

## Elos School Standard

Schools<sup>1</sup> that aspire joining the Elos Network sign a “Letter of Commitment” (or a national/regional document which includes at least the indicators from the Letter of Commitment). After approval of this entrance status by national/regional coordinators (and advisory panels, where these exist), these schools can call themselves Elos School and use the general Elos School logo.

The Elos School Standard specifies criteria for each of the general indicators from the Letter of Commitment that should be ideally met by an Elos School.

Elos schools can apply for an Elos School Accreditation. The accreditation procedure is arranged at the national/regional level. In the future, a transnational level of coordination and quality assurance will be put in place in order to warrant that these national/regional procedures are transparent and mutually compatible.

Purpose of this accreditation is to formally assess whether the school meets the standards listed below. Schools applying for an Elos School Accreditation must provide evidence for their level of achievement in an Elos School Folder, based on self-evaluation at school level; this self-evaluation should be based on this school standard. The Folder needs to be submitted to the national/regional coordinator, and will be assessed according to the national/regional procedure. It is a decision at the national/regional level if the accreditation procedure will lead to some type of certification.

Schools that do not apply, can still remain Elos Schools at the entry level, as stated in their Letter of Commitment; depending on the individual level, it should take 1 to 3 years to reach at least 80% of the criteria listed in the standard.

The evidence in the School folder needs to address each of the indicators of the Elos School Standard. In order to receive a positive outcome of the accreditation, schools need to provide satisfactory evidence for at least 80% of the indicators. Furthermore, the School Folder includes basic information that each school provides in the communication platform of the Elos Network Website ([www.eloseducation.info](http://www.eloseducation.info)) that may be useful for other schools to identify potential partners. Statistical information will also be required from each school (number of students/staff involved in Elos, number/type/percentage of school subjects (at junior and senior level) contributing to meeting Elos objectives (in classroom and abroad), etc.).

The Elos School Standard co-exists with other standards for schools within multilateral initiatives and national/regional award schemes that are relevant to Elos Schools. Where possible and relevant, the Elos School Standard and other standards are compared in a matrix describing the differences and similarities.

European Elos Network, Management Team, April 2010

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With the support of the Lifelong Learning Programme of the European Union

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<sup>1</sup> The word ‘school’ refers to school or college



## Elos School Standard

General indicator Letter of Commitment	Criteria of the Elos School Standard
<p><b>1. Education process / Learning environment</b></p> <p>Including a European and International Orientation ('EIO') in a variety of lessons and through activities abroad, so that students can develop their 'Europe Competence' gradually during their whole school career (knowledge, skills, and attitudes that students need for their future as 'European (and international) citizens'. Using jointly developed products, such as the Elos portfolio for students and other instruments to support EIO learning and assessment.</p>	1. The school has completed an inventory of EIO elements in all programmes of learning that typically include European and international topics for all students. Based on this inventory, the school has discussed how to better streamline the EIO elements in the relevant subjects across school years and across subjects and programmes of learning
	2. At least 3 school subjects contribute to meeting Elos objectives
	3. In these subjects, teachers and students also use teaching/learning materials in a foreign language, related to EIO topics. This can be part of a class exchange project.
	4. In foreign language subjects involved in Elos, students and teachers use the target language and focus on communication skills in international cooperation.
	5. Students self-evaluate their foreign language skills based on the European Framework of Reference for Languages, and realize which level in their first (main) foreign language would allow them to communicate, to study and to work abroad (depending on school type, A2-B2). Students actively involved in Elos work towards achieving a level of foreign language knowledge that allows them to communicate, to study and to work abroad. Students use self-evaluation (for example in a language portfolio) to monitor and plan their work.
	6. Students actively involved in Elos learn to describe, evaluate and record their European and international activities regardless of the fact whether these activities have taken place in a formal, non-formal or informal learning environment.
	7. Students are encouraged by the school to learn a second foreign language that allows them to communicate with students abroad (depending on school type, A1-B2).
	8. Plans specify how students will be actively involved by the teachers in EIO subjects and activities (in the process from preparation to follow-up). Students document in their portfolio (or other documents) how they are actively involved in EIO.

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<p><b>2. School curriculum and policy</b></p> <p>Striving towards embedding the Elos goals in the school curriculum and in the school policy to ensure coherence and sustainability.</p>	1. The place that Elos is given within the school is written in most school documents, such as school policy documents and information material for parents and students
	2. The school offers a programme consisting of at least 2 special EIO activities yearly in the own school (environment) other than international mobility, which may include: international guest speakers, international arts or sports activities, participation in international contests, contacts with institutions, factories, firms or businesses in other countries, international contacts with peers using digital technologies (virtual mobility), et cetera. Activities should be offered to more than one class, and to different age groups, but do not have to be compulsory. Schools are free in their choice of EIO activity.
	3. The school has discussed the CFEC and how EIO could be offered in lessons, activities at home and abroad in a way that allows students' progression over time. The European and international dimension should always be included.
	4. The school will recognize students' achievements with respect to European and International Orientation in informal or non-formal learning environments. The CFEC serves as an indicator.

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<p><b>3. Staff competence and institutional capacity</b></p> <p>Building the institution's internal capacity to achieve Elos goals.</p>	1. The school management supports the Elos Coordinator and/or Elos Team at school and encourages other staff members to participate in Elos (within the school, using internal communication channels).
	2. At least one teacher from each of the organisational units (whichever applicable: school sector/department, subject area team, work-related learning programmes, etc.) has been informed about Elos and asked to get involved in an Elos Team. At least one teacher from half of the organisational units (whichever applicable: school sector/department, subject area team, etc.) is involved in Elos
	3. Elos is a regular item on the agenda of meetings in the school.
	4. The school management provides sufficient facilities for the coordination of the concept, its development and implementation, as discussed with the Elos Coordinator (such as time for the coordination activities, attending Elos events abroad, EIO teacher training, materials, etc.).
	5. Plans specify training needs of teachers and management with regard to EIO (as relevant to their subject or general knowledge level), to foreign language knowledge (as required for their involvement in international education projects) and ICT (as necessary for online learning and communicating). The school facilitates teachers to participate in training activities related to Elos.

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<b>4. International cooperation</b>  Being involved in structural international exchange activities with schools/colleges and – if applicable - other organisations abroad.	1. Via email and/or a form of electronic learning environment, students actively involved in Elos have international contacts in various subject areas with peers abroad. In order to achieve this, the school organizes educational projects with at least 1 steady international partner school and -if applicable- international partner organisation (e.g. within eTwinning, Comenius or other programmes).
	2. Most students actively involved in Elos <i>can</i> participate in at least one student social and/or working experience abroad (including educational cooperation) and a stay with a host family during his/her time at school. (If circumstances require, he/she can be given an alternative to staying with a host family).
	3. Where educational laws allow this, individual students actively involved in Elos <i>can</i> follow part of their study programme in another European country, and receive credit for work completed abroad, as determined by a mutual agreement between the partner schools.

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<b>5. Quality assessment</b>  Taking part in general monitoring and evaluation activities at school level, national level and international level, and other relevant studies (when requested).	1. Evaluation at whole school level includes self evaluation and a form of external review (such as peer panels, school visits etc.).
	2. When requested, the Elos core team and school management complete relevant evaluation forms (such as end user questionnaires, etc.).