



European Schools

Office of the Secretary General
Pedagogical Unit

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Original

Proposal and plan for the follow up visits on implementation of the Educational Support policy in the school year 2016-2017

Approved by the Joint Board of Inspectors of 7 October 2015

For information to the BOARD OF GOVERNORS

Meetings on 1, 2 et 3 December 2015 – Brussels

1. Background of the proposal

The renewed Educational Support Policy and Provision which has meant a major change for the system of the European Schools as well as for the individual schools came into force the 1st of September 2013. After two years of implementation, there is a need to plan a comprehensive evaluation of the Educational support provision.

Due to the complexity of the Educational support and its realization, the evaluation has to include both internal and external approaches.

The purpose of this document is to present the main areas for evaluation and propose a structure and concrete activities to get an overview of current provision of the Educational support. Based on the results, the areas for further development will be proposed.

In the Annex of this working paper, the main areas for evaluation as well as the plan to get the relevant information are presented.

Expected outcome

A final report on areas of further development and measures to be taken in Educational support provision (see the Annex).

Activities and working timeframe:

- Statistical report: autumn 2015, 2016
- Criteria and indicators: spring 2016
- Collection of school documents: spring 2016
- Data from Bac Unit/ OGSES: spring 2016
- Desk research: autumn 2016
- Inspection visits in the school: spring 2017
- Analysis of the results: regularly after different actions
- Summary report in the October 2017 or February 2018

Budget

1. Creation of the Criteria and indicators: spring 2016; Collecting the school documents: spring 2016; Data from Bac Unit/ OGSES: spring 2016
→ 5 meeting days for 4 inspectors = 20 working days for inspectors.
2. Desk research: autumn 2016;
→ 5 meeting days for 4 inspectors 20 working days for inspectors.
3. School visits:
→ 4 inspectors working a day per school; 13 schools + 2 days in N/P in Berkendael
→ 54 working days + travel costs.
4. Analysis of the results of the school visits, preparation and finalization of the report
→ 4 meeting days for 4 inspectors = 16 working days for inspectors.

Proposal

The Joint Board of Inspectors is invited to consider and **approve** the proposal and plan as described in the present document.

Opinion of the Joint Board of Inspectors

The Joint Board of Inspectors of 7 October 2015 approves the document “Proposal and plan for the follow up visits on implementation of the Educational Support policy in the school year 2016-2017” and transmits it to the Joint Teaching committee for information.

The document is transmitted to the Board of Governors for its information.

Annex : **Areas for evaluation: Preliminary list of sources of information**

1. What is understood in the schools as General/Moderate/Intensive support: *school guidelines, other school documents, interviews during school visits; Whole School Inspection reports.*
2. Organization of G/M/I support: *examining the timetables in SMS, analyzing the school guidelines.*
3. Differentiation: *class observations during the inspection visits, self-evaluation questionnaire, WSI reports.*
4. Special arrangements: *based on the documents in the OSGES, analysis of the requests during the last two years, number of candidates with the arrangements, approved and not-approved decisions.*
5. Role and responsibilities of the national authorities: *survey to be filled in by the inspectors about recruitments, expertise of their staff etc.*
6. Role and responsibilities of the Boards and Educational Support Policy Group: *what development has been done, decisions concerning the Educational Support, analysis of the minutes of different bodies etc.*
7. Role and responsibilities of the OSGES: *what development has been done in the office, Bac Unit, Ped. Unit, ICT Unit, etc.*
8. Role and responsibilities of the schools: *schools' self-evaluation and inspection visits.*
9. Role and responsibilities of the parents: *will be done by the representatives of the parents' association.*
10. Resources: *schools' self-evaluations, inspection visits, statistical report, distribution of the support hours, qualifications, time used to G/M/I support, school documents, WSI reports*
11. The role and "use" of assistants: *school documents, school visits.*
12. Coordinators: *statistical report, school documents.*
13. Procedures applied in the schools to follow the policy and provision: *school visits, school documents, meetings and minutes.*
14. Assessment and promotion: *statistical report, schools self-evaluation, school visits.*
15. Quality Assurance: *schools' self-evaluation, school documentation, school visits, interviews, WSI reports interviews*
16. Transition: *school documents, school visits, interviews*
