

**University of Leicester**  
**School of Education**  
**MBA in Educational Management**

Module 3: *Human Resource Management in Schools and Colleges*

Research Assignment

Submitted: 1 July 2007

***How Coherent is European Secondary School Seconded Staff Selection?***

**Dr Winfried van Gool**  
Educational Adviser at the  
European School Karlsruhe (Germany)  
Student number: 059014307

## CONTENTS

<b>1. INTRODUCTION</b>	
<b>1.1 Context of this Study</b>	<b>6</b>
<b>1.2 Purpose of this Study</b>	<b>7</b>
<b>2. LITERATURE REVIEW</b>	
<b>2.1 The Rationale for a Strategic Approach to Recruitment and Selection</b>	
<b>2.1.1 Looking beyond the newspaper advertisement</b>	<b>9</b>
<b>2.1.2 A Commitment to Quality and Performance</b>	<b>9</b>
<b>2.1.3 Equal Opportunities</b>	<b>10</b>
<b>2.2 Management Implications</b>	
<b>2.2.1 Who should be involved in the Recruitments and Selection Process?</b>	<b>11</b>
<b>2.2.2 Criteria for Selection</b>	<b>12</b>
<b>2.2.3 Selection Tools</b>	<b>13</b>
<b>2.3 Conclusion</b>	<b>14</b>

<b>3. INVESTIGATION</b>	
<b>3.1 Introduction</b>	<b>16</b>
<b>3.2 Data Collection</b>	<b>17</b>
<b>3.3 Method of Sampling</b>	<b>18</b>
<b>3.4 Triangulation</b>	<b>20</b>
<b>4. ANALYSIS</b>	
<b>4.1 Introduction</b>	<b>22</b>
<b>4.2 Results</b>	
<b>4.2.1 Who is Involved in the Selection Process?</b>	<b>22</b>
<b>4.2.2 Selection Criteria and their Relative Value</b>	<b>24</b>
<b>4.2.3 Selection Tools</b>	<b>27</b>
<b>4.2.4 Equal Opportunities</b>	<b>29</b>
<b>4.3 Conclusion</b>	<b>31</b>
<b>5. CONCLUSION</b>	<b>33</b>
<b>ANNEX</b>	
<b>1. Transcripts of the Interviews Involving the Inspectors</b>	<b>36</b>
<b>1.1 interview with the Portuguese inspector</b>	<b>37</b>
<b>1.2 interview with the Polish inspector</b>	<b>39</b>
<b>1.3 interview with the Lithuanian inspector</b>	<b>41</b>
<b>1.4 interview with the Estonian inspector</b>	<b>43</b>

1.5 interview with the Finnish inspector	45
1.6 interview with the Dutch inspector	47
2. Transcripts of the Interviews Involving Seconded Staff	50
2.1 interview with a Portuguese member of staff	51
2.2 interview with an Italian member of staff	53
2.3 interview with an Italian member of staff	55
2.4 interview with a Spanish member of staff	56
2.5 interview with a French member of staff	58
2.6 interview with a French member of staff	59
3. Documents	60
3.1 <i>Recrutement du Personnel Détaché auprès des Ecoles Européennes par les Autorités Nationales</i>	61
3.1.1 Explanation of the French Recruitment Procedure	65
3.1.2 Explanation of the Spanish Recruitment Procedure	66
3.1.3 Explanation of the Italian Recruitment Procedure	67
3.2 Documents Concerning French and Italian Procedures	68
3.2.1 <i>Compte-rendu de la Commission de Recrutement dans les Ecoles Européennes</i>	68
3.2.2 <i>Compte-rendu du Groupe de Travail Examinant les Affectations en Ecoles Européennes Rentrée 2006</i>	69

<b>3.2.3 Critères de Recevabilité et de Sélection des Dossiers</b>	<b>71</b>
<b>3.2.4 Bulletin Officiel N° 12 du 23 mars 2006 – Mouvement à un poste dans les écoles européennes – rentrée 2006</b>	<b>73</b>
<b>3.2.5 Example of a language skills test used in the Italian Selection procedure</b>	<b>76</b>
<b>BIBLIOGRAPHY</b>	<b>78</b>

## 1. INTRODUCTION

### 1.1 Context of this Study

“At school or college level, a strategic approach to staff recruitment is desirable” (Middlewood and Lumby, 1998, p. 61). In the context of the European Schools, the responsibility for staff recruitment lies with the national inspectors.<sup>1</sup> Every EU country has one inspector for the secondary and one for the primary school. This research will focus solely on the secondary school since this is where its author is active.

The diversity in culture and attitudes towards education existing in the EU could imply that a variety of recruitment and selection methods for ES staff exists. However, Middlewood points out that “the appointment of the persons best fitted for a post in a particular school or college, whatever the post, ought not to extend to excessive variation or inconsistency in the methods used to select those persons” (Middlewood, 1997, p. 141).

The overall aim of this research is to enhance knowledge and understanding of the recruitment system for staff of ES and to determine its coherence. By submitting these findings to the Board of Governors of the ES and to the working party on the future of the

---

<sup>1</sup> “The Boards of Inspectors (Primary and Secondary) shall ensure the sound educational and administrative management of the staff, within the framework of the competence devolved to them by the Convention defining the Statute of the European Schools and the Rules of Procedure for the Board of Governors.” *Regulations for Members of the Seconded Staff of the European Schools* (applicable from 1 September 1996), Title 1, General Provisions, Chapter 1 – Scope and Definitions, Article 2 (p. 9).

ES, the author is hoping to contribute to the development of recruitment procedures and to the functioning of the ES as a whole.

## **1.2 Purpose of this Study**

It is interesting therefore to investigate how the ES establish the element of consistency in their recruitment and selection procedures. Recruitment should not simply be about 'filling gaps'. Strategic recruitment means taking a long-term view of what one wants a school to become in the next five or ten years and what specific skills are needed for that. Equal Opportunities is also a major issue in the literature on recruitment policy today (see for example Coleman, 1997 and 2002) and will necessarily have to be considered in the analysis that is to follow.

Hence, the purpose of this study is to:

1. look at the rationale for a strategic and coherent approach to staff selection
2. present the selection procedures of a number of countries and see what criteria they use to assess candidates, what the relative importance of these criteria is and what instruments they use for this assessment
3. assess to what extent the recruitment procedures used by the ES can be called coherent.

In order to achieve these objectives, the following three research questions are considered:

1. What recruitment and selection methods are used by a representative sample of EU countries?
2. Who is involved in recruitment and selection periods in these countries?
3. To what extent do countries coordinate to come to a coherent procedure?



## **2. LITERATURE REVIEW**

### **2.1 The Rationale for a Strategic Approach to Recruitment and Selection**

#### **2.1.1 Looking beyond the newspaper advertisement**

Middlewood and Lumby (1998, p. 61) define recruitment as “managing to get the most appropriate people to apply, and selection as “managing to obtain the most appropriate person for the job”. They also point out the necessity of a strategic approach. Teacher recruitment should not simply be about aligning vacancies and budgets nor about filling gaps in the current curriculum. Strategic recruitment and selection means a long-term view of what education will be like in the future. It should examine the gap between where you are now and where you would like to be; it should establish what skills it will take to get you there and how you will recruit for those specific skills.

#### **2.1.2 A Commitment to Quality and Performance**

In the context of the European Schools, the competencies associated with effective performance such as language skills and an awareness of the diversified background of students, as well as the ability and willingness to communicate in an international context suggest that recruiters should go beyond the ‘traditional’ recruitment and selection criteria used for national schools. Hackett (1992, p. 35) believes the behaviour of a teacher rather than personality traits or intellectual capability determines whether a

teacher is efficient or not. This implies that recruiters should consider what the job holder must be able to do. Such an approach shows a real commitment to quality and performance. In selecting a candidate for a job, Taylor and Hemmingway (1990, p.8) argue that one should “focus on the job to be done, not on the person who used to do it, on the needs of the children and the community, and the balance of the teaching staff as a whole” and Middlewood (2002) sees “collaboration between teachers as being one of the biggest factors in teaching and learning effectiveness” (130). Recruiters therefore need to look far beyond formal qualifications in trying to predict how a candidate will function in the school and the team. This could be done by using case studies (see 2.2.3).

### **2.1.3 Equal Opportunities**

Equal Opportunities Policy helps to ensure that there is no unjustified discrimination in the recruitment, on the basis of gender, marital status, sexual identity, religious belief, political opinion, race, age, disability, socio-economic background, etc. So called ‘political appointments’ are contrary to this idea and could also disturb Middlewood’s (2002) team balance referred to above. Recruitment should be a strategy valuating diversity. Staff composition will reflect society in this way and students will be exposed to varying experiences, values and ways of thinking. It inculcates them with the notion that people should be valued as individuals. Managing diversity can help to combat prejudice, discrimination, stereotyping, harassment and unfair behaviour. Middlewood (2002, p. 121) argues that the appraisal of managers is, among other things, related to their ability to manage the recruitment of teachers in an efficient way with this idea in

mind. An Equal Opportunities strategy therefore is more than a legal requirement and is also part of a strategic whole school approach to development and quality rising.

## **2.2 Management Implications**

### **2.2.1 Who Should Be Involved in the Recruitment and Selection Process?**

Beside the clearly obvious involvement of the school management in a selection process with a whole school approach in mind, the involvement of staff and other stakeholders should be considered. Researchers such as Hill (1989), Southward (1987) and Hinds (1992) argue in favour of staff contribution to the selection procedure which will contribute to team building: “[It would be] strange, to say the least, not to involve th[e] team in the selection of its new member.” (Hill, p. 147)

Strategic recruiting also allows a school the perfect opportunity to engage stakeholders such as parents and community members. If recruitment is aligned with the school development plan and those plans include community involvement, the chances of finding the right candidate for the job will increase substantially because greater attention is paid to customer satisfaction in this way and a new, more dynamic perception of staffing a school is created because “[t]he involvement of lay personnel can often bring a valuable, different perspective from that of professionals working within the organisation” (Middlewood and Lumby, 1998, p. 69).

### 2.2.2 Criteria for Selection

What criteria should be used to come to effective staff selection has been a point of interest for researchers for many years:

As a basis for teacher selection, the establishment of valid and reliable criteria for the measurement and prediction of teaching success continues to be a major research problem. (Black and Page, 1958, p. 198).

Forty years later, Middlewood and Lumby (1998, p. 66) point out there are two major aspects to be considered when managing the selection process: technical aspects (formal qualifications based on knowledge and skills) and functional aspects (how the candidate will fit into a team). Personal aspects are, clearly, also a part of the latter. Both aspects should be considered to come to an effective appointment: "Too much weight given to academic achievement may be at the expense of other qualities which might be more relevant to effective performance of the job" (Middlewood and Lumby, 1998, p. 67). Belbin (1981) has shown why selection needs to take account of the ability of the individual to contribute effectively to a team by using a typology of team members which can serve as a guideline for selectors and argues in favour of the usage of psychometric tests (see 2.3.3) as well as the above mentioned staff involvement in the selection process.

Middlewood and Lumby (1998, p. 69) mention five selection criteria:

- Biographical data (qualifications, experience)
- Skills (technical, managerial)
- Knowledge (legislation, curriculum requirements)
- Attitudes / values (personal ambition, ...)
- Others (interests, ...)

The relative importance given to each of these criteria should be linked to the specificities of the job to be performed. These can vary from school to school and from job to job, however, within a school or a system a certain consistency is needed to ensure continuation as well as a strategic approach.

### 2.2.3 Selection Tools

What instruments provide a valid basis for selection? Middlewood and Lumby (1998, p. 70) mention four:

- Interviews
- Tests
- Exercises
- Assessment centres

Although interviews are the most commonly used selection tool and are often given *all* importance, they are unreliable as predictors of performance as Thomson (1993) has shown. Moreover, Hackett (1992) warns of the halo effect (when one feature of the

interviewee becomes an overriding factor governing our perception of the person), for prejudice or bias as well as for stereotypes and unfavourable information (the interviewer being more influenced by a candidate's bad points than by his good points). All of the above can be an impediment to objective assessment and comparison of candidates. Interviewing therefore should only be part of the selection process. Other tools such as group discussion, case study, informal discussion, psychometric tests, exercises and reliance on references should be used.

### **2.3 Conclusion**

The recruitment and selection of suitably experienced staff can be improved by the involvement of stakeholders, outsiders, parents / customers that can shed a different light on the candidates than that of the traditional professional school manager or teacher.

Diversity implies that a school promotes the differences amongst groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language and religion. It does so, not only to comply with legal requirement but out of the conviction that a school should in some way reflect society and that diversity is richness.

The management of recruitment and selection should take place with these ideas in mind. Appointing the best person for the job means the recruiters need to have an organic view

of the curriculum as a whole. The choice of recruitment methods and tools should reflect this situation.

### 3. INVESTIGATION

#### 3.1 Introduction

This research focuses on the recruitment and selection procedures used by the various national inspectorates for European Schools. According to Johnson (1994, p. 3), research needs always to concern itself with a specific issue, topic or question. The sole aim here is therefore to determine whether these recruitment and selection procedures are adequate (see Middlewood and Lumby in 2.1.1). By adequate is meant whether they lead to ‘the best person being appointed for the job’; this would suggest that the goal of student learning is put at the centre and, therefore, that the procedures utilised by the various countries should not show too great a diversity (see Middlewood in 1.1) because this could impede team building and reduce the predictability of performance (see 2.1.2).

Therefore, it is important to know:

1. who is involved in the selection process (see 2.2.1)
2. what criteria are used in the selection process (see 2.2.2)
3. what is the relative importance of these criteria (see 2.2.2)
4. what selection tools are used (see 2.2.3)
5. how is Equal Opportunities dealt with (see 2.1.3)



This research is action orientated and aims at coming to recommendations for change. Again, this is drawn from Johnson who states that research results should “help other interested parties think freshly about the subject” (Johnson, p. 4).

### 3.2 Data Collection

Data on recruitment and selection of ES staff was in the first place obtained from interviews with those charged with this mission: the national inspectors. Outlines of these interviews can be found in Annex 1. Further data and data needed for cross-reference was obtained from a document completed by some but not all member states entitled *Recrutement du Personnel Détaché auprès des Ecoles Européennes par les Autorités Nationales*<sup>2</sup> and from face-to-face interviews with seconded staff. His membership of the staff of a European School allowed the author privileged access to this data that would have been more difficult for an external researcher to obtain.

Interviews involving the inspectors were semi-structured and took about fifteen to twenty minutes each. This type of interview was favoured by the author because it allowed the respondent to explain the procedure in detail, focusing on the individual circumstances, whilst preventing digression. Inspectors were asked to explain the recruitment and selection procedure they used and, when considered necessary by the interviewer, to complement this with details required for his research. All inspectors were specifically

---

<sup>2</sup> ‘Recruitment of Seconded Staff at European Schools by National Authorities’ (the author’s translation). See annex 3.1. This document is being produced by a working party on the future of the ES set up by the Board of Governors.

asked about Equal Opportunity legislation and practice in their country when selecting ES staff.

Face-to-face interviews with teachers were structured and took about ten to fifteen minutes per interviewee. They were asked specific questions about the way they had been recruited. The data thus obtained was then set against the data obtained from the inspectors or the above mentioned document. According to Wragg (2002, p. 148-9) this type of interview is best used when questions “are not particularly contentious or deeply thought-provoking”. The results of these interviews can be found in Annex 2.

### **3.3 Method of Sampling**

Fogelman (in Coleman and Briggs, 2002, p. 98) argues that the process of sampling allows the researcher to study a particular set of the population “that can be shown to be representative of the relevant population and which therefore allows us to be reasonably confident about the validity of whatever generalisations we make.” The findings obtained in this way have “wider implications beyond those subjects.” (97)

Two stages of sampling have taken place here. The first one is what Fogelman (2002, p. 101) calls convenience sampling. As was mentioned in 1.1, the responsibility for recruitment and selection lies with the national inspectors who, obviously, live in their respective countries and are therefore not easily accessible. The author used the coincidental visit of six inspectors to his school and requested interview time with all of

them by e-mail three weeks prior to their arrival. They all agreed. The countries thus selected were: Portugal, Poland, Lithuania, Estonia, Finland and The Netherlands. This sample contains a founding nation of the EU as well as three of the new additions, contains smaller as well as bigger nations and member states of the North, the South and the East of the EU with their respective educational traditions. However, it was decided to enlarge the sample to make it even more representative. Fogelman (2002, p. 101) explains that convenience sampling is not adequate if generalisations have to be made. Therefore, the sample was extended to include the following countries: France, Italy and Spain. The *Recrutement du Personnel Détaché auprès des Ecoles Européennes par les Autorités Nationales* document (see Annex 3) was used to provide data on recruitment procedures of these countries. This two-stage procedure can therefore lay claim to reliability because as table 1 below shows, there is a balance between the countries selected in respect of the date of accession to the EU, geographical situation and size:

**Table 1: sampling**

COUNTRY	joined EU in	geographical situation	size (x million inhabitants)
Estonia	2004	Eastern Europe	1.3
Finland	1995	Northern Europe	5.3
France	1957	Central Western Europe	60.9
Italy	1957	Southern Europe	58.8
Lithuania	2004	Eastern Europe	3.4
Poland	2004	Eastern Europe	38.1
Portugal	1986	Southern Europe	10.6
Spain	1986	Southern Europe	43.8
Netherlands	1957	Northern Europe	16.3

### 3.4 Triangulation

Triangulation, the comparison of various sources of evidence in order to determine the accuracy of information (Bush, 2002, p. 68) was achieved by cross-checking the data obtained from the interviews involving the inspectors with the data provided from the *Recrutement du Personnel Détaché auprès des Ecoles Européennes par les Autorités Nationales* document and other documents as well as with the interviews involving seconded staff.<sup>3</sup> Both respondent triangulation (the same questions were asked in the interviews with teachers from the same language section) and methodological triangulation were assured in this way. The table below resumes the procedure followed. It proved impossible to cross-check the data provided by the Estonian inspector because this country is still working on its recruitment and selection procedures and has, at the time of writing, not seconded teachers to any of the European Schools yet.

---

<sup>3</sup> All these can be found in Annexes 1, 2 and 3.

**Table 2: triangulation**

COUNTRY	initial data obtained through	Cross-check by means of
Estonia	inspector interview	---
Finland	inspector interview	written document
France	written documents	teachers' interview
Italy	written document	teachers' interview
Lithuania	inspector interview	written document
Poland	inspector interview	written document
Portugal	inspector interview	teachers' interview
Spain	written document	teachers' interview
Netherlands	inspector interview	written document

## 4. ANALYSIS

### 4.1 Introduction

As mentioned in 1.1, responsibility for recruitment and selection of ES staff lies with the inspectors. However, the role they play and the influence they have on the final decision varies greatly from country to country. This may be simply related to the number of members in the commission taking the decision or to the nature of the procedure as such.

The tables below resume the findings obtained through the interviews of the inspectors and teachers, as well as the above mentioned documents details of which can be found in Annexes 1, 2 and 3.

### 4.2 Results

#### 4.2.1 Who is Involved in the Selection Process?

Table 3 below presents the data obtained from the interviews and the *Recrutement du Personnel Détaché auprès des Ecoles Européennes par les Autorités Nationales* document:

**Table 3: Who is involved in the selection process?**

<b>ESTONIA</b>	2 inspectors, a member of the Government Board, a Member of the Financial Committee, the Head of the Department of General Education, a member of the Association of Heads, a seventh member still to be decided on
<b>FINLAND</b>	2 inspectors and an outsider specialist
<b>FRANCE</b>	inspector (and members of the Teacher Union)
<b>ITALY</b>	candidates selected by a point system. The inspector is responsible for the secondment
<b>LITHUANIA</b>	2 inspectors, Head of Delegation, a highly qualified teacher, an assessor of linguistic skills, a personnel manager
<b>POLAND</b>	2 inspectors, 3 members from the Ministry of Education
<b>PORTUGAL</b>	2 inspectors
<b>SPAIN</b>	candidates selected by a point system. The inspector is responsible for the secondment
<b>NETHERLANDS</b>	inspector, school management, a specialist with an educational background and international experience

The following conclusions can be drawn:

From the countries above, only The Netherlands invite the school management to take part in the decision (normally the Deputy for the secondary school). Estonia may do the same in future.

Although secondment is the affair of the inspectors, they exercise no role in the decision making in the case of Spain and Italy which select their candidates using a point system and leave the decision to a computer.

The two Baltic states investigated have relatively large committees, whereas in most other countries two or three individuals only are involved. In addition to the secondary inspector, others can be involved: the primary inspector (Portugal, Finland, Estonia, Lithuania) or an outsider specialist with a pedagogical and / or international background (Netherlands, Poland, Estonia, Lithuania, Finland).

Teacher unions are present in France and Spain but have no decision power. They merely check if procedures are followed correctly. The French inspector decides alone whereas his Spanish counterpart, as mentioned above, does not decide anything.

No other stakeholders such as peers and parents are used in the countries that are part of this research. This goes against the recommendations of researchers such as Hill (1989), Southward (1987), Hinds (1992), and Middlewood and Lumby (1998) (see 2.2.1).

#### **4.2.2 Selection Criteria and their Relative Value**

Table 4 below uses Middlewood and Lumby's (1998) selection criteria (see 2.2.2):



**Table 4: What criteria for selection are used?**

country	experience required	technical and functional aspects considered
ESTONIA	5 years	biographical data, skills, knowledge, attitudes / values
FINLAND	5 years	biographical data, skills, knowledge, attitudes / values
FRANCE	3 years	biographical data, skills
ITALY	unclear	biographical data, skills
LITHUANIA	5 years	biographical data, skills, knowledge
POLAND	6 years	biographical data, skills, knowledge, attitudes / values
PORTUGAL	10 years	biographical data, skills, knowledge, attitudes / values
SPAIN	10 years	biographical data, skills
NETHERLANDS	not specified	biographical data, skills, knowledge, attitudes / values

At first glance, this table reveals two differences only:

The minimum number of years required for a teacher to be considered for a job ranges from 3 to 10 years and is not specified in The Netherlands and Italy. In the former, the quality of the experience matters, in the latter the quantity (the more years, the more points obtained). In Spain also, the quantity is considered rather than the quality in considering experience in the national system.

Attitudes and values to educational matters do not seem to have any importance in France, Italy and Spain. Points obtained in a national evaluation system are, however, taken into account.

However, looking more closely at the proceedings followed (details of which can be found in Annex 1,2 and 3) great variance as to how these criteria are assessed is revealed:

Spain and Italy use a similar point system in which high results in the concourse (a competitive examination with a mainly academic content) substantially increase a candidate's chances of obtaining a post. All other countries consider biographical data although not one country seems to have fixed rules as to the relative value of those. Language skills are assessed orally (Estonia, Finland, Poland, Portugal, Netherlands, Lithuania) or written (Italy)<sup>4</sup>, or by considering certificates only (Spain). In France it suffices to claim one possesses language skills that are, however, not evaluated at any stage.

Spain, Italy and to a lesser extent Poland attribute great importance to academic achievements. In Poland for example, a candidate needs to have the 'national examiner' status, whereas Spain and Italy attribute extra points for higher degrees (esp. Doctorates) and publications on subject related matters. The danger of too great a reliance on academic achievement has been pointed out by Middlewood (2002) (see 2.1.2) and Hackett (1992) has shown that intellectual capability does not determine whether a teacher is efficient or not (see 2.1.2).

French selection criteria seem to be totally opaque. Candidates send in a letter of application accompanied by a curriculum vitae to the inspector. They may be invited for

---

<sup>4</sup> See Annex 3.2.5 for an example.

an interview or given a telephone appointment (sometimes lasting about fifteen minutes only; see Annex 2.6). The successful candidate receives an answer, unsuccessful ones do not (even after repeated insistence; see Annex 2.6). No one knows what the decision is based on and the French inspector does not seem to want to shed any light on the proceedings.<sup>5</sup> What is sure is that the official criteria, based on administrative points and experience (abroad) are not respected:

La SNES [=French Teachers Union] déplore, une fois de plus, que le barème qui existe pour classer les candidats à ce type de poste en soit guère utilisé par l'administration, encore moins par M. l'inspecteur ...<sup>6</sup>

Elsewhere, French selection is qualified as unjust, arbitrary, opaque, even ridiculous, with decisions made by an omnipotent inspector.<sup>7</sup>

#### 4.2.3 Selection Tools

Table 5 below uses Middlewood and Lumby's (1998) selection tools (see 2.2.3):

---

<sup>5</sup> French selection methods are so arbitrary that they have been attacked on several occasions by the Teacher Unions: "... cette pratique fait que tous les collègues ne sont pas logés à la même enseigne pour l'évaluation de leur candidature [...] Cette pratique aboutit donc nécessairement à des injustices et n'améliore certes pas l'objectivité du recrutement. " : *Compte-rendu du Groupe de Travail Examinant les Affectations en Ecoles Européennes – Rentrée 2006* (p. 2)

<sup>6</sup> *Compte-rendu du Groupe de Travail Examinant les Affectations en Ecoles Européennes – Rentrée 2006* (p. 1) (see Annex 3.2.2)

<sup>7</sup> *Compte-rendu de la Commission de Recrutement dans les Ecoles Européennes*, 2 June 2006. (see Annex 3.2.1)

**Table 5: What tools are used to assess candidates?**

<b>ESTONIA</b>	interviews, exercises
<b>FINLAND</b>	interviews, exercises, references
<b>FRANCE</b>	assessment based on a written file and a (telephone) call
<b>ITALY</b>	assessment based on a written file, examination
<b>LITHUANIA</b>	interviews, references
<b>POLAND</b>	interviews, exercises, references
<b>PORTUGAL</b>	Interviews, exercise
<b>SPAIN</b>	assessment based on a written file, examination
<b>NETHERLANDS</b>	interviews, references

Italy and Spain do not use interviews (the most commonly used selection tool according to Thomson (1993), see 2.2.3) and discussions whereas only Finnish, Polish and Portuguese candidates are submitted to a case study. Biographical data is used by all as a pre-selection determinant.

Only The Netherlands and Finland (and perhaps Estonia in future) check references and try to assess whether a candidate will fit into the team. This is along the lines of Belbin (1981) (see 2.2.2) and Middlewood (2002) (see 2.1.2).

Presently, only the Dutch inspector observes a candidate's lesson (if possible) as part of the selection process and may therefore be in a better position to predict a candidate's performance than the inspectors of other countries. Finland will do the same as from next year. In France, inspectors visit lessons too but this is done as a matter of routine, not only when a candidate applies for a post at a ES. A French candidate needs to have had a recent inspection resulting in the attribution of a pedagogical mark (see Annex 3.1(.1)). The higher the mark, the more chance of obtaining the post (in theory)! Candidates can ask to be inspected; however, whether they will be is up to the inspector.<sup>8</sup>

None of the countries in this research rely on one tool only. When interviews are used, this is only a part of the interview process. Thus the limitations of interviewing mentioned by Hacket (1992) are compensated for (see 2.2.3).

#### **4.2.4 Equal Opportunities**

Many countries have no stated Equal Opportunities policy. Therefore, often it has not been possible to check the data presented below:

---

<sup>8</sup> This is done by a national inspector, not by the ES inspector.

**Table 6: Equal Opportunities**

<b>ESTONIA</b>	no stated policy. Equal Opportunities has slowly become a “hot topic” in Estonia although this debate has not filtered through to education yet for the simple fact that the vast majority of teaching staff in both primary and secondary education is female. The inspector insists on the fact that decisions will be based on skills and will not be political. The requirement of Estonian as a mother tongue rules out the Russian minority.
<b>FINLAND</b>	There is no law on Equal Opportunities in Finland beside rules on the equality of sexes. Positive discrimination is not used in appointments.
<b>FRANCE</b>	concourse system ensuring equal opportunity for all candidates irrespective of sex, age, ethnic origin, social status.
<b>ITALY</b>	concourse system ensuring equal opportunity for all candidates irrespective of sex, age, ethnic origin, social status.
<b>LITHUANIA</b>	no stated policy. “With 95%” of the teaching force being female such is not needed and there are no ethnic minorities.”
<b>POLAND</b>	no stated policy. “The issue of Equal Opportunities exists in name only. All candidates have equal chances”
<b>PORTUGAL</b>	no stated policy. “The best candidate for the job is chosen without consideration of the gender issue.”
<b>SPAIN</b>	concourse system ensuring equal opportunity for all candidates irrespective of sex, age, ethnic origin, social status.
<b>NETHERLANDS</b>	“Regulations on Equal Opportunities are respected but in every case, the best candidate is appointed.”

In many (especially Eastern European) countries Equal Opportunities is not an issue, either because of the absence of ethnic variation or because of the traditional predominance of women in education. The concourse system used by France, Italy and Spain is supposed to rule out any (positive) discrimination. However, as can be concluded from what was said above, the French system is fair to all in theory only.

Because countries recruit staff without coordinating with other countries<sup>9</sup>, it is impossible to work towards a staff composition reflecting society in the ES (see 2.1.3).

#### **4.3 Conclusion**

Data thus obtained shows there is great discrepancy in the procedures followed to select candidates. The major differences can be summed up as follows:

1. the composition of the selection committee (esp. the involvement or not of the school management)
2. the way biographical data (esp. experience) is used
3. the tools being used to select a candidate (esp. the usage or not of an interview)

The relative value of selection criteria is not transparent. This is extreme in the case of France.

---

<sup>9</sup> The only possible exception being that of The Netherlands and Belgium (see interview 1.6 with the Dutch inspector in Annex 1).

Not only does there seem to be an excessive variation and inconsistency in the methods used to select ES teachers but also there is no strategic approach. Often, appointments take the shape of merely “filling a gap”. Some countries assess abilities or competencies of which the relevance for the job seems questionable (Spain, Italy). In the case of France, there is a vast discrepancy between theory and practice.<sup>10</sup> The recruitment and selection procedure of this country seems to be particularly unjust and lacking clarity.

In almost all cases, those that are to work with the teacher to be appointed, the school management, are denied a role in the selection which reduces considerably the possibility of building coherent teams. Hall (1997) mentions the need to address what types of people are required as an element of a strategic approach to recruitment (p. 149). From the findings above, we can conclude that all countries investigated, with the exception of The Netherlands, do not consider this aspect. No evidence has been found to prove that recruitment is linked to school development. If a ES had the opportunity to select among different candidates on the basis of personal appraisal, it could work on a ‘school profile’.

---

<sup>10</sup> In this respect, compare Annex 3.2.4 with Annex 2.5 and 2.6.



## 5. CONCLUSION

The situation is perhaps best resumed by the words of the Dutch inspector (see Annex 1.6) who considers the system to consist of “islands”. There seems to be little evidence of a holistic approach to staff selection in the European Schools and the system seems to maintain a status quo. No “vision” (Middlewood, 1998, p.61) as to the future seems to be present, and countries seem to have different views on “what kind of workforce will be needed” (Middlewood, 1998, p.61). Team building is ruled out from the beginning because the school is hardly ever involved in the selection process and the inspectorates of the various countries have different recruitment and selection methods and philosophies and do not coordinate when seconding new staff. Innovation cannot come from the base but will have to be ‘dictated’ from above. Thus staff ownership is reduced.

The “excessive variation” and “inconsistency” in recruitment and selection procedures mentioned by Middlewood (see 1.1) and the above mentioned lack of coordination prevent the ES from having a wide range view on its future and the type of education it wishes to provide. Therefore, it seems desirable to set up a system giving considerable pedagogical freedom to schools, which at the same time is supervised by the inspectors who, together, consider pedagogical innovations in the various national systems and see how these can be integrated in the ES and make those schools aware of these changes.

The substantial difference in recruitment and selection starts at the national level. Basically, two systems for recruitment into a national system are used: the *concours* (competitive examination) or the qualification through obtaining a teaching degree. The first is a method used especially by southern European countries and is based on the principle of equal chances for all candidates. In the context of our study its major setback is the fact that there is no consideration for team building in a school and that the competitive examinations are very much knowledge orientated with little or no place for personal characteristics. Northern European countries prefer a system whereby any qualified teachers can apply for a job. Hence the candidate exercises more influence on his or her professional and personal future and schools have the possibility to form an opinion of the candidates and to select using strategic arguments. These totally different methods are the result of different philosophies on Equal Opportunities. These differences filter through in the selection procedures countries have established for ES.

Recommendations that could contribute to a more coherent and strategic recruitment and selection procedure:

1. More autonomy should be given to schools.<sup>11</sup> The role of the inspectors should be to identify candidates in close collaboration with the school management and to suggest these candidates to the school who can then take a decision.

---

<sup>11</sup> "School directors should have more financial and administrative autonomy for their school as well the possibility to recruit and manage all their teaching staff." *Communication from the Commission to the Council and the European Parliament, Consultation on Options for Developing the European Schools*

2. Recruitment and selection should be incorporated in the school's development strategies.<sup>12</sup>
3. Identical selection procedures should be developed in all countries and selection should be coordinated to allow team building.
4. Beside the school management, other stakeholders such as staff and parents should be attributed a role in the selection of new staff.

The author hopes that the results of his research will translate into action for improvement.

---

*System*, The Board of Governors of the European Schools Meeting on 26 and 27 October 2004 in Brussels (ref. COM (2004) 519 final), 2.3, p. 6.

<sup>12</sup> “[S]chools are currently operating with significant constraints and a great deal of uncertainty. They are obliged to operate on a year-to-year basis, responding to immediate needs and management issues, without being able to develop longer-term strategies at the level of each school and together with their particular stakeholders.” *Communication from the Commission to the Council and the European Parliament, Consultation on Options for Developing the European Schools System*, The Board of Governors of the European Schools Meeting on 26 and 27 October 2004 in Brussels (ref. COM (2004) 519 final), 2.3, p. 6.

---

**ANNEX 1**

**TRANSCRIPTS OF THE  
INTERVIEWS INVOLVING THE  
INSPECTORS**

## **1.1 Interview with the Portuguese Inspector conducted on 9 May 2007 in the Administration Building of the European School Karlsruhe**

When a Portuguese post becomes available, the inspector advertises the vacancy in the national newspapers. Every teacher qualified for the subject and having passed a national competitive examination (concours) and having worked for at least ten years in a state school can apply. The jury is composed of the inspector together with a colleague who is a subject specialist. Ten applicants are then invited on the basis of their curriculum vitae. The members of the jury are interested in the candidate's formal qualifications, i.e. teaching degrees, experience, methodology, language skills (i.e. command of English and French). Personal aspects such as flexibility, team spirit, tolerance, personal motivation for the post and awareness of other educational systems also count.

The school management is not invited to these procedures. The members of the jury discuss the various candidates together and then vote to select the successful candidate. In the end, the inspector proposes this candidate to the Ministry that gives the permission for the secondment.

Debriefing of unsuccessful candidates consists of a phone call during which the reasons for not having been chosen are explained.

Equal opportunities: The best candidate for the job is chosen without consideration of gender issues. The Portuguese inspector quotes one European School as an example where 100% of the Portuguese staff is female.

## **1.2 Interview with the Polish Inspector conducted on 9 May 2007 in the Administration Building of the European School Karlsruhe**

The recruitment procedure is laid down by law and a concourse system, consisting of an oral case study during which language skills are also tested, is used to select the successful candidate. Only teachers that have passed the national teachers' concourse, that have been qualified teachers for at least six years and that have the highest teaching qualification (there are five levels) and that are recognised examiners for the Polish Baccalaureate can apply.

A jury composed of five members (two inspectors and three people from the Ministry of Education) analyses the documents provided by the candidate (curriculum vitae, recommendations) and selects the candidates to be invited for an interview. Beside the above mentioned language skills and the skills shown in the case study, motivation for professional development, ICT skills and experience in multi-cultural environments and openness contribute in the decision. Then there is a (secret) vote. The candidate having obtained most votes is selected and their name is proposed to the Ministry whose task it is to verify if the procedure has been scrupulously respected.

Polish teachers are civil servants and return to their post at the conclusion of the nine-year secondment.

The issue of Equal Opportunities exists in name only. "All candidates have equal chances".

A debriefing takes place within ten days by post explaining the reasons. "The most common reason given is lack of competence in foreign languages."



### **1.3. Interview with the Lithuanian Inspector conducted on 9 May 2007 in the Administration Building of the European School Karlsruhe**

The law in Lithuania obliges teaching posts to be announced publicly in the press as well as on the website of the Ministry of Education. Interviews are preceded by a pre-selection based on the candidates' curriculum vitae and references from schools, the municipality and teacher associations. This is done by a ministerial pre-selection committee. Technical aspects such as subject qualification; i.e. degrees are considered together with functional aspects such as language skills.

A number of candidates is then invited for an interview the content of which is syllabus related. Questions about the European School system are also asked and the candidates need to prepare themselves for this. The mastery of the working language of the school is also checked. Since Lithuanian is only taught in Brussels this will normally be French. The members of the committee attribute marks for each of these aspects. The candidate having been attributed the most marks will be offered the post. The management of the school is not invited to these procedures, nor do they have a say in the decision making.

The jury consists of six members: the Head of the Lithuanian Delegation, two ES inspectors, a highly qualified teacher, an assessor of linguistic skills and a personnel manager of the Ministry of Education.

In Lithuania, there is no legislation on equal opportunities. “With 95% of the teaching force being female such is not needed and there are no ethnic minorities in the country.”

---

Candidates are asked to wait after their interview and the results are announced straight away. Unsuccessful candidates are also given an explanation of the reasons why they were not appointed.

#### **1.4 Interview with the Estonian Inspector conducted on 10 May 2007 in the author's office at the European School Karlsruhe**

Estonia has not seconded any staff to one of the European Schools yet and recruitment and selection procedures are still at the stage of being established. The following is the shape they will probably be given in future. A lot of uncertainty remains to this day.

Every qualified teacher with a minimum of five years experience can apply. Posts will be advertised and four or five candidates selected for interview on the basis of their curriculum vitae. Interviews will take between thirty and forty-five minutes and will be partly conducted in French or English to assess language skills. Knowledge about the ES system will also be tested at this stage and personal attitudes to education will also be addressed. The candidates are then invited to engage in an open discussion on a given topic.

The school management may be invited to these procedures but this remains uncertain today. In the end, the committee will discuss the candidates and a decision will be taken the result of which will be announced the next day by phone. Unsuccessful candidates also receive the reasons for their failure through this mode of communication.

The recruitment committee will consist of seven members: the two ES inspectors (for primary and secondary education), a member of the Government Board, a Member of the 'CAF' (the Financial Committee), the Head of the Department of General Education, a

member of the Estonian association of school directors, as well as a seventh member still to be decided upon.

Equal Opportunities has slowly become a “hot topic” in Estonia although this debate has not filtered through to education yet for the simple fact that the quasi totality of teaching staff in both primary and secondary education is female. The inspector insists on the fact that decisions will be based on skills and will not be political.

### **1.5 Interview with the Finnish Inspector conducted on 10 May 2007 in the author's office at the European School Karlsruhe**

Posts at one of the European Schools are announced in national newspapers, in teachers' magazines and on the website of the Finnish National Board of Education which is part of the Ministry of Education. Every qualified teacher can apply. A number of candidates are invited for an interview.

The jury consist of three members: the ES inspector for Primary Education, the ES inspector for Secondary Education and an "outsider" invited by both. The management of the ES is not consulted at any point of these proceedings.

In the interviews, candidates are asked about their motivation and are also presented with a case study. Furthermore, subject specific questions are asked and the competence to teach at all levels is assessed. As from next year, candidates have to present a lesson. Certificates stating experience with all age groups and levels have to be provided and international experience, involvement or connections are required. Part of the interview is conducted in a foreign language to assess language skills. Candidates also take part in a group discussion with the three interviewers which is to reveal functional and personal aspects.

The candidates are then attributed points and put in order of preference. However, the points are a mere indication and the candidate having obtained most points will not

necessarily be offered the job. The members of the jury take the decision during a discussion. Older teachers with more experience have a distinct advantage. Having worked abroad is as important as having worked in the Finnish system. Candidates must have worked in Finland as well to be able to bring something back to the Finnish educational system after the nine-year secondment and to project Finnish reality onto the ES they will be working at.

There is no law on Equal Opportunities in Finland beside rules on the equality of sexes. However, positive discrimination is not used in appointments.

Teachers in Finland are municipal civil servants. Some municipalities allow teachers to maintain their current contract, which they can return to later, while others must resign to be seconded.

## **1.6 Interview with the Dutch Inspector conducted on 11 May 2007 in the Administration Building of the European School Karlsruhe**

The Dutch inspector negotiates with his Belgian<sup>13</sup> counterpart to see which country will fill in the post. If the post is to be filled by The Netherlands, an organisation called the SNOB (an organisation with the task to promote, support and advise education of Dutch abroad) will draw up an advertisement which is submitted to the inspector for possible modification and which is then published in national newspapers as well as on the SNOB website.

Before explaining the rest of the procedure, the Dutch inspector indicates that there should be a great deal more school autonomy in European Schools, including the recruitment and selection of staff but since the system is “made up of islands” (“everyone is doing it their way”) this is not foreseeable.

Qualified teachers can apply to the inspector who is in charge of recruitment and takes the final decision. Candidates are invited on the basis of their curriculum vitae including references. There is no minimum number of years of experience required. Criteria such as experience, language skills, flexibility are used to select the successful candidate. The management of the school is invited and its opinion weighs very much in the final decision taking. Before the appointment is made official (by the Minister to whom the inspector proposes a candidate), references are checked and in some cases the inspector

---

<sup>13</sup> There is one inspector for the Dutch speaking (Flanders) and one for the French speaking (Wallonia) part of Belgium. Flemish staff and students are in the Dutch section, Walloon in the French.

will observe a candidate's lesson and visit the school. If none of the candidates called for the interview is considered satisfactory, a second advertisement will be inserted in the newspapers and on the website of the SNOB and the procedure starts all over again. If there is still no suitable candidate then, the inspector can ask the Belgian inspector to find suitable candidates in his or her country and the post could be transferred to Belgium in exchange for another.

Three people are on the recruitment commission: the Dutch inspector, a member of staff of the SNOB with both educational and international experience and the Deputy Head of the European School where the post is vacant.

Team building is considered too in order to prevent possible conflicts. A candidate's character should fit well into the existing team composition.

Regulations on Equal Opportunities are respected but in every case, the best candidate is appointed.

The Dutch inspector regrets the 'political nominations' that are common practice in some European countries. He also regrets the 'island mentality' referred to above. "Sometimes bridges are constructed but that is always the result of the actions of one or more individuals and is never inherent to the system. Pedagogical issues are often submitted to political considerations. To change this tradition is impossible."



Unsuccessful candidates are explained by phone about the reasons for their failure to obtain the job.

---

## **ANNEX 2**

# **TRANSCRIPTS OF THE INTERVIEWS INVOLVING SECONDED STAFF**

## **2.1 Interview with a Portuguese member of staff in the author's office on 24 May**

**2007**

A post is announced in the *Diário da República*, the official government newspaper which all schools in Portugal receive. Heads of Portuguese schools are charged with making it available to all staff of their school. This not always happens.

The advertisement contains a job description. Candidates need to have a minimum experience of 10 years and possess the highest teacher qualification (obtained after a concourse). Moreover, they have high levels of competence in two foreign languages (normally English and French). Beside these conditions, the advertisement contains a closing date and an explanation of the application procedure.

Candidates should provide themselves with a standard application form obtained from the school administration. This is a sort of curriculum vitae in which they mention the number of years they have worked in a state school, the diplomas they possess, any teacher training courses, higher degrees such as Master's and Doctorates related to their subject and any publications related to this area.

On the basis of this information, a committee pre-selects ten candidates for an interview (usually out of a total of around seventy). Beside the criteria above, professional marks obtained after inspection in the national system and age of the applicant play a decisive role. Candidates cannot be too young (they should have at least ten years' experience as mentioned above), neither so old that the nine-year secondment period would carry them past their age of retirement.

The commission consists of four or five members: the inspector for the ES, the General Inspector, one or two highly qualified language teachers (to test the applicants' language skills) and a subject specialist (usually also a teacher). The management of the ES is not invited to these proceedings.

The interview consists of a motivational discussion, a testing of language skills and a case study.

Unsuccessful candidates receive no debriefing. If one has not been contacted after a certain date one should consider to have been unsuccessful. The successful candidate will not lose their job in the Portuguese system.

## **2.2 Interview with an Italian member of staff in her office on 25 May 2007**

Only permanent teachers (having passed the national concourse) can apply for a job at ES. The minimum experience required used to be five years, then it became three and now even one year is ok! There is no concourse for ES only but for service abroad and it is organised by the Ministry of Foreign Affairs.

Until 1997, the concourse existed of two written examinations in L2 (English, French, German or Spanish): one a comprehension test using an article on any subject (not job related) and one case study containing pedagogical issues. This was the first part of the concourse for which candidates became marks. Only candidates with the highest marks were invited for the second part: the oral examination. The oral consists of two examinations: one conducted in Italian and one in a foreign language. The first one is on the ES system, laws and the candidate's personal background (CV) was discussed. The latter could be anything. This particular teacher was asked to translate an article from an English paper into Italian. The article had nothing to do with the job.

The committee consisted of: the inspector for the ES, the inspector for Italian institutions abroad, a representative of the Ministry of Education, a University teacher specialised in pedagogical issues and a former teacher of the candidate's L2, now working in the Ministry of Education.

The school was not consulted at any stage.

Unsuccessful candidates received no debriefing. Only successful candidates received a telegram informing them about their marks and with an invitation for the second stage: the orals. The results of these were announced on the same day. The final marks of the entire procedure were published later in the government's official paper.

After 1997, these procedures were replaced by a mere multiple choice examination in L2 which is corrected by a computer<sup>14</sup> "to save time and money". This subject of this examination is unrelated to the ES system or to pedagogy. Candidates having obtained the highest number of correct answers get the post. All other procedures have been abolished. The school management is not involved.

---

<sup>14</sup> See Annex 3.2.5 for an example

### **2.3 Interview with an Italian member of staff in the author's office on 14 June 2007**

Only teachers in state schools with a *concorso* and a minimum of five years in the national system can apply for a job at a European School. Selection is done by means of a point system. For the pre-selection points are obtained for the number of years a candidate has worked in the national system and for "his or her family situation" (sic). Candidates get points for example for the fact of being married or having children. The second stage consists of a language test. This used to consist of an oral and a written test but today a multiple choice test corrected by a computer is used. The number of points obtained in this test is added on to the number obtained during the pre-selection and the candidate with the highest number of points gets the job.

## **2.4 Interview with a Spanish member of staff in the author's office on 25 May 2007**

To be able to apply for a post at a ES, a teacher will need to have worked for at least ten years in the national system. Qualification for the national system is done by way of a concourse.

There is no concourse for the ES only but only one for service abroad (in a ES, in a Spanish school abroad, in a Bilingual Centre or in one of the Spanish centres for Spaniards living abroad). A concourse for this service is organised every year and the results are published in the Ministry's official bulletin.

Applicants are required to fill in a standard application form (a kind of CV) on which they indicate their diplomas, degrees and other formal qualifications as well as their experience abroad and their language skills. The latter will have to be proved by a recognised certification such as the Cambridge First. It assesses writing, listening and grammar by way of multiple choice tests. There is no oral exam. This stage is in fact a pre-selection. Two or three months later, selected candidates are admitted to the next phase. Candidates can obtain a maximum of 10 points here.

The second phase used to contain a psychological test but this requirement has been discarded. Candidates now sit for an examination on the programmes of the four Spanish institutions abroad mentioned above, on educational legislation as well as on the Ministry



of Education's organisational structures. Moreover, there is a written case study. Candidates can obtain a maximum of 15 points here.

Candidates are expected to express their preferences as to the institution in which they wish to obtain a post. They could indicate 10, 20, 30, ... wishes. However, they are not sure they will obtain their first choice even if they have been successful at the concourse.

The committee consist of a pedagogical specialist who could be a school director or a university teacher, two specialists in education and educational legislation from the Ministry of Education, an outsider with experience abroad, for example a former teacher or director of a Spanish school abroad.

A secret deliberation is held during which points are attributed to the various candidates.

A computer decides where successful candidates obtain their post based on the places they have expressed their preference for. As mentioned before, this is not necessarily a ES.

At the end of their secondment, teacher can go back to their educational district or apply for another one. They do not, however, normally return to their old post again.

Union representatives are present throughout the entire procedures to check if rules are followed.

## **2.5 Interview with a French member of staff in the author's office on 29 May 2007**

To apply for a post in a ES, French teachers need to have passed the CAPES or the more prestigious Agrégation. These are competitions for secondary national school teachers. Normally, three years of experience in the national system are required but if no appropriate candidates are found, this requirement may be loosened.

Applicants need to compose a file in which they indicate general information, certificates, diplomas and degrees, professional experience (in the largest sense of the term), and language skills. The information provided by the candidate is not checked. So alleged language skills are not verified by means of any testing for example. The inspector picks a candidate. The criteria used are unknown. There is no recourse procedure. Only successful candidates receive an answer.

Candidates can indicate their preference as to the school or country they wish to be seconded to. However, there is no guarantee they will obtain the post of their predilection. Seconded teachers lose their post in the national system but can ask to be send back to their educational district (Académie) of origin.

## 2.6 Interview with a French member of staff in the author's office on 18 June 2007

During the months of March or April an announcement in the *Bulletin Officiel* informs teachers a post at a European School is vacant. It will only mention in what country the school is situated, not the town. Only teacher having obtained the *concours* (CAPES or Agrégation) can apply. The advertisement mentions this specification and others such as a three-year experience. Candidates can apply by sending a letter and a curriculum vitae. Knowledge of foreign languages has to be mentioned here but skills in this field are never tested.

This particular interviewee was then one day given a telephone appointment with the ES inspector. This conversation took about fifteen minutes and was unstructured and he was asked to talk briefly about himself and his present job. A few days later he was informed about the result. The bases on which the decisions are taken are unknown and the inspector solely decides.

Two years before, this teacher had already applied for the same job and had not been successful. He had contacted the then inspector on two occasions to find out about the reasons for his failure to obtain the post but never received an answer. "There is no debriefing and selection criteria are no transparent. Official regulations are not respected. The decision depends on the whim of the inspector."

---

## **ANNEX 3**

## **DOCUMENTS**

**3.1 Document Recrutement du Personnel Détaché auprès des Ecoles Européennes par  
les Autorités Nationales (followed by the author's translations / resume of the  
countries' concerned in this research)**

**RECRUTEMENT DU PERSONNEL DÉTACHÉ AUPRÈS DES EE PAR LES AUTORITES NATIONALES.**

<b>ALL</b>	
<b>AUSTR</b>	
<b>BELG</b>	Personnel de l'enseignement communautaire (Communauté française de Belgique / Communauté néerlandophone de Belgique / Communauté germanophone de Belgique) ou subventionné par une Communauté (Enseignement libre subventionné). Pour être détaché dans une Ecole européenne, il faut être nommé à titre définitif dans un établissement scolaire. C'est le ministre de l'enseignement qui désigne, sur examen du dossier et en fonction des postes à pourvoir, et détache les enseignants dans les Ecoles européennes. Le détachement pour « mission spéciale » suit la règle des neuf ans (le renouvellement du détachement par la Communauté française doit être redemandé tous les deux ans; le détachement est directement octroyé pour neuf ans par la Communauté néerlandophone). L'enseignant conserve sa nomination dans son réseau d'enseignement (en Communauté néerlandophone, il conserve son poste d'origine, mais pas systématiquement en Communauté française).
<b>CYPR</b>	
<b>DANNEM</b>	
<b>ESLOV</b>	
<b>ESLOVAQ</b>	
<b>ESP</b>	Personnel fonctionnaire dans le pays d'origine (pour devenir fonctionnaire, concours national, semblable au CAPES français). Pour pouvoir opter aux places à l'étranger, il faut avoir minimum 4 ans d'ancienneté comme professeur fonctionnaire actif dans un établissement scolaire. Concours public annuel : addition de la note d'un examen national spécifique sur la législation en éducation, sur les aspects pédagogiques de la matière, sur la langue du pays pour lequel on opte (centralisé à Madrid), et de la note préalable prenant en compte les années de service, les expériences dans la gestion (direction, adjoint de direction, d'autres), les publications, d'autres études et cours (doctorat, etc.), la connaissance d'autres langues (titres officiels). Contrôle des syndicats nationaux dans tout le processus. Publication dans le Bulletin Officiel de la liste des résultats avec classement. Détachement de 9 ans en "commission de services"; on garde une place au retour, mais pas le poste d'origine: obligation de participer au mouvement national ou régional (préférence dans la même ville de départ).
<b>ESTON</b>	
<b>FINLAND</b>	- University degree: Master of education, minimum of 5 years' teaching experience, very good command of one of the official languages (En, Fr or De), experience of teaching or studying abroad adv., specialization in mathematics or Finnish adv. - open post(s) announced nationally (100-200 free applications) - interview invitations (20 candidates)

	- leave for 2-5 years possible, leave for 9 years very rare / one either has to resign or return to Finland before terminating the 9-year contract , i.e. no guarantee for a post after nine years in EE
<b>FR</b>	Professeurs et conseillers d'éducation doivent être fonctionnaires titulaires du Capes ou de l'agrégation. Tous peuvent en théorie se porter candidats quand un poste est annoncé. En réalité le ministère donne au poste un profil qui permet de départager les candidats .Parmi les critères décisifs on demande,une expérience à l'étranger, la pratique d'une ou de plusieurs langues étrangères, une véritable expérience professionnelle par exemple avoir enseigné à des niveaux différents ( ceci exclue les débutants de fait), une compétence en FLE Français Langue étrangère (enseignement,études dans ce domaine ou stage universitaire),une note administrative et pédagogique qui soit de bon niveau, enfin il faut avoir eu la visite d'un inspecteur assez récemment. Il va de soi que plus le nombre de candidats est important plus le Ministère pousse l'exigence .La décision est prise dans une commission ou sont présents les syndicats et l'inspecteur en charge des écoles. Publication des postes au bulletin officiel avec « cahier des charges ». (seuls les personnels titulaires peuvent être candidats). Ensuite une commission présidée par l'Inspecteur Général, en présence des syndicats, procède à un choix sur dossier avec classement. A l'issue du contrat on retrouve son académie mais pas son poste de départ. Il existe donc un risque d'obtenir un poste peu attractif.
<b>GREC</b>	
<b>HUNGR</b>	(En Hongrie, la situation n'est pas très claire : les données suivants sont basés sur nos expériences mais ils ne sont pas des règlements écrits.)Pour pouvoir opter au détachement, il faut avoir minimum 5 ans d'ancienneté comme professeur fonctionnaire actif dans un établissement scolaire. Il y a un concours pour les postes. Un comité choisit les détachés : la décision est basée sur les aspects pédagogiques de la matière, sur les qualifications, sur la connaissance des langues, sur les publications, etc. Normalement, on ne garde pas une place au retour.
<b>IRLAND</b>	Irish seconded teachers must: have a recognised teaching qualification (PRIMARY:4-year degree in primary teaching, SECONDARY: 3-year degree in subject/s + 1 year postgraduate higher diploma in education), 3 years teaching experience, recognised primary degree in the relevant subject, must be serving as a teacher in a recognised school in Ireland (or on secondment or career break from such a position), must be registered with the Teaching Council, consideration will be given to the secondment of temporary teachers (although this will now be exceptional)
<b>IT</b>	Pour avoir un mandat à l'étranger, les professeurs italiens doivent être déjà titulaires en Italie. Ceci est la condition nécessaire pour pouvoir participer à la sélection publique (concours national) pour les écoles européennes chez le Ministère des Affaires Etrangères. Cette sélection publique est à peu près

7?	<p>chaque <del>les</del> trois années. Puisque les professeurs italiens sont déjà titulaires, c'est-à-dire qu'ils ont déjà passé un concours sur les aspects pédagogiques et didactiques des matières qu'ils enseignent (habilitation ordinaire), la sélection publique pour l'enseignement à l'étranger est seulement pour l'évaluation de la maîtrise de la langue du pays pour lequel on opte. Suite à addition de la note obtenue dans le concours et de la note préalable (années de service, expériences dans la gestion, publications, doctorat etc.), il y a la publication de la liste des résultats avec classement.</p> <p>Détachement de 9 ans (5+4), on garde la titularité (un poste au retour), mais pas le poste d'origine. A la rentrée, après les neuf ans, le professeur doit choisir la ville et l'école sur laquelle il aura le droit de priorité.</p>
<b>LETT</b>	
<b>LIT</b>	<p>Published national open competition. Requirements: a minimum 5 years of working experience, to have a pedagogical education (diploma), proficiency in a foreign language (English or French) and in computer systems (Word, Excel, PowerPoint). Procedure: to submit personal docs, cv, letter(s) of recommendation. To pass an interview after previous selection and be presented after that with the final results. To sign a contract with a Board of Education.</p>
<b>LUX</b>	<p>Les postes vacants sont publiés sur une liste avec tous les autres postes vacants nationaux. On doit faire sa demande avec pièces à l'appui à l'inspecteur compétent. Celui-ci vérifie si on a le droit de postuler et fait parvenir les candidatures au Ministère de l'éducation luxembourgeois avec son avis motivé. C'est le Ministère qui prend une décision. Détachement de 9 ans, et on garde sa place pendant la durée du détachement.</p>
<b>MALT</b>	
<b>NEDER.</b>	<p>Les enseignants néerlandais sont recrutés par une procédure « ouverte », une annonce dans la presse spécialisée. Tout enseignant, publique ou privé, ayant les qualifications demandées dans l'annonce, peut postuler. Il faut noter que les enseignants néerlandais ne sont pas des fonctionnaires recrutés par le ministère d'éducation : ils sont sous contrats avec les communes (pour l'enseignement publique) ou par une association (religieuse ou autre) pour l'enseignement privé. Il y a ensuite une présélection des postulants basée sur « poids du CV », inspections, et recommandations. La dernière sélection peut se faire au ministère avec un entretien des candidats présélectionnés.</p> <p>Une procédure d'examen ou concours n'existe pas aux Pays-Bas.</p> <p>The ministry of Education &amp; Science has given an organisation called "SNOB" (= Stichting Nederlands Onderwijs in het Buitenland), the task to promote, support and advise the education of Dutch abroad.</p> <p>One of the tasks of this organisation is to take care of the recruitment for the European Schools Vacant posts. A vacancy at an European school is published in the National papers and on the website of the "SNOB" (=www.stichtingnob.nl) normally in February. So there is no concours. NOB and inspector for the European schools select candidates for interviews in April.</p>

	<p>Teachers who apply for a job must have recent teaching experiences of at least 5 years. English speaking and writing skills. Knowledge of French and German is an advantage.</p> <p>ICT skills are necessary. After ending the 9 year contract a job is not self-evident.</p> <p>The "SNOB" is intermediary in finding a job.</p> <p>After secondment of 9 years, the teacher is officially fired. So there is no certainty about a job after 9 years of secondment.</p>
<b>POL</b>	<p>Après avoir reçu l'information concernant le poste vacant à EE le Ministre de l'Education Nationale annonce un concours national public (publié dans le plus grand quotidien) ouvert aux tous les enseignants. Les conditions nécessaires: maîtrise de la matière concernée, supérieur grade de spécialisation professionnelle (enseignant diplômé), titre officiel d'examineur du BAC, expérience pédagogique minimum 6 ans dans un établissement scolaire, très bonnes compétences en au moins une langue véhiculaire de l'école pour laquelle on opte, autres études et cours. Après une première sélection sur dossiers des interviews sont organisées. Des candidats se présentent devant la Commission désignée par le Ministre de l'Education Nationale. L'entretien se déroule partiellement en langue étrangère et concerne les aspects pédagogiques de la matière, la législation en éducation européenne etc. Détachement selon le statut de EE (2+3+4). On garde une place (le poste d'origine) au retour.</p>
<b>PORT</b>	
<b>SUED</b>	<p>The positions as détaché at the European Schools are advertised on the home page of the Skolverket (the Board of Education) and in professional journals. The inspector makes interviews with the most qualified teachers and makes the decision about who to engage. They ask for experienced teachers, you must speak English and desirable French or German. They are not guaranteed a job when they return, it depends on the community.</p>
<b>TCHEK</b>	
<b>UK</b>	



### **3.1.1 Explanation of the French Recruitment Procedure**

Teachers in the French national system are recruited through a *concours* system and are civil servants. Theoretically, all teachers having been successful at the *concours* can apply but in reality, the Ministry will only consider candidates possessing skills in one or more foreign languages and having experience in teaching at different levels (this excludes NQTs). In the French system, teachers get pedagogical as well as administrative marks (the first from an inspector, the second from the Head of the school). These marks have to be high to be considered for a post at a ES. Also, the last inspection will have to be quite recent. The more candidates there are the more demanding these criteria will become. A commission consisting of an inspector and members of the teacher union takes the final decision.

At the end of the nine-year secondment, teachers can get a post in the Educational District (Academy) where they were working at the time of recruitment for the ES but not necessarily at the same school or in the same town.

### **3.1.2 Explanation of the Spanish Recruitment Procedure**

Teachers are civil servants and have to pass the concourse. To apply for a post abroad, teachers need a minimum of four years experience in a national school. There is another concourse for these posts based on: the mark obtained for an examination on educational legislation, the number of years in the system as a civil servant, experience in school management (example: having occupied a post as a director or deputy), publications and studies undertaken at the moment of application (such as a doctorate) and skills in foreign languages (for which formal certificates have to be presented). Teachers' Unions check the procedures at every stage. Applicants are classified in this way and the classification is announced in the Official Bulletin of the Ministry.

### **3.1.3 Explanation of the Italian Recruitment Procedure**

Initial recruitment for teachers in the Italian system is by means of a comparative examination (concourse). Then there is a second concourse for the ES under the responsibility of the Ministry of Foreign Affairs (!) organised every three years. Since the first concourse evaluates the candidates' pedagogical and didactic skills, the second one assesses their skills in foreign languages only. Points are obtained for: the final mark in the concourse, number of years in the system, experience with management, publications, higher degrees (especially a doctorate). On these bases, candidates are classified and this classification is officially published.

There is no interview, nor is the school management consulted.

After nine years, teachers are offered a post in the town or region of their choice but do not return to the post they left.

## 3.2 Documents Concerning French and Italian Procedures

### 3.2.1 Document of the SNES (French Teachers Union) of 2 June 2006 seriously criticising recruitment and selection procedures used by the French inspection

#### *Compte-rendu de la commission de recrutement dans les Ecoles Européennes*

Le groupe de travail chargé du recrutement en Ecoles européennes s'est réuni jeudi 2 juin 2005 à Paris.

Cette année, 12 postes étaient à pourvoir, plus un susceptible d'être vacant (lettres modernes) :

- 6 postes en lettres modernes dont 3 à Bruxelles, 1 à Francfort, 2 à Culham (Royaume Uni) ;
- 3 postes en lettres classiques, 2 à Bruxelles et 1 à Luxembourg
- 1 poste de SES à Bruxelles ;
- 2 postes de mathématiques, 1 au Royaume-Uni et 1 à Mol (Belgique).

Mme l'inspectrice générale poursuit sa politique d'entretiens téléphoniques (ou en rendez-vous véritables) avec certains candidats avant la tenue de la commission : nous continuons de dénoncer cette pratique, faite de façon arbitraire (pour certains candidats et pas d'autres, dans certaines disciplines et pas dans d'autres), qui peut desservir certains candidats (que l'on trouve ensuite « pas assez motivés » etc.) et qui aggrave encore l'opacité des critères de recrutement.

L'inspectrice se refusant toujours à prendre en compte tout barème (il en existe un, pourtant), elle se trouve contrainte (à son corps défendant) de justifier ses choix arbitraires devant les élus des personnels et évoque les motifs les plus divers et les plus flous pour expliquer... des choix pas toujours explicables : on reproche à certains candidats en lettres de faire trop de FLE, alors que c'est précisément le profil exigé (!), à d'autres d'exercer un peu trop dans les DOM-TOM (le mythe des cocotiers à la vie dure, apparemment), à d'autres encore d'avoir une carrière tellement diversifiée qu'ils sont jugés trop « dispersés », et même à certains de connaître trop de langues étrangères !

On le voit, certaines explications frôlent le ridicule et masquent mal l'arbitraire complet qui règne sur les nominations en Ecoles européennes.

Le SNES est en profond désaccord avec un système de recrutement où chaque nomination est entre les mains omnipotentes d'un seul personnage, si éminent et qualifié soit-il. Ce recrutement se fait sur tout, sauf des critères objectifs et transparents, comme le montre bien l'embarras dans lequel se trouve Madame l'inspectrice pour justifier tous ses choix de manière claire et pertinente.

Dans tous les cas, les candidats recalés à ce recrutement ne doivent pas voir là une remise en cause de leurs compétences ni de leurs qualités professionnelles, car ce n'est pas leur dossier qui est en cause : c'est simplement que, cette année, la grâce de sa majesté l'Inspection n'est pas tombée sur eux.

Le SNES continue de se battre pour faire reculer l'arbitraire dans ce recrutement et pour aider les collègues à y voir plus clair.

<http://www.hdf.snes.edu/recrutement/eco leseuro/2005/CRRECRUTEMENTEE2005.htm>

**3.2.2 Document of the SNES (French Teachers Union) of 30 May 2006 seriously criticising recruitment and selection procedures used by the French inspection**

**COMPTE-RENDU DU GROUPE DE TRAVAIL EXAMINANT  
LES AFFECTATIONS EN ECOLES EUROPEENNES RENTREE 2006**

Le groupe de travail chargé d'examiner les affectations en Ecoles européennes s'est tenu le 30 mai 2006 au ministère.

Cette année, les postes à pourvoir étaient les suivants :

**Lettres modernes** : 1 poste à Karlsruhe, 2 à Bruxelles III, 1 à Bruxelles I, 1 à Alicante, 1 poste à Munich pourvu par mutation interne

**Maths** : 1 poste à Luxembourg, 1 à Munich, 1 à Bruxelles II

**SVT** : 1 poste à Luxembourg

**HG** : 1 poste à Bruxelles III

**CPE** : 1 poste à Bruxelles I

Le recrutement des collègues est désormais supervisé par M. Soler, inspecteur général de lettres modernes, qui succède à Mme Rinderknech.

Le SNES déplore, une fois de plus, que le barème qui existe pour classer les candidats à ce type de poste en soit guère utilisé par l'administration, encore moins par M. l'inspecteur, à tel point que sur les documents envoyés aux élus des personnels avant la réunion, le barème des collègues figure sur une liste qui n'est même pas incluse dans les documents. Comme l'an passé, l'administration se range derrière de sempiternelles difficultés informatiques pour expliquer cette étrangeté. A notre sens, le barème de chaque collègue est un élément à part entière des critères de recrutement, a fortiori le seul élément objectif, c'est-à-dire mesurable, pour départager deux candidats. Il n'est donc pas admissible que l'administration continue d'ignorer à ce point ce qu'elle appelle avec pudibonderie « l'élément quantifié ».

Autre point pour le moins gênant : le nouvel inspecteur en place semble particulièrement frileux pour examiner les candidatures des collègues qui finissent un contrat à l'AEFE ou qui ont réintégré il y a peu ; or les règles de recrutement pour les EE permettent tout à fait à des collègues n'ayant fait que 6 ans à l'étranger de postuler directement pour ces postes. Là non plus, il

n'est pas admissible que les collègues qui enseignent dans les établissements français de l'étranger soient regardés soupçonneusement par l'Inspection comme des collègues qui ignoreraient l'actualité des programmes français, des examens, qui auraient des inspections « trop anciennes » (et pour cause !), bref, dont on finirait par croire qu'ils ne sont pas devant des élèves dans un établissement français du second degré ! Tous ces griefs sont d'autant moins acceptables que, par ailleurs, l'administration ne s'est pas gênée pour offrir à un candidat détaché dans ses murs depuis de nombreuses années une belle nomination politique hors de tout critère et de toute règle !!

Dernier point discutable : la pratique des entretiens pour évaluer certaines candidatures avant la tenue du group de travail. D'après M. Soler, quelques collègues ont été reçus en entretien au ministère ou bien par téléphone avant commission. Ceux qui ont ainsi été entendus ne sont pas nécessairement ceux qui avaient les meilleurs dossiers aux yeux de M. l'inspecteur : il nous assure que les candidats pour lesquels il n'avait aucun « doute » étaient classés sans pour autant faire l'objet d'un entretien. Les collègues convoqués l'ont été car l'Inspecteur voulait semble-t-il se faire une idée plus précise de leur candidature. Pour nous, cette pratique fait que tous les collègues ne sont pas logés à la même enseigne pour l'évaluation de leur candidature : Untel a été plutôt plombé par son entretien car il n'a pas laissé une bonne impression à M. L'inspecteur, en revanche tel autre a vu son dossier rapidement écarté sans avoir eu l'occasion de le défendre par oral. Cette pratique aboutit donc nécessairement à des injustices et n'améliore certes pas l'objectivité du recrutement. Le SNES demande donc l'abandon de cette pratique, inutile et discriminante à nos yeux, ou, à tout le moins, que la liste des collègues convoqués en entretien soit communiquée aux organisations professionnelles avant même que ces entretiens n'aient lieu. Constaté les éventuels dégâts causés par ces entretiens au moment de la commission n'est pas, en effet, d'une grande efficacité.

[http://www.hdf.snes.edu/recrutement/ecoleseuro/2006/cr%20ee%202006%20\(1\).htm](http://www.hdf.snes.edu/recrutement/ecoleseuro/2006/cr%20ee%202006%20(1).htm)

**3.2.3 Document entitled *Critères de Recevabilité et de Sélection des Dossiers* explaining recruitment and selection procedures from the SNES (teachers' union) (followed by the author's resume / translation)**

**CRITERES DE RECEVABILITE**

- Avoir assuré, en qualité de titulaire, **3 années d'enseignement en France.**
- **Age limite** (apprécié à la date de prise de fonction en école européenne) : **51 ans** pour l'ensemble des enseignants
- **Durée de séjour à l'étranger**, à titre civil (l'étranger étant pris au sens large et englobant les TOM et la DEFFSA; le séjour à l'étranger comme CSN n'est pas pris en compte) :
  - *Pour les candidats actuellement à l'étranger*  
Sont recevables les candidatures des enseignants ayant **au plus 6 ans consécutifs de mission à l'étranger.**
  - *Pour les candidats en France et ayant exercé à l'étranger*  
Sont recevables les candidatures des enseignants **réintégrés depuis 3 ans ou plus** (dont 2 ans minimum devant des élèves) **après un séjour de plus de 6 ans consécutifs à l'étranger** ainsi que les candidatures des enseignants **réintégrés depuis moins de 3 ans après un séjour de moins de 6 ans ou 6 ans consécutifs à l'étranger.**

Les candidatures d'enseignants ayant déjà exercé en écoles européennes à des postes d'enseignants sont irrecevables. Lorsque cette mesure a été décidée, le SNES a protesté car elle pénalise les enseignants du second degré par rapport à leurs collègues du premier degré : ceux-ci peuvent en effet faire acte de candidature sur un poste de direction après leur 9 ans, ce que les enseignants du Secondaire ne peuvent pas.

**CRITERES DE SELECTION DES DOSSIERS**

Quatre éléments ont été retenus :

1. Adéquation entre le profil du poste et le dossier de candidature

Appréciation des dossiers en fonction du barème ( pour le Second degré : quantification de la note pédagogique et de la note administrative mettant en avant les candidatures ayant des notes supérieures à la moyenne de leur échelon - barème spécifique pour le Premier degré répondant à la même logique )

2. Ancienneté

Echelon	3	4	5	6	7	8	9	10	11	HC
Points	18	18	16	14	12	10	7	5	3	2

3. Notation

- note pédagogique annuelle /60
- note administrative /40

L'année de référence est celle précédant la candidature.

4. "Valeur pédagogique" du candidat

Compétences particulières (formation et / ou expérience FLE, connaissance de l'anglais ou de l'allemand, stages de formation...).

[www.hdf.snes.edu/recrutement/infosrecrutementecoleseuropeennes.htm](http://www.hdf.snes.edu/recrutement/infosrecrutementecoleseuropeennes.htm)

To apply candidates need:

- A minimum of three years experienced in the French state system
- Not be over 51 years of age
- Have stayed abroad (this includes French overseas territories) for private reasons

Selection criteria:

1. suitability for the post (for which a marking system is used).
2. years of service
3. pedagogical and administrative marks obtained
4. pedagogical assets such as language skills or having attended courses.



### 3.2.4 Document from the *Bulletin Officiel* No 12, 23 March 2006



## Personnels

### MOUVEMENT

#### Candidatures à un poste dans les écoles européennes - rentrée 2006

NOR : MENP0600859X

RLR : 720-4 ; 804-0

NOTE DU 15-3-2006

MEN

DPE B5

*Texte adressé aux rectrices et recteurs d'académie ; aux vice-recteurs ; aux inspectrices et inspecteurs d'académie, directrices et directeurs des services départementaux de l'éducation nationale*

■ La présente note a pour objet de rappeler les conditions dans lesquelles doivent être déposées et instruites les candidatures à un poste dans les écoles européennes pour la rentrée scolaire 2006-2007.

### Dispositions générales

#### I.1 Spécificités des écoles européennes

Les écoles européennes sont implantées dans les pays suivants : Belgique (Bruxelles I, II, III, Mol, l'école est située à 90 km au nord-est de Bruxelles et à 45 km d'Anvers) ; Allemagne (Karlsruhe, Munich, Francfort) ; Luxembourg (Luxembourg I et II) ; Grande-Bretagne (Culham, l'école est située 90 km à l'Ouest de Londres) ; Italie (Varèse) ; Espagne (Alicante) ; Pays-Bas (Bergen, l'école est située à 45 km au nord d'Amsterdam et à 15 km d'Alkmaar).

Les écoles européennes, qui scolarisent les élèves de la maternelle à la terminale, rassemblent, pour chacune d'entre elles, entre 1 000 et 3 700 élèves de différentes nationalités amenés à choisir une deuxième langue parmi les trois langues véhiculaires (allemand, anglais, français). Les enseignants francophones sont donc appelés à prendre en charge un enseignement du français langue 2, 3 ou 4 (outre celui de la langue maternelle). Cette spécificité rend indispensable, dans le secondaire, une solide formation en français langue étrangère.

Le système des écoles européennes mêle des cultures professionnelles très différentes et se distingue par

un système éducatif spécifique, tant du point de vue administratif que pédagogique. L'ouverture d'esprit, la capacité à communiquer, la souplesse et la tolérance sont indispensables. **De grandes facultés d'adaptation sont nécessaires.** Une volonté et une capacité à travailler en équipe sont également indispensables : il s'agit de travailler en section francophone (avec des enseignants belges et luxembourgeois) mais aussi avec les enseignants d'autres langues européennes et d'autres cultures en matière d'éducation. Les parents sont très présents dans les écoles européennes, où ils assument pleinement leur rôle de co-éducateur.

#### **I.2 Personnels concernés**

Ces dispositions s'appliquent aux seuls candidats fonctionnaires titulaires du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche au moment du dépôt du dossier (agrégés, certifiés, instituteurs et professeurs des écoles) et qui se trouvent dans les situations administratives suivantes : en activité, en congé parental, en disponibilité, en position de détachement en France ou à l'étranger, en exercice dans les écoles européennes. Conformément à l'article 29 du statut des personnels des écoles européennes, les enseignants ayant déjà exercé dans une école européenne ne peuvent faire acte de candidature.

#### **I.3 Examen des candidatures**

**Une lettre de motivation ainsi qu'un curriculum vitæ détaillé sur papier libre doivent être joints au dossier. La qualité et la précision des renseignements portés dans le dossier contribuent à une meilleure appréciation de la candidature.**

Les candidats sont nommés sur proposition de l'inspection générale de l'éducation nationale après avis du groupe de travail ministériel.

Seuls les candidats retenus sont informés individuellement de la suite réservée à leur demande.

#### **I.4 Entretiens**

Pour certains postes, les candidats pourront être convoqués à des entretiens qui auront lieu à Paris courant mai 2006.

#### **I.5 Séjour**

La durée de séjour dans les écoles européennes est de neuf ans. La période probatoire s'étend sur deux années, suivie d'une deuxième période d'une durée de trois ans, renouvelable une fois pour quatre ans. Pour leur prise en charge durant leur séjour dans une école européenne, les personnels du second degré sont affectés dans l'académie de Strasbourg, ceux du premier degré sont placés auprès de l'inspection académique de la Moselle.

Le renouvellement du contrat pour 4 ans à l'issue de la 5ème année, n'est pas un droit acquis, mais reste subordonné à l'avis de l'inspection générale de l'éducation nationale.

Conformément à l'article 4 du statut du personnel des écoles européennes, les mutations internes peuvent être demandées au terme de la 5ème année - si l'intérêt du service le permet - et, exceptionnellement au terme de la 4ème année sur examen particulier des cas.

## **II - Instructions relatives au dépôt du dossier**

Le dossier, constitué d'un formulaire à compléter, doit être accompagné des pièces justificatives énumérées en page 4 de ce formulaire. Il est :

- téléchargeable sur internet ><http://www.education.gouv.fr> à la rubrique "formulaires administratifs" ;
- publié en annexe I de la présente instruction. Il est nécessaire de l'agrandir au format A4.

Le dossier complet, **en double exemplaire, rempli et signé** devra parvenir au ministère de l'éducation nationale de l'enseignement supérieur et de la recherche, direction des personnels enseignants, service de gestion des ressources humaines, sous-direction de la gestion des carrières des personnels du second degré, bureau des personnels des lycées et collèges détachés et du recrutement des personnels pour l'enseignement à l'étranger, DPE B5, 34, rue de Châteaudun, 75436 Paris cedex 09.

La date limite d'envoi au bureau DPE B5 est fixée au **20 avril 2006**.

Le supérieur hiérarchique portera son avis sur la candidature de l'intéressé, son appréciation sur la manière de servir de ce dernier, sa capacité d'adaptation, son sens des relations humaines, son implication dans la vie de l'établissement.

Le recteur ou l'inspecteur d'académie transmettra les dossiers au fur et à mesure de leur présentation.

Tout retard de transmission risque en effet de nuire aux candidats.

Les personnels en disponibilité ou en congé parental devront transmettre leur dossier par l'intermédiaire des services académiques dont ils dépendaient lors de leur dernière affectation.

## **III - Postes à pourvoir**

Les vœux des candidats qui ne correspondent pas rigoureusement à la description des postes (corps, grade, discipline, fonctions...) ne seront pas pris en compte.

Les mutations internes étant prioritaires, la localisation des postes susceptibles d'être vacants ne peut être

précisée.

Les candidats devront faire part de leur souhait d'exercer dans les établissements en les classant par ordre préférentiel. Ils ont intérêt à élargir leurs vœux mais à ne pas mentionner les écoles où ils n'auraient aucune intention de se rendre.

### **III.1 Enseignement préélémentaire et élémentaire**

Dans le premier degré, les disciplines sont enseignées en référence aux programmes européens avec leurs particularismes : la religion ou la morale laïque y est enseignée, des heures européennes (heures d'enseignement rassemblant des élèves de langues différentes) doivent être assurées.

Des compétences en français langue étrangère sont requises. Il s'agit de connaissances théoriques, sanctionnées par l'obtention d'un diplôme, mais aussi de la mise en œuvre avérée de ces connaissances par une pratique (par exemple prise en charge d'enfants primo arrivants dans une classe d'initiation).

Une bonne connaissance de l'anglais et/ou de l'allemand est indispensable.

- 1 instituteur ou professeur des écoles. Des compétences en matière d'enseignement du français langue étrangère sont fortement souhaitées.

- 1 instituteur ou professeur des écoles. Des compétences en matière d'enseignement du français langue étrangère sont fortement souhaitées ainsi qu'une expérience en maternelle est demandée.

### **III.2 Enseignement secondaire**

Les professeurs sont appelés à enseigner de la 1<sup>ère</sup> à la 7<sup>ème</sup> classe (soit de la 6<sup>ème</sup> à la terminale) et à s'impliquer, en outre, dans divers aspects de la vie de l'école. L'activité de l'enseignant ne se limite en aucun cas aux strictes périodes d'enseignement qui sont de 45 minutes chacune. De même le statut prévoit la présence des professeurs dans l'établissement sur 5 jours, avec des libertés à l'intérieur de cette présence hebdomadaire.

L'attention des candidats est appelée sur le fait que les postes à pourvoir nécessitent une expérience et des qualifications attestées, en particulier une formation en français langue étrangère pour les enseignants de lettres et d'histoire-géographie.

Dans certains cas, une formation post-baccalauréat en philosophie (pour les candidats "lettres") pourra être intéressante et ouvrir exceptionnellement sur une petite partie d'enseignement en philosophie.

Une bonne connaissance de l'anglais et/ou de l'allemand est indispensable.

- 5 professeurs agrégés ou certifiés de lettres modernes.

- 1 professeur agrégé ou certifié de lettres modernes. Un diplôme en philosophie est requis. La connaissance de l'allemand est fortement souhaitée.

Les professeurs de lettres sont amenés à enseigner à des élèves en français langue maternelle, langue II, III ou IV. Cette importance de l'enseignement en langue II, III ou IV suppose une solide formation en français langue étrangère (FLE) et une réelle expérience.

- 3 professeurs agrégés ou certifiés de mathématiques.

- 1 professeur agrégé ou certifié d'histoire-géographie.

- 1 professeur agrégé ou certifié de sciences de la vie et de la Terre.

- 1 conseiller principal d'éducation.

Le respect de ces instructions conditionne le bon déroulement de la prochaine campagne de recrutement des personnels candidats à un poste dans les écoles européennes.

Pour le ministre de l'éducation nationale, de l'enseignement supérieur et de la recherche  
et par délégation,  
Le directeur des personnels enseignants  
Pierre-Yves DUWOYE

<http://www.education.gouv.fr/bo/2006/12/MENP0600859X.htm>

### 3.2.5 Example of a language skills test used in Italian selection (page 1 of 10)

*In today's global market place few firms are sheltered from international competition. Most markets are very competitive. Some are extremely competitive. In a number of industries supply has grown faster than demand and, as too many firms compete for too few customers, some markets have become hyper-competitive.*

*Hyper-competition can be fairly short-lived, but in some sectors it has become the norm. The automobile industry is a classic example. How do you cut costs by 20%, improve quality and increase output all at once? It's a pretty tough question, but one that carmakers and their suppliers have had to answer regularly.*

*In view of market conditions, it is hardly surprising that the automotive sector has become so competitive. In recent years, productivity has increased very quickly, but demand has grown quite slowly. This has resulted in over-capacity.*

*The problem has been worsened by slow growth in markets. Several car manufacturers have invested in new plants to meet growing demand abroad. But many vehicle markets have proved rather slow in developing. Early forecasts, it appears, were a little optimistic.*

001. The phrase "few firms are sheltered" means.....

- A) Not many companies are sold
- B) Not many companies are competitive
- C) Not many companies are protected
- D) Not many companies are international

002. Hyper-competition can sometimes be....

- A) Long
- B) Enduring
- C) Transient
- D) Stringent

003. Productivity has recently....

- A) Soared
- B) Plummeted
- C) Decreased
- D) Slumped

004. Several new plants have been set up.....

- A) To curb inflation
- B) To set new regulations
- C) To respond to demand overseas
- D) To support foreign customers

005. A "tough question" is a.....

- A) common one
- B) mathematical one
- C) difficult one
- D) redundant one

*ITV made its long-awaited debut on digital satellite television last night after an agreement with BSkyB that followed months of negotiations.*

*Until now ITV has been available in digital form only on cable and digital terrestrial TV. But from last night the digital version of ITV1, with its 16 regional variations, was available on Sky Digital. The ITV2 channel will follow in the next few days and will be available for the first time in the 5.5 million homes with digital satellite – an increase of more than 150 per cent on its current audience.*

*The deal between ITV and BSkyB, in which the News Corporation, parent company of The Times, has a 36.3 per cent stake, should give an advertising revenue boost to Granada and Carlton, the two main ITV companies. Advertisers were angered by the fact that ITV was not carried on Sky Digital, the country's most popular digital platform. ITV will pay BSkyB about £13 million a year under the deal.*

*Stuart Prebble, chief executive of ITV, said last night that the deal was "good news for satellite viewers", who will be able to watch ITV1 and ITV2 with digital quality pictures and full programme information.*

006. ITV debut on digital satellite television took....

- A) A couple of weeks
- B) Almost a week
- C) Quite a while
- D) A short time

007. Its current audience will ..... by 150%.

- A) Go up
- B) Go on
- C) Go astray
- D) Go through

Example of a language skills test used in Italian selection (page 8 of 10)

018. The milk has gone off.  
A) Il prezzo del latte è aumentato.  
B) Il latte è finito.  
C) Il latte non è mmo.  
D) Il latte non è più buono.
019. I tried to come, but I couldn't make it.  
A) Potevo venire, ma non volevo farlo.  
B) Ho provato a venire, ma non ce l'ho fatta.  
C) Volevo proprio venire, ma non ce l'ho fatta.  
D) Sono venuto io stesso, anche se non potevo.
020. He turned up just as the meeting was ending.  
A) Lui ha concluso la riunione con un riassunto.  
B) Alla fine della riunione si è sentito male.  
C) Lui è arrivato proprio quando la riunione stava per concludersi.  
D) Si è voltato solo alla fine della riunione.
021. How come Lisa's putting you up this week?  
A) Perché Lisa ti ospita questa settimana?  
B) Come può aiutarti Lisa questa settimana?  
C) Come arriva Lisa questa settimana?  
D) È vero che Lisa questa settimana manderà te?
022. The meeting was .... to another day.  
A) Put off  
B) Made up  
C) Thrown out  
D) Cast away
023. If you had been there, we \_\_\_\_\_ a good time.  
A) Would have had  
B) 'd had  
C) Could have  
D) Would have
024. A \_\_\_\_\_ the wedding guests \_\_\_\_\_ sitting and playing cards.  
A) some / were  
B) few of / were  
C) few / be  
D) couple / was
025. If you tell \_\_\_\_\_ the truth, he \_\_\_\_\_ upset with you.  
A) he / will become  
B) his / is becoming  
C) him / is to be  
D) him / will become
026. I'm really quite lost. \_\_\_\_\_ you \_\_\_\_\_ showing me how to get out of here?  
A) Must / mind  
B) Would / be  
C) Might / minding  
D) Would / mind
027. \_\_\_\_\_ information \_\_\_\_\_ our company is now possible on line.  
A) Obtaining / about  
B) To obtain / from  
C) For obtaining / of  
D) Obtain / about
028. I'm working on two jobs to \_\_\_\_\_ some \_\_\_\_\_ money.  
A) gain / extra  
B) win / more  
C) earn / extra  
D) gain / more
029. She regards \_\_\_\_\_ as a failure for having dropped out \_\_\_\_\_ university.  
A) her own self / of  
B) herself / at  
C) self / in  
D) herself / of
030. I'm sorry, I \_\_\_\_\_ . I \_\_\_\_\_ about Jim.  
A) wasn't concentrating / was thinking  
B) was concentrating / didn't think  
C) didn't concentrate / was thinking  
D) was thinking / was concentrating

## BIBLIOGRAPHY

Belbin, M. (1981) *Management Teams: Why they Succeed or Fail*, London: Rutledge.

Black, W. and Page, J. (1958) Recruitment and Selection of Elementary- and Secondary-School Teachers in the *Review of Educational Research*, Vol. 28, No. 3, Teacher Personnel.

Bush, T. (2002) Authenticity – Reliability, Validity and Triangulation in Coleman, M. and Briggs, A. (eds.) (2002) *Research Methods in Educational Leadership and Management*, London: Sage Publications.

Coleman, M., Managing for Equal Opportunities: the Gender Issue in Bush, T. and Middlewood, D. (eds.) (1997) *Managing People in Education*, London: Paul Chapman Publishing.

Coleman, M. (2002) Managing for Equal Opportunities in Bush, T. and Bell, L. (eds.) (2002) *The Principles and Practice of Educational Management*, London: Paul Chapman Publishing.

Fogelman, K. (2002) Surveys and Sampling in Coleman, M. and Briggs, A. (eds.) (2002) *Research Methods in Educational Leadership and Management*, London: Sage Publications.

Hackett, P. (1992) *Management: Personnel*, London: John Murray.

Hall V. (1997) Managing Staff in Fidler, B., Russell, S., Simkins, T. (eds.) (1997) *Choices for Self-Managing Schools*, London: Paul Chapman.

Hinds, T. (1992) What can be the governor's contribution in staff appraisal?, *Educational Management and Administration*, Vol. 20, No. 2.

Hill, T. (1989) *Studies in Primary Education*, London: David Fulton.

Johnson, D. (1994) *Research Methods in Educational Management*, Harlow: Longman.

Middlewood, D. (2002) Appraisal and Performance Management in Bush, T. and Bell, L., *The Principles and Practice of Educational Management*, London: Paul Chapman Publishing.

Middlewood, D. (1997) Managing Recruitment and Selection in Bush, T. and Middlewood, D. (eds.) (1997) *Managing People in Education*, London: Paul Chapman Publishing.

Middlewood, D. and Lumby, J. (1998) *Human Resource Management in Schools and Colleges*, London: Paul Chapman Publishing.

Southworth, G. (1987) Staff Selection or by Appointment? In Southworth, G. (ed.) *Readings in Primary School Management*, Lewes: Falmer Press.

Southworth, G. (1990) *Staff Selection in the Primary School*, Oxford: Blackwell.

Taylor, F. and Hemmingway, J. (1990) *Picking the Team*, Video Arts for DES.

Thomson, R. (1993) *Managing People*, Oxford: Butterworth-Heinemann.

Wragg, T. (2002) Interviewing in Coleman, M. and Briggs, A. (eds.) (2002) *Research Methods in Educational Leadership and Management*, London: Sage Publications.

#### **European School Related Documents:**

*Bulletin Officiel*, N° 12 du 23 mars 2006 (2006) Ministère de L'Education Nationale, Paris.



*Communication from the Commission to the Council and the European Parliament, Consultation on Options for Developing the European Schools System, The Board of Governors of the European Schools Meeting on 26 and 27 October 2004 in Brussels (ref. COM (2004) 519 final).*

*Compte-rendu du Groupe de Travail Examinant les Affectations en Ecoles Européennes Rentrée 2006, [www.hdf.snes.edu/recrutement/ecoleseuro/2006](http://www.hdf.snes.edu/recrutement/ecoleseuro/2006).*

*Compte-rendu de la Commission de Recrutement dans les Ecoles Européennes, Paris, 2 July 2005, [www.hdf.snes.edu/recrutement/ecoleseuro/2005/CRRECRUTEMENTEE2005.htm](http://www.hdf.snes.edu/recrutement/ecoleseuro/2005/CRRECRUTEMENTEE2005.htm)*

*Critères de Recevabilité et de Sélection des Ecoles Européennes, [www.hdf.snes.edu/recrutement/infosrecrutementecoleseuropeennes.htm](http://www.hdf.snes.edu/recrutement/infosrecrutementecoleseuropeennes.htm) (not dated).*

*Regulations for Members of the Seconded Staff of the European Schools (applicable from 1 September 1996). Ref.:2006-D-22-en-2.*

*Recrutement du Personnel Détaché auprès des EE par les Autorités Nationales, incomplete working document of the working party on the future of the European Schools installed by the Board of Governors (not dated).*

'Italian language skills test' (untitled) (2006) Ministeri degli Affari Esteri, Roma,  
[http://www.esteri.it/ita/4\\_28\\_67\\_81\\_94.asp](http://www.esteri.it/ita/4_28_67_81_94.asp)