



Ref.: 2020-09-D-30-en-3

Orig.: FR

Dossier of Conformity S6-S7- *École internationale Differdange et Esch-sur-Alzette (LU)*

Approved by the Board of Governors at the meeting on 1-3
December 2020 – Online

NB: The OSG will already possess a large amount of essential information, from the N-S5 DoC and previous audits, so this DoC is exclusively related to the Baccaalaureate level.

Section 1: General information

a. Contact information

School name	<i>École internationale Differdange et Esch-sur-Alzette</i>
Address	8, rue Ernest Dolibois L- 4573 Differdange
Phone	00352 288 572-1
Email	secretariat@eide.lu
Website	www.eide.lu

b. School status

Explain briefly how the school is positioned within the national school network of the member state requesting the accreditation:

The *EIDE* International School is a Luxembourg state (public sector) school comprising primary education and post-primary or secondary education classes. It operates in accordance with the European School system, with which it is associated under an accreditation agreement, and offers an education based on the European Schools' curricula. The School's mission is to provide education and teaching for pupils from a variety of origins. It provides a multilingual and multicultural education. The *École internationale Differdange et Esch-sur-Alzette* is free of charge and open to all pupils. Particular attention is paid to the European idea, to education in mutual respect between different cultures and to openness towards the outside world.

Its administration, funding and staffing are the responsibility in their entirety of the Ministry of Education.

The schooling offer consists of:

- The five-year cycle of European primary education
- The seven-year cycle of European secondary education
- The reception classes and the *voie préparatoire* (preparatory stream) classes of general education.

State <input checked="" type="checkbox"/>	(No further details required)
Private (please provide details) <input type="checkbox"/>	
Mixed (please provide details) <input type="checkbox"/>	

c. Reason for the introduction of European Schooling

	<u>Please give details</u>
European Institution or Agency <input type="checkbox"/>	
International Institution <input type="checkbox"/>	
Other <input checked="" type="checkbox"/>	<p>The <i>EIDE</i> provides a response, within state education, to the population's heterogeneity.</p> <p>In fact only 40% of families in the local population speak the Luxembourg language at home. In many households French, Portuguese and English predominate.</p>

d. Brief history

Date school first opened	12 September 2016
Year groups at first opening	P1/P2EN, P3/P4/P5EN, P1FR, S1FR, S1EN, VP1FR , VP1EN, ACCUFR, ACCUEN
Date of first accreditation agreement signing	16 May 2017 (entry into force: 1 September 2016)
Dates of subsequent signings	14 May 2019 (renewal)
Briefly outline the growth of the school since it first opened	<p>Development: From March 2015 to September 2016, a working group composed of 14 experts (now teachers who are members of the school's management) met regularly and worked on the project's carrying out. During that period, the working group produced a set of values/principles around the school's mission and profile, values, objectives and the pedagogical concept. The <i>EIDE</i> opened on 12 September 2016 with 105 students* and 23 teachers. Since then, it has developed exponentially and its expansion will continue until the first Baccalaureate session in 2022-2023.</p>

	School year	2016-17	2017-18	2018-19	2019-20	2020-21
	Pupils	105	493	714	1023	1297
	Growth		370%	45%	43%	27%
	Teachers	23	59	85	114	142

e. Management

Role (can be renamed)	Name	Qualifications
Directeur	Gérard ZENS	Teacher-civil servant of the Luxembourg State, at least five years' experience
Deputy Director (secondary)	Elisabeth DA SILVA	Teacher-civil servant of the Luxembourg State, at least five years' experience
Person responsible for the Baccalaureate, administrative tasks	Roland PIRNAY	Teacher
Person responsible for the Baccalaureate, pedagogical tasks	Peter ASHBOURNE; alternate Marcus BALLOCH	Teacher
Principal Educational Adviser	N.A. national system	
S6/7 Cycle Coordinator	Peter ASHBOURNE; alternate Marcus BALLOCH	Teacher
Management attaché	Fred SCHNEIDER	Teacher
Management attaché	Michael FOX	Teacher

f. Students

Number of students predicted over the next five years:

	2021-22	2022-23	2023-24	2024-25	2025-26
S6	71	107	148	156	191
S7	0	71	107	148	156
TOTAL	71	178	255	304	347

Section 2: Pedagogical equivalence

a. Summary

What part of the school is devoted to European Schooling?

Whole part

Section / part of the school

b. Organisation of European schooling

Which teaching levels are planned?

Secondary 6

Language section	Planned first year of opening	Number of students
French	2021-22	42
English	2021-22	29
German	2022-23	15

Secondary 7

Language section	Planned first year of opening	Number of students
French	2022-23	42
English	2022-23	29
German	2023-24	15

c. Languages: Mother tongue/dominant language and language support

Article 4.2: It offers mother tongue / dominant language courses to pupils without their own language section although the minimum number of pupils as from which such a course is created is left to the discretion of the Accredited European School. This minimum number of pupils will be indicated in the Dossier of Conformity.

In S6 & S7, will L1 provision be made for students who do not have their own language section?

Yes

No

If yes, under what conditions? e.g. minimum number of students per group

The school offers three language sections: DE, FR and EN; however, in the country's southern region, there are many families who speak a language other than one of the three mentioned. That is why since its setting up, the school has offered courses in PT L1 for Portuguese-speaking children (SWALS). To date, the opening of a different SWALS group has not yet been justified as an individual request has been involved each time. It is planned to extend this offer if need be to other languages, such as, for example, ES and IT. The school will have the go-ahead to create an L1 SWALS group as soon as in any one year group the number of students enrolled in that language is five or more.

L1 currently offered at the *EIDE*: DE, EN, FR, PT

If yes, how do you plan to provide this tuition?

<u>Provider</u>	<u>Frequency</u>
Teacher at the school <input checked="" type="checkbox"/>	Number of L1 lessons (according to timetable)
Distance learning techniques <input type="checkbox"/>	
In cooperation with the European Schools <input type="checkbox"/>	
In cooperation with other school or embassies <input type="checkbox"/>	
Other (please specify) <input type="checkbox"/>	

Article 4.3: Pupils without their own language section receive support to learn the language of the section which they join.

In S6 & S7, will the school organise language support for the pupils without their own language section to learn the language of the section which they join?

Yes

No

The main entry points in the school are years P1 and S1. This means that the school does not have many new pupils. *A priori*, those who are in classes do not need it. In the case of new pupils in that situation, the *EIDE* will/would obviously organise support to prepare him/her/them.

If yes, how do plan to provide this tuition?

<u>Provider</u>		<u>Frequency</u>
Teacher at the school	<input checked="" type="checkbox"/>	According to the pupil's needs
Distance learning techniques	<input type="checkbox"/>	
In cooperation with the European Schools	<input type="checkbox"/>	
In cooperation with other school or embassies	<input type="checkbox"/>	
Other (please specify)	<input type="checkbox"/>	

d. Pedagogical content

i. Which subjects will be offered to S6 & S7 students?

Subject	Cross if subject offered	Level (e.g. Advanced, Basic, Complementary, etc.)	Language offered in	How many lessons per week?
Language 1	<input checked="" type="checkbox"/>	Basic and Advanced	FR – EN – DE- PT	4 - 3
Language 2	<input checked="" type="checkbox"/>	Basic and Advanced	FR – EN - DE	4 - 3
Language 3	<input checked="" type="checkbox"/>	Basic (option)	FR – EN- DE	4
Language 4	<input checked="" type="checkbox"/>	Basic (option)	FR – EN – DE – PT-IT-ES	4
Language 5	<input checked="" type="checkbox"/>	Complementary	ES – IT - PT	2
Maths	<input checked="" type="checkbox"/>	Basic – Advanced – Further Advanced	FR – EN - DE	3 – 5 - 3
Biology	<input checked="" type="checkbox"/>	Basic – Advanced	FR – EN - DE	2 - 4
Chemistry	<input checked="" type="checkbox"/>	Advanced (option)	FR – EN - DE	4
Physics	<input checked="" type="checkbox"/>	Advanced (option)	FR – EN - DE	4
Economics	<input checked="" type="checkbox"/>	Advanced (option)	FR – EN - DE	4
Geography	<input checked="" type="checkbox"/>	Basic - Advanced	FR – EN - DE	2 - 4
History	<input checked="" type="checkbox"/>	Basic - Advanced	FR - EN - DE	2 - 4
Philosophy	<input checked="" type="checkbox"/>	Basic - Advanced	FR - EN- DE	2 - 4
Art	<input checked="" type="checkbox"/>	Advanced – Complementary	FR – EN - DE	4 - 2
Political Science	<input checked="" type="checkbox"/>	Complementary	FR – DE - EN	2
Ancient Greek	<input type="checkbox"/>			
Latin	<input type="checkbox"/>			
Sport	<input checked="" type="checkbox"/>	Basic - Complementary	LU	2 - 2
Music	<input checked="" type="checkbox"/>	Advanced – Complementary	FR – EN - DE	4 - 2
Sociology	<input type="checkbox"/>			
Lab Biology	<input checked="" type="checkbox"/>	Complementary	FR - EN - DE	2
Lab Chemistry	<input checked="" type="checkbox"/>	Complementary	FR – EN - DE	2
Lab Physics	<input checked="" type="checkbox"/>	Complementary	FR - EN - DE	2

(You may add other complementary courses – see syllabuses available on www.eursec.eu)

(Religion and Ethics considered separately in section 5.)

- ii. *What is the school's policy for class creation in relation to number of students? e.g. will classes be created with 1 student? Will there be combined teaching? (e.g. Geography 2-period and 4-period together, Maths 5 in L2, consecutive year groups)*

For the creation of classes or groups, the school is obliged to follow the instructions of Luxembourg's Ministry of Education, which publishes each year a ministerial instruction on the subject. The basic system is based on a quota of lessons that the school obtains according to the number of students in the school, which the school's management has to manage ensuring that it does not exceed the limits. For groups of fewer than ten pupils (except for L1 for SWALS, where the limit is five pupils), the management has to request prior permission from the Ministry.

The normal class size is 25 students; the maximum number of students is set at 29.

- iii. *Schedules*

How long are lessons? _____ 45 _____ minutes

How many teaching days per year? _____ 180 _____ days

Please include, as an annex, a generic schedule (subjects and hours) for an S6 student.

e. Links with the European Schools system

Please outline here, briefly, any links that the school has with another European or Accredited European School, with a specific focus on the Baccalaureate cycle.

The school has close links with both type I schools and the other AES, including in particular the Luxembourg ones.

For the running of the first European Bac, we can rely on the one hand, on the lengthy experience of a large number of teachers and coordinators in the European Schools system.

Aware that the procedures relating to this subject change quickly, the school will be guided in its running by guidance offered in particular by our colleagues at Brussels 4 (Manuel BORDOY) and Strasbourg (Olivier TEDDE), as well as during a visit to those two schools by the coordination team.

f. Careers guidance and orientation

i. Who is in charge of careers guidance and orientation?

Alain-Philippe André (FR Section); Peter Clarke (EN Section); Peter ASHBOURNE (general coordinator, careers guidance and orientation unit).

ii. Fill in the table below for orientation in S4 and S5.

Session	Time of year	Topic	Who delivers the sessions?
S4	October 2020	Self-evaluation: Identification of strengths and of interests. Balance between keeping options open and seeking a specific objective	<i>Vie et société</i> (Life and Society) teachers/Tutors
S4	January/February 2020	What are the types of career options - interventions of parents and others	F. Schneider External experts/Tutors
S5	October 2020	Information session 'How to take decisions on studies and career'; careers guidance sessions	P. Ashbourne, A.P. André, P. Clarke
S5	January 2021	Preparation and choice of 'options' for S6 and S7 so that students can go on to courses of study in higher education that interest them	P. Ashbourne, F. Schneider & Baccalaureate teachers
S5	April 2021	Work experience: expectations and benefits	ASL/P., P. Ashbourne/Tutors
S5	May/June 2021	Work experience week	Students on work experience placements

How do these sessions ensure a smooth transition from S5 to S6?

The aim of careers guidance will be to identify and maintain motivation. Students will focus on their personal objectives, on the strengths that point them towards the right track and on the areas in which they will need to develop to achieve those objectives. Personal reflection, combined with feedback between peers and professionals, will encourage realistic expectations.

The S4 and S5 cycle has been presented to students and parents as preparation for the Baccalaureate and teachers are encouraged to draw attention to links with future courses throughout the cycle.

Learning to learn is identified as a key process from the start of school, with additional support provided if necessary. It will continue to be promoted during the Baccalaureate years. Students will develop their own learning strategies, which will contribute to integration of the different parts of the curriculum.

As our first cohort moves up through the school, it will contribute to the school's development, in particular through the student council and participation in various inter-school activities within the network of European Schools (and beyond).

iii. Fill in this table for orientation sessions in S6 and S7.

Session	Time of year	Topic	Who delivers the sessions?
S6	October 2021	'University fairs' information sessions	P. Ashbourne
S6	November 2021	Student Fair (Luxembourg-LUXEXPO Kirchberg). Key event in the Greater Region in the field of information about higher education. It targets students who wish to obtain precise information in order best to prepare their education and training project.	<i>CEDIES</i> (Documentation & Info on Higher Education Centre) & more than 250 exhibitors from around 20 different countries
S6	February 2022	Writing and preparation of interviews	Coordinator & Tutors
S6	April 2022	External expert: Keynote (European dimension of work)	P. Ashbourne & <i>Maison de l'orientation du Luxembourg</i> (Luxembourg Careers Guidance Centre)

S7	As from September 2022	Support with submission of applications for entrance/admission to universities (or higher education).	
-----------	------------------------	---	--

g. Pupil attendance

How will pupils' attendance be monitored?

	Attendance
S6	Register taken at the beginning of each lesson Absences noted on <i>Webuntis</i> (electronic attendance register).
S7	Register taken at the beginning of each lesson Absences noted on <i>Webuntis</i> (electronic attendance register).

Section 3: Resources

a. Teaching staff

i. *In accordance with the planned number of students stated in section 2, outline below how many teaching staff you plan to employ over the next five years.*

Year	FTE ¹
2021/2022	30-35 (including 6 or 7 teachers for S6)
2022/2023	The school will go from 3 S6 classes to 5 S6 classes and 3 S7 classes 30 new FTE teachers (including 15 for S6/S7)
2023/2024	There will be 8 S6 and 5 S7 classes A further 15 FTE teachers will be required
2024/2025	8 S6 classes and 8 S7 classes A further 6 or 7 FTE teachers will be required
2025/2026	The school should be in the renewal phase (thus, no new teachers except in the event of departures/needs)

ii. *Who will cover the cost of the staff?* National Authority
 School
 Combination (please explain)

iii. *Who recruits the teaching staff?* National Authority
 School
 Other (please explain) _____
 Combination of groups (please explain)

b. Evaluation, recruitment and in-service training for S6 and S7 teachers

i. *How will teaching staff be evaluated?*

Evaluation	Frequency
Director <input checked="" type="checkbox"/>	In the context of annual appraisal
National body for quality assurance <input type="checkbox"/>	
Other (specify and <i>add lines as necessary</i>) <input type="checkbox"/>	

¹ FTE – Full-Time Equivalent

ii. What are the roles and tasks of the person responsible for the Baccalaureate?

The responsibilities around the Bac are divided into a pedagogical unit, headed by Mr Peter Ashbourne, and an administrative unit, headed by Mr Roland PIRNAY, both of whom report to the school's management.

The role(s) and task(s) of the pedagogical unit will be as follows:

- Careers guidance
- Organising information sessions and fairs
- Inviting internal and external experts
- Contacting national careers advisers electronically (e.g. email, videoconference, etc.)
- Encouraging students to take responsibility
- If need be: coordinating production of Bac questions
- Organising supervision timetables, informing/training supervisors
- Organising the Bac proclamation at the end of the year

The role(s) and task(s) of the administrative unit will be as follows:

- Organising presentation of questions for the orals and, if necessary, for the written examinations
- Ensuring that students meet the administrative requirements
- Checking attendance, informing and applying the rules relating to absences, lateness, illnesses during examinations
- Examinations and scripts: receipt, checking, secure storage, distribution and collection in good time, digitisation and correction
- Organising the examination hall(s): compliance with the regulations, no disturbance, strict timing, clear information and instructions
- Setting up of a single contact point for the Baccalaureate Unit
- Printing of diplomas

NB: Mr P. Ashbourne has 16 years' experience of organisation of the Baccalaureate, 10 at the ES, Brussels 2 and 6 at the Culham AES.

Mr R. Pirnay has 7 years' experience of organisation of the Baccalaureate at the ES, Brussels 1 and was involved for 6 years in organisation of the Bac as head of ICT at the Central Office.

iii. How will teachers be trained to teach the Bacculaureate courses and to follow the regulations?

<u>In-service training by</u>	<u>Frequency</u>
School <input checked="" type="checkbox"/>	In house (e.g. pedagogical day, etc.) and coordinators
National organisation (specify) <input checked="" type="checkbox"/>	<i>Institut de Formation de l'Education nationale (IFEN)</i> (Ministry of Education National Training Institute)
European School (specify) <input checked="" type="checkbox"/>	Meetings organised by the OSGES
Other (specify and <i>add lines as necessary</i>) <input type="checkbox"/>	

iv. How will teachers be informed about the organisation and regulations of the Bacculaureate?

<u>In-service training by</u>	<u>Frequency</u>
School (specify the person) <input checked="" type="checkbox"/>	Through the Bacculaureate coordinator
European School (specify) <input type="checkbox"/>	
Other (specify and <i>add lines as necessary</i> .) <input type="checkbox"/>	

c. Buildings and facilities for S6 and S7 courses

<u>Room type</u>	<u>Number</u>
Secondary classrooms	16
Library	2
Gym	3
ICT room	The school has laptop and iPad trolleys with 1 device per 4 students
Music room	2
Equipped science labs	5
Art room	2

d. Assessment

How will the school ensure harmonisation of pre-Bacculaureate exams?

Several meetings by subject are organised during the first term:

- to set and choose common examination questions and marking schemes
- to produce translations

Section 4: Educational support system

Article 7.1: Accreditation shall also be conditional upon the existence of an educational support system for pupils with special educational needs, within the meaning of the legislation of the country in which the Accredited European School is located.

i. *Is there an educational support system in place for Baccalaureate level students?*

Yes

No

ii. *What is the policy in place to support children with special educational needs, at the Baccalaureate level?*

National

European Schools

Tailor-made

iii. *Outline the main principles of the educational support policy in the box below.*

The support provided at the *EIDE* is based on both the European Schools' support system and Luxembourg's national support system.

There are three types of educational support:

General support: L1, L2, Mathematics

Moderate support: all subjects – 'Learning to Learn' modules

Intensive support: by calling on the *Commission d'inclusion scolaire (CIS)* (School Inclusion Commission). The members of the *CIS* are: a member of the general management (policy coordinator), a school psychologist, a member of the teaching or socio-educational staff, a social worker, the school doctor, two teachers' representatives and a representative of the Competence Centres. The *CIS* is charged mainly with arranging reasonable accommodations for special educational needs students, including those with medical problems. There are 11 competence centres for intensive support, classroom assistance and therapeutic help. The school can contact those centres at any time for advice, support or an in-service training course.

The support for special educational needs students team (*ESEB*), set up in the school and comprising a psychologist, a pedagogue, a graduate educator and a fully qualified educator, helps with the making of a diagnosis and monitors the special arrangements made for students as decided by the *Commission d'inclusion scolaire (CIS)*.

Besides educational support, the *Service psycho-social et d'accompagnement scolaires (SePAS)* (School Psychosocial and Support Service) is responsible for students' psychosocial wellbeing.

iv. *Who is in charge, in the school, of implementation of the educational support policy?*
Mr Peter Ashbourne/ Mr Marcus Balloch

v. *Who is in charge of putting in place the approved special arrangements, for pupils with special needs, in the tests and examinations at the Baccaalaureate level?*

Mr Pierre-Philippe Martin in collaboration with Emmanuelle Koch (President of the CIS), the SePAS and the ESEB.

Section 5: TARAC (Teaching about Religion and Civics)

Article 7.2: Accreditation shall also be conditional upon: The existence of ethics and religion courses within the meaning of the regulations of the European Schools, subject to compliance with the legislation of the country in which the School is located and it being understood that the said courses may be replaced by teaching about religions and civics.

i. Will religion/ethics be taught?

Yes

No

ii. If not, please outline what will be taught in its place.

In the Grand Duchy of Luxembourg, teaching about religion and civics has been replaced in all state schools by the *Vie et Société* (Life and Society) national programme, as for P1-S5.

Section 6: The European specificity

How will the school ensure that the European specificity is fulfilled:

in S6?

Following the ES curricula encourages students to adopt the school's European specificity, in particular when they are taught in mixed language section groups. The teachers will be encouraged to use in their teaching a wide range of examples, case studies and materials coming from the whole of Europe.

Thus, in guidance for universities, emphasis is placed on openness to all European countries.

We intend to set up pedagogical projects with European Schools and/or Accredited European Schools.

in S7?

Following the ES curricula encourages students to adopt the school's European specificity, in particular when they are taught in mixed language section groups. The teachers will be encouraged to use in their teaching a wide range of examples, case studies and materials coming from the whole of Europe.

Thus, in guidance for universities, emphasis is placed on openness to all European countries.

We intend to set up pedagogical projects with European Schools and/or Accredited European Schools.

in extra-curricular activities?

Participation planned in the following events:

- European Science Symposium (coordinator: Pascale Bosseler)
- FAMES (coordinators: Valérie Lucas and Thomas Meunier)
- Eurosport (coordinator: Tom Gieres)
- Model European Council
- ...

Annexes

Annex: Generic schedule of a year S6 student (Draft)



GENERIC SCHEDULE FOR AN S6 STUDENT

A student's timetable must comprise between 31 (minimum) and 35 (maximum) periods per week.

Compulsory subjects	Number of periods (45 min)
Language 1	4
Language 2	3
Physical Education	2
Life and Society	1
Mathematics	3 or 5

Compulsory subjects unless they are chosen as 4-period options	Number of periods (45 min)
History	2
Geography	2
Philosophy	2

Compulsory subject unless a 4-period scientific option is chosen	Number of periods (45 min)
Biology	2

A student must choose a minimum of 2 and a maximum of 4 options in the table below:

Options	Number of periods (45 min)
History	4
Geography	4
Philosophy	4
Language 3	4
Language 4	4
Economics	4
Latin	4
Biology	4
Chemistry	4
Physics	4
Art	4
Music	4

Only one advanced course may be chosen (non-compulsory):

Advanced Course	Number of periods (45 min)
Advanced Language 1	3
Advanced Language 2	3
Advanced Mathematics (solely if Maths 5 is chosen)	3

Complementary courses have to be taken by students whose timetable comprises fewer than 31 periods after having chosen their compulsory subjects and options. Otherwise, students are not obliged to take a complementary subject.

Biology, physics or chemistry laboratory courses may be taken only by students who have chosen the corresponding scientific option. Students may take only one of them.

Art, music and economics are not possible if they are chosen as options.

Complementary courses	Number of periods (45 min)
Art	2
Music	2
Introduction to economics	2
Sport	2
Laboratory biology or	2
Laboratory chemistry or	
Laboratory physics	
Language 5	2
Lëtzebuergesch	2
Sociology	2
Political Science	2
Drama	2