3
s3	6 periods	To inform, explain and advise about the choices to be made for s4
s5	16 periods	To prepare the choice of subjects and options, considering the consequences for future studies and careers. To organize an information meeting for parents/guardians of pupils
s6 and s7	16 for the two school years	To prepare for European Bacculaureate choice of examinations To give advice about further education To organize visit to education fairs or universities To assist pupils with University applications (paying a fee depending on the complexity and time spent)

Please, note that in this context, the term 'period' should be regarded as a 'single' period (a 45-minute lesson) and not as a weekly period throughout the year.

Language Policy of the European Schools

Pupils in the European Schools can learn up to five languages. Firstly, their mother tongue or dominant language (Language 1) is taught from Nursery to the end of Secondary and used as a medium to teach various subjects, especially the scientific subjects in the Secondary School. Secondly, their first foreign language (Language 2) is taught from p1 up to the end of Secondary and it is also used as a medium to teach various subjects, especially humanities in Secondary School. The study of a second foreign language (Language 3) is compulsory from s1 until s5 and it can be further studied as an option in years s6 and s7. Language 4 is an optional subject from s4 up to s7 and Language 5 is a complementary course in years s6 and s7.

The Language Policy of the European Schools sets the key principles regarding the teaching and the use of languages. These principles are the following:

1. The primary importance of the **mother tongue** or **dominant language** (Language 1). In the European Schools system, the term '**dominant language**' is used to refer to the language in which a pupil, at the moment of enrolment in the system is the most proficient, especially in education-related domains of language use, and/or in which the child is most likely to perform well academically, linguistically and emotionally in the course of his/her education in the European Schools System. The dominant language will serve as the main language of learning for most pupils and will be fostered throughout the pupil's education as the basis for other learning.
2. The recognition of and commitment to support the **national languages of each Member State** of the European Union.
3. The offer of a **multilingual educational system** that promotes plurilingualism.
4. Enrolment of pupils into **language sections**.
5. The promotion of **plurilingualism** by supporting the effective acquisition of the Language 1 and of two other European languages (Language 2 and Language 3).
6. The promotion of the development of linguistic competence through **Content Integrated Language Learning** (CLIL), offering education through languages other than Language 1.

Language teaching

The principles of language teaching and learning and the role of languages in the European Schools curriculum can be found here, in the [Language Policy of the European Schools \(2019-01-D-35\)](#).

In the European School system, all the national languages of the 27 EU countries are taught. European Schools are organised in language sections. The minimum number of sections in a European School is 3. There are 16 EU languages that have a language section in at least one of the European Schools. See more on the European Schools website: [Language sections](#).

Pupils Without A Language Section ([SWALS](#)) are integrated in one of the vehicular language sections (EN, FR, DE) or in the section of the host country language (HCL) of a school (ES, IT, NL). However, they follow their own L1 and the L2 is the language of the section they have been integrated.

Pupils start studying a first foreign language (L2) in primary year p1. That language may be English, French, German or the Host Country Language in the schools where this has been approved. When the Host Country Language is offered as a L2 in a school, the subjects taught through L2 may be taught through English, French, German or the Host Country Language.

- Pupils start studying a second foreign language (L3) in secondary year s1.
- Pupils may start studying a third foreign language (L4) in secondary year s4.
- A fourth foreign language (L5) is a complementary course in secondary years s6 and s7.
- Latin is taught from year s2 and Ancient Greek is taught from year s4.
- L3, L4, L5 can, in principle, be any of the official EU languages provided there is a minimum number of requests.
- **Other National Languages:** Irish and Maltese are national languages of Ireland and Malta. Swedish and Finnish are national languages of Finland. All four languages can be taught as ONLs in the European Schools system. Irish and Maltese are taught in the English-speaking section to Irish and Maltese Nationals. Finnish in the Swedish section is taught to Finnish nationals and Swedish is taught to Swedish nationals in the Finnish section.

Basic proficiency level in all modern languages according to the 'Common European Framework of Reference for Languages'

	Nursery	Primary	S3	S5	S7
L2		A2	B1	B2	C1
L3			A1+	A2+	B1+
L4				A1	A2+
L5					A1
ONL	A1.1 oral	A1.2	A2	B1	B2

Use of languages

1. In p3-p5, the subject 'European Hours' is taught to mixed language groups, generally in the pupil's L2 or in the language of the host country.
2. In s1-s5, Art, Music, Physical Education and, to an extent ICT, are taught in mixed language groups, i.e. groups formed with pupils from different language sections. The language of tuition will normally be the pupils' L2 but it can also be any other language in the pupils' curriculum. In s6-s7, Art, Music and Physical Education are taught in a language the pupil has the adequate level of competence.
3. In s3, Human Sciences courses and the Religion and Ethics courses are taught in L2 (DE, EN or FR or the Host Country Language, if the school offers it). From s4, History, Geography, Religion and Ethics courses and Economics courses are organised in L2 (DE, EN and FR or the Host Country Language, if the school offers it).
4. In s6-s7, if the 4-period option course in History and Geography cannot be organised in the pupil's vehicular language (DE, EN, FR or HCL), the pupil may follow it in another vehicular language provided that this is not the pupil's L1, with a favourable opinion of the Class Council and the approval of the directorate.

Pupils Without A Language Section – SWALS

SWALS are pupils whose mother tongue/dominant language is an official language of an EU Member State (except for Irish and Maltese) but for whom no language section in their mother tongue/dominant language (L1) exists in their school.

If one of the language sections of the European Schools corresponding to a category I or II pupil's mother tongue/dominant language is not open in the school, this pupil is entitled to tuition in his/her L1, on the assumption that the school has at its disposal a duly qualified teacher, or can recruit one.

SWALS are normally enrolled in the English, French or German sections. The language of the section becomes the pupil's L2. SWALS can also be enrolled in the language section of the host country. Their L2 should be English, French, or German, if the school does not offer the Host Country Language as L2.

Want to know more?

<https://www.eursec.eu/en/European-Schools/studies/language-sections>

[Language Policy of the European Schools](#)

<https://www.eursec.eu/en/European-Schools/enrolments/enrolment-procedure>

Syllabuses in the European Schools

The syllabuses of all the language sections are – except for L1 – identical and the same standards are required to be met. All the syllabuses followed in the different sections lead up to the same examination: the European Baccalaureate.

To guarantee recognition of the European Baccalaureate certificate, syllabuses must meet at least the minimum requirements of all the member states. Since these vary from country to country, syllabuses are designed and written after negotiations between national experts – more particularly the members of the Boards of Inspectors – based on detailed comparison of national curricula.

In this sense, the European Schools' syllabuses stand apart from national ones, as they are characterized by a refreshing lack of excessive detail and prescription. Emphasizing a broader perspective across various subjects, these syllabuses could be described as open-ended, granting teachers the invaluable chance to engage in meaningful discussions and collaborate with colleagues regarding their implementation in the classroom. This approach gives teachers a sense of freedom when it comes to selecting teaching methods and resources.

Inspectors are responsible for the quality assurance of the syllabuses. Syllabuses are often drafted¹ by working groups in which teachers, the inspector responsible for the subject and external experts are involved. The syllabuses are subject to scrutiny of the Quality Assurance Working Group and the Board of Inspectors and to the final approval of the Joint Teaching Committee of the European Schools, which is the pedagogical supervisory authority.

In general, syllabuses are reviewed and revised every seven to ten years. Minor changes may, however, be proposed at any time.

Want to find a syllabus?

<https://www.eursc.eu/en/European-Schools/studies/syllabuses>

Office of the Secretary-General of the European Schools

Syllabuses and Attainment descriptors

The syllabuses of all the language sections are – with the exception of mother tongue – identical and the same standards are required to be met. All the syllabuses followed in different sections lead up to the same examination: the European Baccalaureate.

To guarantee recognition of the European Baccalaureate certificate, syllabuses have to meet at least the minimum requirements of all the member states. Since these vary from country to country, syllabuses are designed and written after negotiations between national experts – more particularly the members of the Boards of Inspectors – on the basis of detailed comparison of national curricula.

The syllabuses are then approved by the Joint Teaching Committee of the European Schools, which is the pedagogical supervisory authority.

In general, syllabuses are reviewed and revised every seven to ten years. Minor changes may, however, be made at any time.

The syllabuses are available in the list below. Use search filters (left column) to narrow your search. Then click on the program reference number (in blue in the right column) to open the syllabus in PDF format.

Filter by:	
Cycle	2021-01-D-10-en-6 Secondary: Scientific Subjects Physics - Formula Booklet S7 en
Nursery (33)	
Primary (87)	
Secondary (327)	2021-01-D-56-en-2 Secondary: Scientific Subjects Physics S6 en
Year level	
M1-M2 (32)	
P1 (73)	
P2 (73)	2021-01-D-53-en-2 Secondary: Scientific Subjects Mathematics - Standard level 5 period/week course S6 en
P3 (74)	
P4 (74)	
SHOW MORE:	
Group of subjects	
Scientific Subjects (141)	2016-07-D-12-en-4 Secondary: Languages L4 Languages - Language 4 S4 S5 S6 S7 en
Languages (137)	
General education (136)	2017-09-D-25-en-2 Secondary: Languages L5 Languages - Language 5 - Complementary course S6 S7 en
General introduction (3)	
Subject	
Mathematics (43)	2019-05-D-8-en-3

¹ "Structure of syllabuses" [2019-09-D-27](https://www.eursc.eu/en/European-Schools/studies/syllabuses)

The Eight Key Competences for life-long learning in the European Schools

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a wide range of competences to meet the challenges of a rapidly changing world. Therefore, the European Schools seek to develop the **8 Key Competences for Lifelong Learning**, as adopted by the European Council and the European Parliament. These competences are at the centre of the European School curriculum, and they are crucial for active citizenship, social inclusion and future access to further education and employment.

In the introductory page of all syllabuses, we can read that *the European Schools' syllabuses seek to develop all these key competences in the pupils.*



The 8 Key Competences. European Commission.

The 8 Key Competences are well-known by the teachers who join our system:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology, and engineering
4. Digital competence
5. Personal, social, and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

It will be important for teachers to take in consideration that a central aspect of their job will be to embed these 8 Key Competences in their every day's teaching and learning.

We would like our pupils to be equipped with all the necessary knowledge, skills and attitudes which will make them successful and independent learners throughout their lives.

Pupils in our system acquire an academically strong curriculum, culminating in the reputed European Baccalaureate Diploma. However, there is still room for improvement in the field of embedding cross-curricular competences, such as citizenship, digital competence, entrepreneurship, or sustainability. The Pedagogical Development Unit at the Office of the Secretary General is committed to publishing background documents and good practices on its [Intranet](#) to support a better understanding of this concept. An [online notebook published by the Pedagogical Development Unit](#) provides more links and information in these areas. This resource will be gradually enriched.



Pedagogical Approach

The European Schools provide formal education and encourage pupils' personal development in an ample social and cultural context. Formal education involves the **acquisition of competences** (knowledge, skills, and attitudes) across a range of domains in a comprehensive school curriculum.

Personal development involves awareness of appropriate behaviours, understanding of the environment in which pupils live, the respect of the diverse spiritual, moral, social and cultural backgrounds and the development of their individual identity in the context of a school **ethos based on European values**.

Awareness and experience of the richness of European life, culture and values nurture the pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and treasuring their own cultural identities.

Teaching and learning are competence-based, with a focus on:

Active learning

Active learning emphasizes pupils' active involvement and participation in the learning process, rather than just passively receiving information from the teacher. In active learning, learners take an active role. Teachers help pupils to gradually become more independent and autonomous, i.e., more aware, and responsible for their own learning process.

Unlike traditional passive learning methods, such as lectures where pupils predominantly listen and take notes ("frontal teaching"), active learning methods require pupils to engage actively. This can involve discussions, group work, problem-solving exercises, flipped-classroom activities, debates, role-playing, hands-on experiments...

Active learning has several benefits. It enhances critical thinking skills, as pupils are encouraged to analyse, question, and apply the concepts they learn. It also promotes better retention and understanding of the material since they are actively processing and connecting the information. Moreover, active learning fosters collaboration and communication skills, as pupils frequently work together and share their ideas and perspectives.

The role of the teacher in active learning shifts from being the sole transmitter of knowledge to a facilitator and guide. The teacher creates a supportive and engaging learning environment, encourages participation, and provides feedback to help pupils deepen their understanding.

Overall, active learning is seen as a more effective and engaging approach to education, as it actively involves pupils in the learning process and helps them become active, independent and autonomous learners.

Differentiation

Teachers should cater for the individual needs of pupils. Differentiation is about individualising learning by recognising that pupils have different learning paces, different learning styles (visual, auditory, kinaesthetic), different preferences on working modes (individual, in pairs, in groups) different interests and motivation drivers and various levels of attainment. Therefore, teachers need to apply a variety of teaching and learning methods and strategies and use of a wide range of learning activities and materials at different levels of difficulty (revision activities, extension activities), including digital tools and resources.

Harmonisation

Harmonisation means that all pupils in the European Schools regardless of the section they are enrolled in should have an equivalent educational experience. To that end teachers need to transcend national approaches and practices and work together in the planning of teaching and learning and in the establishing of a fair and reliable assessment and evaluation of pupils. To that end, **all teachers teaching the same subject will participate in the elaboration of a Common Forward Planning and will harmonise assessment and evaluation practices.** Teamwork, peer observation, team teaching, swap shops of learning materials, tests, and examinations, sharing of experiences and participation in on-line Professional Communities is key.

Integrated teaching and learning

Teachers play a pivotal role in creating a comprehensive and meaningful learning experience for pupils in European Schools. By establishing links and correlations among different areas of the curriculum, educators can enrich the educational journey for their pupils.

Encouraging the inclusion of concepts and themes from various disciplines within lessons helps pupils perceive the interconnected nature of subjects across the European Schools' curriculum. As a result, learners gain insights into how knowledge and skills from one subject can be applied and interrelated with others, fostering a deeper understanding of the material.

In essence, this integrated approach enables pupils to appreciate the relevance and practicality of their learning, making it more engaging and applicable to real-life situations. By demonstrating the interconnectedness of knowledge, teachers empower their pupils to become more versatile and adaptable learners, well-equipped to excel in diverse fields and navigate the complexities of the modern world.

Principles of the European Schools: European Dimension in Education and Value-Driven Education

Each organization needs to identify and define a set of principles and values that represent its ethical ideals. Principles are often fundamental beliefs on which an organization is based. They have a vocation for permanence. They are usually general, immutable, and immanent.

The principles of the European Schools are mainly set out in the [Convention defining the Statute of the European Schools](#).

The convention refers to the “education together” of children coming from different European countries in a setting that is based on the cooperation among Member States and that treasures their cultural and linguistic diversity. This already evokes the EU motto that would be coined later in 2000: “**United in diversity**”, which signifies how Europeans have come together, in the form of the EU, to work for common peace and prosperity being enriched by the continent’s many different cultures, traditions and languages.

Marcel Decombis, Head of the European School of Luxembourg between 1953 and 1960 would put it this way:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the 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”.

These words have been sealed, in parchment, into the foundation stones of all the European Schools.



Article 4 of the convention refers to the principles guiding the organization of the education given in the European Schools. It explains that the schools will be organized in language sections and the courses will be taught by using different languages: the pupils' mother tongue or dominant languages and other languages (EN, FR, DE) through which they will gradually need to learn certain subjects. Moreover, the pupils will also have the possibility to learn any other EU languages. This principle refers to a unique **multilingual and multicultural schooling**, to encouraging the unity of the school, to bringing pupils of the different language sections together and to fostering mutual understanding.

In this sense, The European Schools is a system of common education based on harmonized programs which allows pupils from different Member States to be educated in their mother tongue or dominant language, yet at the same time allows pupils of different nationalities and of different languages to get to know one another and **respect** one another.

In the same article 4, we also find the principle of **inclusion**, referring to children with special education needs. In the last years, the European Schools have committed to becoming more and more inclusive and **equitable** schools. In fact, the concept of inclusion has become broader and aware of all forms of **diversity**. In this sense, the **European Schools stand against all forms of discrimination, prejudice, and hate, being inclusion and diversity fundamental principles.**



Image: European Commission

Article 4 in the Convention already explains that in education and instruction, the conscience and convictions of individuals shall be respected.

Article 4 also explains that another principle is the development of the **European dimension** in the curricula. This relates to a concept of **value-driven education** as a fundamental part of teaching and learning.

In this sense, a key principle of the European Schools is the transmission of the **European values**, which will be embedded in the syllabuses of the different subjects in our curriculum. Our aim is that our pupils become responsible European citizens, creative and independent thinkers. We are convinced that high quality education must be rooted in values so that it becomes the driving force of progress in our democratic societies.

Jacques Delors, President of the European Commission, 1985-95, explained:

“Instilling the European ideal in our children in such a way that it comes alive in their everyday experience is without doubt the finest and surest way to ensure lasting peace which alone can bring the Europe that so many before us have dreamed of and that we now have the opportunity to build”

Values are derived from the principles. They can be observable through behaviours that show how the principles are applied. They are usually contextual and, in our case, in the large context of the European Schools, we are aligned with the values of the European Union: Human rights and human dignity, democracy, peace, the rule of law, respect for other cultures, solidarity, individual freedom, tolerance...

Schools can also define the values they would like to focus upon at a given moment and reflect about how to make them a visible part of the school ethos, the school distinct identity and how to embed them in the school curriculum and make them present in every day's teaching and learning.



Values displayed in the teachers' room (European School, Brussels IV)

Values are an **essential aspect of pupils' education**. The acquisition of values contributes to:

- Make pupils grow as responsible citizens
- Strengthen and unite the school. Build a sense of distinct identity
- Develop a sense of belonging and school pride.
- Improve the school climate (improve society in the long term)
- Help others
- ...

The members of an organization must understand and feel identified with its principles and values. They must internalize them and transmit them. In a school, **teachers are central in the transmission of values, but also all the members of the school community: staff, parents, and pupils themselves.**

Values are learned / acquired...

- Through the observation of “models”: In the family, with friends, colleagues, teachers, public figures ...
- From our personal experiences, where the feelings and emotions that emerge contribute to support our values.
- From the individual and collective reflection, from the analysis of decision-making processes, thoughts, desires, and actions.

These three ways converge to configure the rational and emotional construction of our individual matrix of values. We learn values all throughout our lives because we live in continuous interaction with the social and cultural context.

In this sense, it is important that in schools all stakeholders discuss and agree to share responsibility in education. School and parents need to work alongside the same lines and pupils need to gradually become more independent and autonomous, more responsible for their own education.

In the European Schools we are convinced that by subscribing to a value-driven approach to education, we have a great opportunity to make a difference in the future of young people and to contributing towards a better society. We see our Schools as the breeding ground to promote high ethical standards in modern and democratic societies.

See also:

[Guidelines on Ethics and security](#)



Harmonised Pedagogical Planning and Record of Material Covered

Harmonised Pedagogical Planning is a collaborative exercise in the European Schools and the teachers teaching the same subject have to agree on common planning. Each planning document needs to show in a visible and explicit manner the embedding of the 8 Key Competences.

We recommend you look at the following competence frameworks developed by the Joint Research Centre (JRC) or the Council of Europe. They can be used as a source of inspiration for the embedding of the 8 Key Competences:

- **LifeComp**
[The European Framework for Personal, Social and Learning to Learn Key Competence](#)
- **LifeComp into Action:**
[A guide for teaching life skills in the classroom and beyond](#)
- **EntreComp :**
[The Entrepreneurship Competence Framework.](#)
- **DigComp 2.2 :**
[The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes](#)
- **GreenComp :**
[The European sustainability competence framework](#)
- **Reference Framework of Competences for Democratic Culture**
<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>



These frameworks should not be considered as standards but only as a guide which could help teachers in the development of their work in this area.

We would like to insist that this process of Harmonised Pedagogical Planning is not expected to be perfect as from the first year or to cover all possible 8 Key Competences. Each school can have a different implementation pace and focus on one or other aspect every year. It is also to be made clear that teachers are not expected to demonstrate the inclusion of all 8 Key Competences in each lesson they teach. It is more important that the reflection starts and that gained experience by the teachers in the classrooms serves to improve the Harmonised Pedagogical Planning from year to year.

A Common Forward Planning will contribute to a **common reflection among the teachers** of the same subject across the sections in what regards to the organisation of teaching activities and to the embedding the 8 Key Competences. We need to insist that this task is **part of a continuous cycle of improvement of the quality of teaching and learning**.

Teachers will need to agree about “what” to teach, and they will share their ideas about “how” to teach and “what with” to teach. Once the Forward Planning would be agreed upon by the group of teachers concerned under the leadership of the Subject Referent or the Subject Coordinator, individual teachers may still introduce their own personal remarks, depending on their own teaching styles or particular circumstances they may foresee in their classrooms, only if they so wish, since this is not compulsory.

The regulations (article 26 of the General Rules of the European Schools) foresee that teachers should also have a **Record of Material Covered** (logbook) where teachers would document their experience of the implementation of the Harmonised Pedagogical Planning. The experiences documented by teachers will then be used by the group of teachers teaching the same subject to modify and improve the pedagogical planning year after year. This would become a cyclical process to adjust and improve the Harmonised Pedagogical Planning continuously.



The Key Competences and the Forward Planning

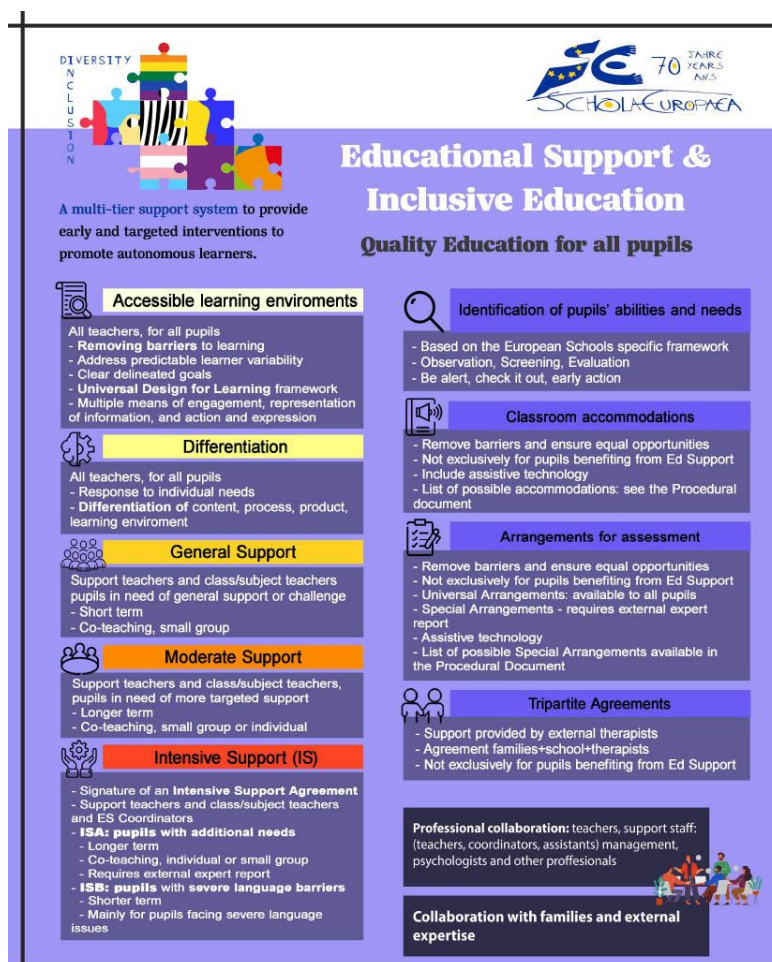
Educational Support and Inclusive Education

The European Schools recognise that each pupil learns in a unique manner and that some pupils may experience the need for additional support or challenge during their schooling. The European Schools assume Inclusive Education as the educational guiding principle to respond to the diversity of their learners.

The provision of quality inclusive education is the responsibility of all professionals in the schools, in particular the teaching staff. The increasing diversity in the classroom, requires all teachers to cater for different pupils' learning needs, namely through the establishment of flexible, adaptable learning environments, including differentiation using of a variety of teaching methods and learning materials in their classrooms.

Whenever necessary, personalised support is provided in the form of reasonable accommodations and support measures that cater for the pupils' needs and foster a successful, increasingly autonomous learning path.

Different forms and levels of support are provided, designed to ensure appropriate help and equal opportunities for all the pupils, including those having special educational needs, experiencing difficulties at any point in their schooling or gifted ones in order to enable them to develop and progress according to their potential.



Flowchart of the Educational Support.

Info on the flowchart above:

At the basis of the provision of Educational Support is the assumption that of the learner variability as the norm. Based on this principle, the learning environments should be accessible to all learning profiles in the classroom, namely through the Universal Design for Learning framework. The European Schools organise specific teacher training in this domain. **Differentiated teaching and learning should also be put in place for all pupils to respond to the pupils' specific abilities and needs.**

The second step of organisation of teaching and learning and responding to the pupil's specific learning needs is **General Support**. It is made available to those pupils who need temporary support or challenge.

The third step, **Moderate Support** is addressed to pupils who need more targeted support and for longer than in General Support.

The fourth step is **Intensive Support**, which is put in place for those pupils who need more intensive support. Intensive Support B is meant for pupils who do not have Special Educational Needs but need a more intensive support to overcome the temporary barriers to learning.

Intensive Support A is put in place for pupils with additional needs justified by means of a medical/psychological/psychoeducational and/or multidisciplinary report.

Special Arrangements for Assessment and Classroom Accommodations can be requested and made available to any pupil with or without educational Support. Special Arrangements and some classroom accommodations must be justified by means of a medical/psychological/psychoeducational and/or multidisciplinary report.

The Educational Support provided for in the European Schools is based on **two documents** which are regularly updated further to requests from different stakeholders to better meet the needs of the pupils experiencing difficulties and with Special educational needs in the European Schools.

Policy on the Provision of Educational Support and Inclusive Education in the European Schools

Provision of Educational Support in the European Schools – Procedural Document

These documents are available on the [website of the European Schools](#).

Organisation of Educational Support at Schools' level and central level

To get a better idea of the development, scope and resources devoted to Educational Support in the European Schools, you can have a look at the statistical reports that are published annually among other reports that give a picture of what the European Schools System looks like.

You can find these reports on the [website of the Europeans Schools](#).

Since March 2020, a Central Coordinator for **Educational Support and Inclusive Education** has been appointed in the Office of the Secretary-General to follow-up the implementation of the Action Plan on Educational Support and Inclusive Education.

At schools' level, **Educational Support Coordinators** are appointed to deal with the concrete organisation of the Educational Support offer. **As teachers, you are an essential element of the first line of detection of needs that may arise among your pupils. Do not hesitate to contact your Educational Support Coordinators for more information.**

Action Plan on Educational Support and Inclusive Education

In April 2019, the Board of Governors approved the Action plan on Educational Support and Inclusive Education. This Action Plan had been elaborated based on the recommendations issued in two evaluation report. An Evaluation Report on the Implementation of the Educational Support Policy in the European Schools and an Evaluation Report on Inclusive Education in the European Schools.

The Action Plan aims at strengthening the Educational Support Policy and to support and guide the schools to provide inclusive quality education.

Since its approval various actions have been implemented, among which:

- Profile of Teaching Staff involved in Educational Support
- Recommendations concerning the Qualification and Expertise of Educational Support Coordinators
- Recommendations on a minimum time allocation for coordination of Educational support
- Revision of the Educational Support Assistants' Legal Status
- Training Policy on Educational Support and Inclusive Education
- Accessibility Policy in the European Schools
- Framework and Procedure for Early Identification of pupils' abilities and needs
- Update of the Policy on Educational Support and Inclusive Education in the European Schools and the relevant Procedural Document on the Provision of Educational Support and Inclusive Education.
- Establishment of the Roles and Duties and Work Frame of Psychologists in the European Schools.

Want to know more?

[SharePoint of the Deputy Secretary-General](#) (eursc.eu account needed)

<https://www.eursc.eu/en/European-Schools/studies/educational-support>

<https://www.eursc.eu/en/Office/reports-statistics>

Assessment

According to the Assessment Policy of the European Schools (2011-01-D-61):

“Assessment is an integral part of teaching and learning. It takes into account the needs of the diverse community of learners in the European Schools and is based on a common assessment approach. Assessment accompanies the pupils on their learning journey. It helps pupils to develop both academically and personally in line with educational aims. It provides them with appropriate feedback on their progress and motivates them to take responsibility for their further learning.”

Assessment in our system is based on the learning objectives defined in the syllabuses and specific assessment criteria in relation to the pupils' attainment are set for each subject. Assessment criteria must meet the principles of validity, reliability, and transparency.

In order to respect these criteria, [attainment descriptors](#) have been developed for every subject and have been added to the current syllabuses. Attainment descriptors are statements that describe the level of pupils' performance in respect of a given set of competences or learning objectives. Attainment descriptors are used for multiple purposes, such as the planning of teaching, learning and assessment and for interpretation of the pupils' final results.

It is important to emphasise that assessment serves formative and summative functions. **Formative assessment** focuses on the process of learning. It represents the pupils' daily work in a subject, which consists of a variety of tasks and aspects.

Summative assessment establishes what has been achieved for a longer period (term, semester, school year) at a particular moment in time and it is normally related to examinations taken under certain conditions.

Assessment in the Primary cycle

Pupils in the Primary School are assessed on the basis of specifically defined learning objectives and competences for each subject. For the assessment of achievement of the objectives, teachers use a four-level assessment scale.

There is an **emphasis on the frequent communication between parents (legal representatives) and the school**, therefore, a reporting system is established, which ensures that teachers give information about the learning processes and aspects of assessment of the pupil's performance. In the autumn term, legal representatives are also informed orally on the pupil's progress and other aspects of school life.

For further information on the assessment scale and reports, please refer to chapter IX in the [General Rules of the European Schools](#) and to the document “Assessment tools for the Primary Cycle of the European Schools” – [2013-09-D-38](#).

Assessment in the Secondary cycle

The marking system in the secondary cycle supports the harmonisation of assessment practices within and across the schools. It helps learners understand their performance, while providing them with regular and reliable feedback on their work so that they become more confident in learning.

The marking system also assists teachers from different backgrounds to plan their assessment in a harmonised and transparent way. In s1-s3, an alphabetical scheme (A- Fx) is used to describe the level of achievement, whereas in years s4-s7, a numerical system is used (half marks in s4-s6 and decimal marks in s7). Where the numerical scale is used, pupils must reach 5 out of 10 to reach the minimum requirement for a satisfactory performance.

As from secondary year s4, each semester mark comprises two numerical components: A mark and B mark. The **A mark** (associated with formative assessment) focuses on the process of learning. It reflects the ongoing observations of the pupil's competences (knowledge, skills and attitude) and performance.

The ongoing observations require the recording of the pupils' progress through a variety of aspects and tasks such as:

- Active and focused participation and quality of interventions in class.
- Regularity and consistency in the work in class and at home.
- Positive attitude towards learning.
- Signs of initiative, independence, autonomy, cooperation with peers...
- Short written progress tests.
- Oral interrogations.
- Presentations.
- Noted progress.
- Etc.

When planning assessment, teachers may decide on the frequency and weight of each of the aspects and tasks mentioned above.

The **B mark** (associated with summative assessment) is based on the marks obtained in B-tests (s4) or examinations (s5-s7) or through other forms of summative assessment prescribed in the syllabuses. It covers the pupils' competences acquired during an extensive period of time in certain subjects.

For more details, please refer to the relevant webpage dedicated to the [marking scale](#) of the European Schools and to the [Guidelines](#) of the New Marking System (2017-05-D-29).

Class Councils

Class Councils meet normally at the end of each term or semester to assess pupils' academic progress and results and to propose measures to be taken where necessary. All teachers who teach the class need to attend compulsorily. Class Councils take place after the school hours. Dispensation can only be given on duly substantiated grounds by the director.

The end of the school year Class Council is particularly important since many relevant issues are discussed there such as the promotion to the next school year.

The Article 61 of the General Rules enables the Class Councils to take a more comprehensive approach to promotion by considering the overall picture of the pupils and **basing the decisions of promotion in the capability of the pupils to continue work successfully in the year above**, thus putting the best interest of pupils as the main focus of assessment.

In order to avoid appeals, it is very important to follow the Class Council procedures to the letter and to **establish frequent and rich communication between the School, the pupils' parents or guardians, during the school year, especially when promotion may be at risk**.

It must be noted that the Class Council must always give detailed reasons for a decision of non-promotion and all necessary evidence and supporting documents must be added to the file.

School Reports

Teachers need to fill in school reports each term. There are normally two types of reports, **midsemester reports** that give an overview on the pupils' progress and **semester reports** where pupils receive their semester marks and comments.

Reports must be filled in within the deadlines established by each school and comments about the pupils' progress should be clear and concise. The reports are filled in SMS (School Management System). All teachers use this tool also to enter pupils' absences, homework, etc. Its use is very intuitive and, in every school, support is provided to new users.



The European Baccalaureate

The name 'European Baccalaureate' belongs solely to the European Schools, which, since their establishment, have had a monopoly over its use in all the official languages of the European Union. The European Baccalaureate Diploma is awarded to successful candidates by the Secretary-General of the European Schools on behalf of the Board of Governors. It certifies the completion of secondary studies in a European School or in a school Accredited by the Board of Governors. It is officially recognised as an entry qualification for Higher Education in all the countries of the European Union, as well as in several others.

European Baccalaureate Diploma holders enjoy the same rights and benefits as other holders of Secondary School-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of tertiary education in the European Union.

The European Baccalaureate Cycle

The European Baccalaureate cycle comprises the two last years of secondary education (s6 and s7) in the European Schools or in Schools Accredited by the Board of Governors.

The European Baccalaureate cycle consists of a comprehensive multilingual curriculum. Pupils must always follow a combination of languages, humanities and scientific subjects with subjects taught through more than one language. The core curriculum consists of the following compulsory subjects, some of which can be taken at different levels of complexity:

- At least **two language subjects** (the dominant language and another one)
- **Mathematics**, either 3 periods/week or 5 periods/week
- **One scientific subject**, either Biology 2 periods/week or any other 4-period scientific subject in either Biology, Chemistry or Physics
- **History and Geography**, either 2 periods/week or 4 periods/week, which are taught through a different language from the dominant one, either in French, English, or German.
- **Philosophy**, either 2 periods/week or 4 periods/week
- **Physical Education**
- **Ethics or Religion**

In addition to the core curriculum, pupils have a wide range of options and complementary subjects they can choose from to complete their subject package, which will amount to a minimum of 31 periods per week and to a maximum of 35.

The European Baccalaureate Examinations

Secondary education is validated by the European Baccalaureate examinations held at the end of year s7. Candidates will sit five written examinations and three oral examinations. L1, L2 and Mathematics are compulsory written examinations. L1, L2 or a subject usually taught through L2 (History or Geography) are compulsory oral examinations. Therefore, candidates must demonstrate written and oral proficiency in at least two languages.

Each examination will cover the entire syllabus of the corresponding subject in s7 but will also assess the competences (knowledge, skills, and attitudes) acquired in previous years, especially in s6.

Both written and oral examinations are subject to double correction and marking by both the candidates' teachers and external examiners. The final mark will be the average of the two examiners' marks. In the case of a mark-disagreement of over two points in a script, a third external corrector will be brought in and will establish through a thorough analysis of the previous corrections a final mark between the highest and the lowest awarded by the two previous correctors.

The external examiners must meet the requirements laid down in their home countries for appointment to examining boards of the same level.

Assessment principles in the European Baccalaureate

Assessment in the European Baccalaureate cycle is **criteria referenced**. It measures pupils' attainment in relation to the level at which the learning objectives and required competences defined in a given syllabus have been reached. The inspectorate also provides very clear assessment and marking guidelines for criteria for both oral and written examinations.

Assessment in the European Baccalaureate is also both formative and summative.

Formative assessment focuses on the process of learning. It is reflected by the so called "A marks". The A marks represent the pupils' daily work in a subject, which consists of a variety of tasks and aspects.

Summative assessment reflects the performance of a pupil at the end of a given period of instruction. It is reflected in the so called "B marks", which are obtained in the term or semester Pre-Baccalaureate examinations. These examinations check the pupils' competences acquired during an extensive period in certain subjects. They are held under certain physical conditions (room arrangement, use of specific formats, invigilation, etc.) and under time constraints.

Calculation of the final European Bacculaureate mark

The final European Bacculaureate mark is composed of the Preliminary mark, Written marks, and Oral marks.

The Preliminary mark is worth 50% and the final examinations (written and oral) are also worth 50%.

The number of periods of a subject does not have an influence on its weight. The value of the different subjects depends only on whether they are taken as oral or written examinations. The value of the five written examinations (7% per examination so 35% in total) is higher than the three oral examinations (5% per examination, so 15% in total).

The preliminary mark comes from both semester class marks (A1 and A2 marks) and the marks achieved in short and long Pre-Bacculaureate examinations (B1 and B2 marks). The overall preliminary mark's weight is 40% for the A mark and 60% for the B mark.

The pass mark in the European Bacculaureate is 50/100.

Here below you can see a visual representation of the final European Bacculaureate mark (for a pupil with 12 subjects).

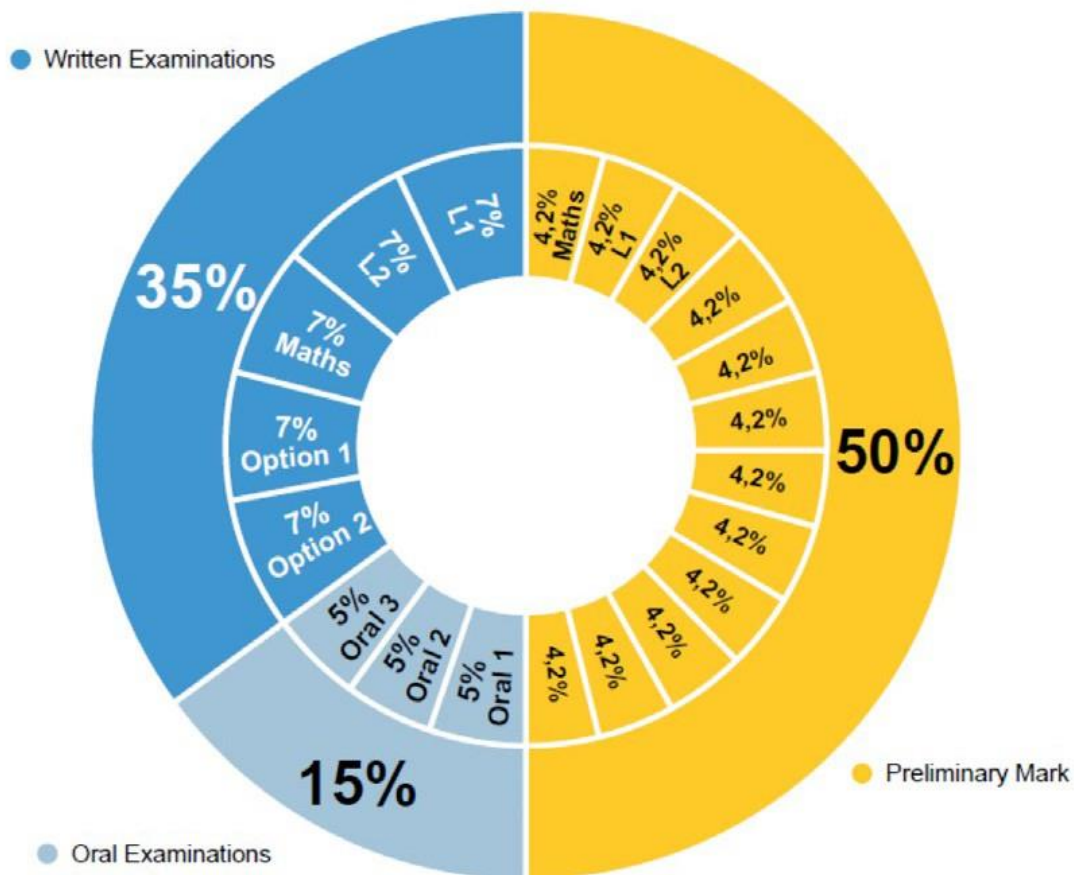


Figure 5 Representation of the final European Bacculaureate Mark

Proposals for the European Baccalaureate

Written examinations

For each subject in the written examinations, the Schools designated by the Office of the Secretary-General of the European Schools, including Accredited European Schools as from their third participation to the Baccalaureate session, prepare examination proposals. The list of requested proposals is sent by the Office usually at the end of the previous school year or at the very beginning of the school year for which the proposals are.

The proposals are elaborated by the teachers. They are uploaded to a secure electronic platform to make them available to the Inspectors and the experts by the 15th of November at the latest. Proposals are submitted in all the languages in which the subject is taught in a School from EN, FR and DE.

Oral examinations

The teachers also propose oral examination questions. All questions proposed must be syllabus-relevant. The range of questions proposed must cover all elements of the syllabus or the relevant competences as prescribed in it. The number of proposed questions is the same as candidates plus 2. However, for large groups (equal or over 17 pupils), the number of questions will be limited to 20.

The examination questions are handed in by the subject teachers to the Director of the School before the 15th of March. They should be accompanied by a separate document with suggested answers or content outlines. The Director of the School is responsible for forwarding electronically the examination questions to the Office of the Secretary-General of the European Schools, in order to make them available to the Inspectors and the external experts through a secure electronic platform by the 15th of March. The Inspector or the external examiners may ask the teachers to change or withdraw one or more questions before the examination begins if they do not fit the requirements.

The members of the staff of each School and of the Office of the Secretary-General of the European Schools and the members of the Examining Board shall be bound to secrecy regarding matters concerning the examination proposals.





Correction of the European Baccalaureate examinations

S7 teachers participate as first correctors in the correction of the written examinations of their pupils. The scripts are anonymised and corrected online, except in Art and Music. This is usually done in the first half of June. Second correction is done by external correctors. The final mark given for the examination is the average of the two marks.

The same happens for the oral examinations. S7 teachers act as oral examiners for their pupils, together with a second (external) examiner. The mark given for the examination is the average of the two marks.

The written examinations are corrected using a special online tool called Viatique. Directly after the examination, the scripts are scanned and anonymised and from this moment on, the correction process can be launched. The tool allows teachers (and external correctors as well) to work independently and efficiently as Viatique has many helpful features. Marking criteria and any additional instructions from Inspectors are displayed in Viatique as well as a general manual for using the tool.

Viatique is also used by the European Schools for correcting the Pre-Baccalaureate examinations.

Want to know more?

<https://www.eursec.eu/en/European-Schools/European-Baccalaureate>

[Regulations for the European Baccalaureate](#)

[Arrangements for Implementing the Regulations for the European Baccalaureate](#)



Large-Scale Events

The European Schools organise four types of large-scale events gathering pupils from several European Schools and Accredited European Schools. These events are

- Eurosport,
- European Schools' Science Symposium (ESSS),
- Festival of Arts and Music in the European Schools (FAMES),
- Model European Council (MEC).

These events are hosted by a school based on a planning.

Eurosport

The Eurosport competition is organised every two years. It comprises team sports, racquet sports and a biathlon (running and swimming). It gathers pupils from all European Schools and the Accredited European Schools are invited to participate as well. This sport competition is held after February mid-term break and at least two weeks before the Easter holidays.

[Learn more here about Eurosport.](#)

ESSS

Science Symposium of the European Schools (ESSS) is sponsored by European Patent Office and counts with the cooperation of the European Commission's Joint Research Centre (JRC). It is an annual competition open to pupils from years s1 to s7 of European Schools and Accredited European Schools. Individuals or groups of pupils, guided by a teacher or mentor, are encouraged to explore an area of scientific interest of their choice, not normally covered by the European Schools' science syllabus.

Projects fall broadly into two types:

- Scientific Investigations
- Engineering/Design projects

The projects will be showcased during the symposium and judged by subject experts and teachers. Prizes will be awarded for the best projects. Juniors and seniors will be judged separately.

The overall winning project in the senior category will represent the European Schools at the European Union Contest for Young Scientists (EUCYS) later in the year.

[Learn more here about ESSS.](#)

FAMES

FAMES is organised every two years and aims at establishing cooperation and teambuilding across all the European Schools´ network. It gives pupils and teachers a wider perspective and context for their cultural engagement. FAMES showcases a mixture of creative activities, workshops and performances. Each edition has a different theme.

[Learn more here about FAMES.](#)

The Model European Council (MEC)

The Model European Council (MEC) program was created in 1984. MEC is a realistic simulation of a European Council meeting with ministers and heads of state. It is an enormous and very complex role-play. Each school sends one or two teams, each representing a member-state of the EU. A team of pupils representing the European Commission prepares the proposals before the summit of the Council. The teams taking on the roles of ministers and heads of state then debate these proposals and decide upon them. The themes on the agenda are always the same issues the EU is currently working on. Additionally, there are always two journalist team who accompany and comment on the meeting.



Continuous Professional Development (CPD) and training actions

The [Framework for continuous professional development in the European Schools \(2016-01-D-40\)](#) gives an overview on the types and organisational aspects of training events and possibilities. Besides the Framework, you may find useful information on the [Pedagogical Development Intranet](#) (access to eursc.eu accounts only).

In the European Schools, due to its multilingual and multicultural background, there is a strong emphasis on certain topics, such as harmonisation, inclusion and educational support, digital education or the implementation of the subject syllabi, while others are specific to the context of a given school or aligned with the individual needs of each teacher. The Framework comprises the following levels (organisational arrangements) of CPD in the system:

1. CPD focused on system-wide harmonisation. E.g.: On the new subject syllabuses or pedagogical/didactical innovations and organised centrally. Inspectors usually take a major role in this type of training.
2. CPD offered by the schools, targeting topics that belong to their own specific objectives. They are organised in the schools (or online, regardless of the venue). Schools themselves are responsible for these training events.
3. CPD pursued or explored individually by teachers themselves, such as peer observation, coaching and other specific arrangements related to the individual needs. This can take place in several ways, such as using distance modalities, organising classroom visits, following MOOCs or specific courses offered by a university, etc.

Online Professional Communities

The European Schools have established system-wide online professional communities by subject in secondary cycle and by year in nursery and primary cycles. These professional communities promote discussion, collaboration, and professional development of staff. They play an important role for the induction of new teachers, the sharing of good practices and ongoing professional conversations.

List of existing online professional communities:

[Link accessible to European Schools staff,](#)

[Link accessible to Accredited European Schools staff.](#)

Internal Structures

Teachers may be appointed by the school management to assume different functions linked with coordination, timetabling, etc. This time is reflected in their timetable as a reduction in their teaching time, generally known as “*décharge*”. More details can be found in the document [Internal structures in the nursery, primary and secondary cycles \(2019-04-D-13-Annex 1\)](#).

Here you can find some roles/positions that will be subject to timetable reductions (“*décharges*”).

Subject Coordinator/Referent

Depending on the size of the school, the roles of Subject Coordinator and Subject Referent for each subject may be carried out by two different persons or by the same person.

The **Subject Referent** is a teacher appointed by the Inspector of the subject on a proposal from the school (2016-01-D-40). He or she is respected by his/her colleagues and has been working in the system for at least two years. The Subject Referent is an expert in his/her school with respect to the curriculum for the subject, on which he or she receives a specific training (“Train the trainer”) given by the Inspector responsible of the subject. The Subject Referent is particularly in charge of following the implementation of the new syllabuses at his or her school (teacher training and support). The Subject Referent syllabus-related tasks are to:

- Train/coach/accompany his/her new colleagues.
- Signal/gather good practice, difficulties, training needs of teachers/staff for implementation of the syllabus.
- Contribute to a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of implementation of the syllabus.
- When necessary, coordinate assessment-related tasks. (E.g.: Harmonised examinations in s5 and the Baccalaureate examinations).
- Coordinate harmonised planning in the subject/area.
- Serve as a link:
 - Internal: management-teachers-cycles.
 - External: network with other European Schools, inspectors.
- Inform the management and colleagues.



The **Subject Coordinator** is a teacher appointed by the school management (the first appointment is limited to one year, renewable once only for two years). His or her tasks are to (2000-D-354):

- Act as the contact person for the director and for subject responsible inspectors.
- Act as the link between colleagues, any working parties, and courses.
- Coordinate information between the schools (e-mail, Internet, Intranet).
- Provide colleagues, particularly new colleagues, with all necessary data regarding the subject.
- Assist with preparations for in-service training seminars organised by the School (“pedagogical days”).
- Disseminate new ideas about teaching content and methods amongst colleagues.
- Coordinate the harmonized setting of examination questions (E.g.: s5) and ensures that proposals for Baccalaureate questions are properly presented.
- Invite colleagues to meetings concerning the subject and may chair them
- Coordinate requests for funds and the acquisition of material, in agreement with the colleagues.
- Coordinate the choice of textbooks.
- Organize a meeting regarding the allocation of courses and submits a proposal to the management.
- Make an annual report in writing to the director.



Educational Support Coordinators

Here are the main duties of an Educational Support Coordinator:

- Organises the different types of support: general, moderate, intensive.
- Manages the evaluation of support.
- Manages the team of Educational Support Assistants.
- Interface between teachers, parents, pupils.
- Takes care of special arrangements, reports for the pupils.

Digital Learning Coordinators

In each school and cycle, the Digital Learning Coordinator (job description: [2021-09-D-48](#)) plays a key role in implementing the Digital Education Vision of the European Schools ([2018-12-D-7-en-4](#)) and the school's digital education plan. The Digital Learning Coordinator coordinates the digital educational means for his/her school cycle, develops initiatives for the rollout of new pedagogical strategies and professional development surrounding the use of technology to support teaching and learning. The Digital Learning Coordinator acts as a leader and a mentor in the digital education area and liaison with the school and system-level digital education and digital technology stakeholders.

While focusing on pedagogical tasks, the digital learning coordinator collaborates with the school's IT team on technical aspects. The Digital Learning Coordinator is different from the ICT Coordinator (the teacher responsible for coordinating ICT as a subject).

The Digital Learning Coordinators have their dedicated online professional community at the system level, where they can find peer support and collaboration.

Event Coordinators

Large-scale events involving all European Schools are organised on a regular basis. These events are hosted by a European School and are organised by the management staff and by some teachers. These teachers may be granted a timetable reduction or *décharge*.

These events are for instance EUROSPORT, the European Schools Science Symposium, the Festival of Art, and Music of the European Schools (FAMES) and MEC (Model European Council).

More information about these events can be found in the [Common Framework for 'Events' organised by the European Schools \(2019-12-D-36\)](#).

Other roles

More coordination roles/positions may be available in the schools, such as Language Tests Coordinators, European Baccalaureate Coordinators, Timetablers, Career Guidance Coordinator, School Trips coordinator...

Data Protection and GDPR Compliance

The [General Data Protection Regulation](#) (hereinafter referred to as the GDPR) was adopted by the European institutions in 2016.

- Such Regulation ensures the protection of individuals regarding the processing of their personal data,
- Such Regulation is binding and directly applicable in the European Union since 2018.

What are “personal data”?

Any information relating to an identified or identifiable person, kept on paper, stored online, on videotapes, on a USB key, or any other manner.

Examples of personal data:

- Name, surname, email address, nationality, age/date of birth, gender, home address, marital status, languages spoken, IP addresses, voice, photo, religious beliefs, political opinions, employee’s evaluation sheet, professional experience...
- As well as: credit card number, fingerprints, information related to allergies, social media posts and profile, vaccination-related information, pupils’ written examination, etc.

What is a “processing operation”?

It is anything you do with personal data (*collection, recording, organization, structuring, storage, alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, restriction, erasure*).

Examples of processing operations:

- School trip form (name, surname, phone numbers, food allergies) for the pupils’ legal representatives,
- Creation of an online account to do mathematics exercises on an educational application,
- Taking pupils’ photographs and sharing/publishing them online.

What is a “DPO”?

Each school had to appoint a **Data Protection Officer** whose role is to guarantee that the processing of personal data fulfils the GDPR requirements. This person provides data protection trainings to the School’s personnel and will be able to answer to your queries regarding the implementation of the GDPR in your school.

DPO’s email address: XXX¹-DPO-CORRESPONDENT@eursc.eu

What are the main “GDPR requirements” to have in mind?

Lawfulness principle	Am I allowed to process the pupils’ data in question? In other words, did I consult the School’s DPO to know which legal basis I can use to process personal data?
Purpose limitation	Do I process the data for a specified, explicit, and legitimate purpose?
Data minimisation	Do I collect the data that are adequate, relevant, and limited to what is necessary in relation to the purposes for which they are processed?
Storage limitation	Do I keep the data for no longer than what is necessary for the purposes for which the personal data are processed?
Right to be informed	Do I comply with the right to be informed so that pupils and their legal representatives are informed about what I do with their personal data in a concise, transparent, intelligible, and easily accessible form?

How is my work impacted by the GDPR?

The GDPR has a direct impact on your work as soon as you process pupils’ and/or their legal representatives’ personal data.

Forms to be completed by pupils’ legal representatives

If you need to collect personal information from the pupils’ legal representatives via a form, please consult your DPO to ensure that data protection requirements are complied with.

Photographs/Video Recordings

If you need to take photographs of pupils or video recordings (E.g.: school trips or events), you **need to consult your DPO** to know whether the legal representatives gave their consent.

¹ ALI, BER, FRF, IXL, KAR, LAE, LUX, MAM, MOL, MUN, UCC, VAR, WOL.

Use of Digital Learning Resources ('DLR')

If you need to use some Digital Learning Resources (*apps, online tools or website, etc.*) that collect pupils' personal data and that are not provided by the Office of the Secretary-General of the European Schools, you **will have to consult your DPO** to make sure that using the DLR in question is compliant with the data protection requirements to which the School is subject.

The Director will ultimately decide whether the DLR can be used in the School in accordance with the procedure for the approval of digital learning resources within the European Schools².

Video and Audio Recordings during online teaching

Several tools like Microsoft Teams, broadly used in the European Schools for online teaching and learning, enable you to produce and/or publish video or audio recordings on various online platforms both internally in the ES system or externally.

Please bear in mind the following:

- Teachers can post video recordings of themselves for their pupils,
- All recordings (video and/or audio) where pupils' faces do not appear on the screen are also allowed.
- No video recordings or screenshots of pupils are allowed, by either teachers or pupils.
- When teachers organise an online meeting where pupils' faces may appear, only live video is authorised (without recording).

Data breach notification

A data breach exposes confidential, sensitive, or protected information to an unauthorised person. The files in a data breach are viewed and/or shared without permission.

Whenever you send an email to the wrong recipient, lose the online access to your files, or lose a USB containing personal information such as pupils' material or pictures, **you must contact your DPO as soon as possible**. An assessment of the risk related to this potential data breach should be carried out before deciding further actions to reduce the impact of such breach.

² 'Procedure to approve the use of a Digital Learning Resource within the European Schools' (ref. 2020-01-D-9--Annex to MEMO 2019-12-M-3/GM)

Sharing personal information with third parties

The communication of personal information to third parties should be assessed by the School's management and the DPO on a case-by-case basis. A contract (called "Data Processing Agreement") may be needed for this kind of data sharing (E.g.: Parents' Association Services, software provider, contractors, photographer, event organisers, travel agencies, etc).

Please **contact your DPO** before communicating personal data to third parties.

Want to know more?

Contact the Data Protection Officer in your school

[European Schools' Online Video Service Policy](#) (eursc.eu account needed)



Digital Environment

Professional emails and credentials

Professional email addresses and login details are sent by email to new staff members as soon as they are officially registered by their school administration. This communication is generally sent a few days before the start of the school year.

To log in to the computers at their school, new staff members will receive a separate mail from their school's IT with the necessary information.

The main digital tools used in the European Schools are accessible with the same login and password (Microsoft 365 account).



Figure 7. Login page.

SMS

sms.eursc.eu is the web-based School Management System used for timetables, attendance management, homework management, communication with parents, input of the marks and writing of school reports, etc. The schools will provide more information.

Microsoft 365 Education

MS 365 (office365.eurasc.eu) provides Outlook mailbox, Teams for collaboration, communication and classwork, productivity apps (Word, PowerPoint, Excel, etc.), and SharePoint for intranets.

Microsoft Teams is a key tool for:

- course-based groups (the pupils are automatically added at the beginning of the school year),
- online chat and videoconferencing,
- file repositories,
- online professional communities at your school and across the schools,
- various projects and group work.

EURSC Info app on Teams: On MS Teams (when connected to the European Schools organisation), staff members will find the app “EURSC info” which gives access to a set of tabs with information, quick links to the pedagogical intranets and other useful resources.

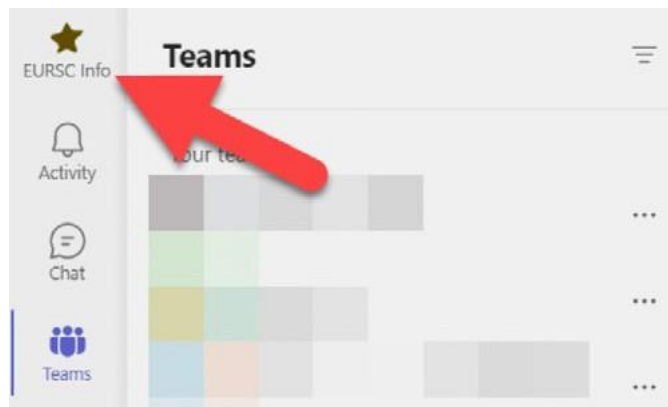


Figure 8. EURSC Info App on MS Teams.



The European Schools' Terminology Database (ESTER)



ESTER
*European Schools'
Terminology Database*

The Office of the Secretary-General is currently developing an online terminology database named ESTER (European School TERminology). This unique, centralised and easily accessible tool for terminological research reinforces the identity of the European Schools System.

This will allow:

- Consistent use of terms, definitions and translations.
- Simplification of writing and editing tasks.
- Reduction of errors.
- Greater security regarding legal aspects.
- Centralised validation process of new terms.

This tool should be accessible as from September 2023. Stay tuned, you will soon hear more about it!

Websites and Intranets

The [general website of the Office of the Secretary-General](#) gives access to institutional information and official documents, such as the syllabuses, [the General Rules of the European Schools](#) and [the Arrangements for Implementing the Regulations for the European Baccalaureate](#).

Each School has a website with specific information:

- [List of the European Schools' websites](#)
- [List of the Accredited European Schools' websites](#)

Beside the intranets of the Pedagogical Development Unit and the Baccalaureate Unit, each School has administrative and pedagogical intranets.

Service Regulations

The rules governing the teaching staff career are set in two regulations:

- [Seconded Staff: Regulations for Members of the Seconded Staff of the European Schools \(2011-04-D-14\).](#)
- [Locally Recruited Staff: Service Regulations for the Locally Recruited Teachers in the European Schools \(2016-05-D-11\)](#)

They set the rules governing the recruitment, the rights and obligations, the working, the evaluations, etc.

Salaries of Seconded Staff

The calculation of salaries of seconded staff is quite specific to the European Schools System. Seconded staff continue to be paid by their ministry and the School in which they are seconded pays a complement to reach the salaries mentioned in the Regulations for Members of the Seconded Staff of the European Schools. This one of the funding mechanisms of the European School System.

That is why it is important to draw your attention on the documents you will have to hand in to be paid. Among those documents are:

- Monthly pay slips issued by national authorities,
- The tax notice (notice of assessment) drawn up by the national tax authorities



Frequently Asked Questions

Before I take up my position

How can I best prepare?

- Try to learn as much as you can about the European Schools ahead of the start of the year.
- Make direct contact with the Director and relevant Deputy Director and Assistant to the Deputy Director.
- Make contact, either in situ or by remote, with the teacher(s) whom you will replace and the Subject Referent/Coordinator.
- Access the relevant [syllabuses](#).
- Begin to gather some resources that may be useful to you.

For seconded teachers

- Investigate whether your national authority facilitates an orientation visit to your new school before the end of the school year prior to your taking up the position.
- Enquire whether your national authority organizes an orientation/induction day/programme for newly appointed teachers.

Is there a document, which outlines my **rights and obligations** as a seconded or a locally recruited teacher?

There is a key document in each case:

- [Regulations for the Members of the Seconded Staff of the European Schools \(2011-04-D-14\)](#).
- [Service regulations for the locally recruited teachers in the European Schools \(2016-05-D-11\)](#).

Where can I access information about **my salary**?

Please consult the documents mentioned above. It is also advisable to contact the Deputy Director for Finance and Administration of your school.

How will I find **accommodation**?

You can always ask the schools' secretariat for some tips. You can also ask the staff representatives or any other teacher colleagues.

What about a **school for my children**?

You should seek information from your school. The enrolment secretary or anybody else in the school's secretariat should be able to give you all necessary information and forms.

For the Brussels schools, there is a specific Enrolment Procedure.

The outcome of the application process for the Brussels schools will result in you being offered a place for your child but not necessarily in the same School you will be working or in the School of your first preference.

It is therefore advisable to wait until you know where your children will be going to school before deciding the area where to live in Brussels.

Starting my work in the school

When do I receive my **professional account** (credentials)?

After mid-August and as soon as the School encodes your identity in the system, the automated workflow creates and sends you the **login information** (eursc.eu account), giving you access to the Pedagogical Development Intranet and the school's pedagogical Intranet, as well as a Microsoft Education license. See above, section on [Apps and IT Tools](#).

Where can I access the **school calendar and key dates** for my work?

The calendar for the school year generally is published on eursc.eu/en/Office/calendar.

Particular details are available on the School websites and the management of your School.

Your colleagues will also be able to tell you of especially important dates and deadlines

Where can I find information about **organisation of the curriculum in the European Schools**?

You can find information about the organization of studies and courses on the website ([organisation of studies](#)), and in document [2019-04-D-13](#) (Revision of the Decisions of the Board of Governors concerning the organisation of studies and courses in the European Schools).

Where can I access the **syllabuses** of the European Schools?

The various syllabus documents are available at: eursc.eu/en/European-Schools/studies/syllabuses.

Where might I access **Harmonised Pedagogical Planning** documents?

You should enquire in your school management or/and from the teacher you will replace. See also the [section on the Harmonised Pedagogical Planning and Record of Material Covered](#).

Where can I learn about **assessment and reporting** in the European Schools?

Information is available in the [General Rules of the European Schools](#) (2014-03-D-14).

See also [Marking system of the European Schools: Guidelines for use](#) (2017-05-D-29) for information on the Marking System of the European Schools and the [section of the website on the European Baccalaureate](#).

Information on the pupil portfolio for Primary is available in [Assessment tools for the Primary Cycle of the European Schools](#) (2013-09-D-38).

Where can I find information about **standards for teaching and learning** in the European Schools?

See Document [Quality Teaching in the European Schools – Booklet](#) (2015-09-D-3 - access reserved for teachers of the European Schools in service). This document sets out the quality framework for teaching and learning in the European schools. This document is distributed by the management at the beginning of the school year.

Will I be evaluated? **Teachers' Evaluation**

All teachers are evaluated at a period of intervals during their careers in the European schools. See Document [Quality Teaching in the European Schools – Booklet](#) (2015-09-D-3-en-3; access reserved for teachers of the European Schools in service).

This document incorporates the Teaching standards, the **toolkit** for observation as used in teacher evaluations and self-evaluation as well the rules for the evaluation of teachers and the template for the report of evaluation.

Where can I learn about **Educational Support** for pupils?

Information regarding the policy and information regarding procedures is available in:

- European Schools website: section on Studies/Educational Support
- See also the Pedagogical Development Intranet, section on [Educational Support & Inclusive Education](#) (access reserved for teachers of the European Schools in service).
- Last Statistical Report ([2022-12-D-6-en-6](#)).

You should also consult the **Educational Support Coordinator** in your school.

Who is/are the **inspector(s)** for my subject?

European Schools staff can find the list of Inspectors and responsibilities on the [Pedagogical Development Intranet](#) (access reserved for teachers of the European Schools in service).

A list of Secondary Inspectors responsible for various subjects is also included in the Memorandum for the European Baccalaureate, which is published annually.

What materials can you use? What content can you share with your pupils? Or play in class? If you create something at school, can you enjoy **copyright** protection?

The European Observatory on Infringements of Intellectual Property at EUIPO has recently published unique and helpful **FAQs on copyright for teachers**. This FAQs helps teachers and pupils in the EU to find information on using copyright-protected content in the context of education and training, particularly online.

It also informs teachers and pupils on the opportunities copyright protection can have for them as potential creators of works within education.

Answers to the FAQs are given for all EU Member States. They are available in English and/or at least one official language of each respective Member State.

- Link via the Pedagogical Development Unit's Intranet: <https://eursc.sharepoint.com/sites/PedagogicalDevelopment/SitePages/FAQs-on-copyright-for-teachers.aspx>
- Direct link: <https://euipo.europa.eu/ohimportal/en/web/observatory/faq-for-teachers>



Annex 1: EU Commission “Welcome Pack” for staff in Brussels, Mol and Luxembourg

FOR THE ATTENTION OF STAFF MEMBERS OF THE EUROPEAN SCHOOLS OF BRUSSELS I, II, III, IV, MOL, LUXEMBOURG I AND II.

In May 2019, the EU Commission and the Office of the Secretary-General agreed to sign a Service Level Agreement containing a part that is to be referred to as the “**Welcome Pack**”. This follows up on the ES attractiveness policy decided by the Board of Governors at its April 2019 meeting.

The “**Welcome Pack**” comprises a package of services and products intended mainly for staff who are newcomers to both **Belgium and Luxembourg**.

Main services offered by the “Welcome Pack”

- Inducting new recruits;
- Legal advice on all matters (up to 4 consultations per year; only available in Brussels);
- Job-seeking seminars for partners;
- Help with finding accommodation;
- Checking rental agreements before they are signed (only available in Brussels);
- Helping with finding non-Commission language courses run by the regions;
- Information on administrative services within and outside the Commission;
- Information and documentation about Brussels;
- Legalisation of signatures (only available in Brussels) and certification of documents;
- Certified documents;
- Integration activities for the staff member and their family;
- Conferences.



Contacts to use the services offered by the Welcome Pack

Teachers and other members of staff based in Brussels and in Luxembourg can access these services in person, by telephone or by email, as follows:

In Brussels:

The Welcome Office is open from Monday to Thursday, 9:00 to 12:30 and 13:30 to 16:30 (until 16:00 on Fridays).

Appointments must be booked in advance.

You can contact the Welcome Office on (+32) 02-29 66600. The call centre is open Monday to Friday from 9:00 to 12:00 and 14:00 to 16:00.

Address: Rue Philippe Le Bon 3 - 1049 - Brussels

Tel.: +32 2 29 66600

HR-BXL-WELCOME-OFFICE@ec.europa.eu for general enquiries,

HR-BXL-EVENTS@ec.europa.eu for events and job-seeking seminars.

In Luxembourg:

Address: DRB B2/99A, 12 rue Guillaume Kroll, Cloche d'Or, L-2920 - Luxembourg

Tel.: +352 4301 33000

HR-LUX-WELCOME-OFFICE@ec.europa.eu for general enquiries,

HR-LUX-EVENTS@ec.europa.eu for events.

Should you require further explanations regarding the administrative provisions of the SLA, your schools can contact Felipe Moreno Madrid (Felipe.MORENO-MADRID@ec.europa.eu).





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