



SCHOOL PROJECT 2019-2022

Adopted by the School Council of April 11, 2019.

Following the french laws of 10 July 1989, 24 April 2005 and 8 July 2013, the school project defines the specific arrangements for implementing the guidelines, objectives and national programs, as well as academic project.

The school project sets educational choices and educational policy of the school for a period of between 3 and 5 years. Developed by all partners, he was adopted by the School Council.

It is used to express the collective will of a particular community and ensure the consistency of its actions with its values and the context of the school. In accordance with article L401-1 of the French Education Code, resulting from the law of 23 April 2005, it may provide for the realization of educational experiments.





| SUMMARY |

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| A. SCHOOL PROJECT PURPOSE |

The school project is the roadmap of LFSL for the next three years.

It combines three additional requirements:

- The collective will of our educational community from CP to Terminale
- The expectations, hopes and willingness to adapt to the institution.
- The school choices in accordance with the guidelines defined by the AEFÉ and the Swedish education authorities.

Our goal is to develop a clear document to give the lines to follow. The proposed approach is based on:

- The specific context LFSL and diagnosis
- The definition of areas for progress
- The preparation and presentation of a actions plan
- Evaluation

This document is the result of a reflection of all members of the educational community. The actions to be implemented to achieve these objectives have been proposed in the working groups met during the 2018-2019 year.

Reminder of the key dates in the development of this project:

- September 24, 2018: 1st Pedagogical Day with staff on action sheets focus on school climate
- 27 November to 20 December 2018: 20 individual meetings of internal audit
- December 3, 2018: Meeting of management team to approve the 4 pillars
- January 7, 2019: 2nd Pedagogical Day with staff on actions sheets based on the 4 pillars
- February 2, 2019: Pedagogical morning with parents
- 5 and 12 March 2019: Finalization of objectives & activities with a group of volunteer teachers
- March 13, 2019: Meeting with the student's Lycée representatives
- March 22, 2019: 3rd Pedagogical Day with staff to present the finished project
- April 11, 2019: Validation School Council

It will be each year for the school community to engage actions that will decline on a daily basis these goals. It is up to the management team to present to the school council, an annual report on the implementation of the project, evaluating the actions and reporting the necessary adjustments to achieve the objectives.



| B. LFSL ORGANIZATION |

The Lycée Français Saint-Louis, founded in 1959, is an international school regarding the Swedish law in partnership with the AEFÉ (Agency for French Teaching Abroad). LFSL is governed by the Lycée Français Saint Louis Stockholm Foundation, of Swedish law, governed by a Board.

LFSL is recognized as International School by the National Office of Educational organizations in Sweden (Skolverket), giving it the obligation to respect certain rules and assessments under the Swedish law on education.

LFSL is composed as follows:

- A Förskola, Swedish nursery, for children 1 to 5 years not approved by the AEFÉ
- An elementary school, from CP to CM2
- A College from the 6th to the 3rd
- A Lycée, from the 2nd to the terminal

The school population of AEFÉ represents 684 students and 98 teachers & staff in 2018.

Regarding elementary school, college and lycée, education that is provided is in line with all French institutions of AEFÉ network, a French education that respects the programs, schedules and instructions of the Ministry of French National Education.

The Swedish language teaching is given to every student from CP. This teaching goes to college and Lycée, and gives the possibility of joining the local education system or at the end Swedish higher education.

Students

The majority of LFSL students are French or binational (France and Sweden). The school also welcomes children of other nationalities. Teaching at LFSL follows the French programs with a focus on teaching language and Swedish culture. With the learning of English and other languages, the multilingualism is at the heart of educational objectives.

2018- 2019 School year

Level	Number of classes	Number of students	%
Elementary School	16	337	43%
CP	4	63	8%
EC1	3	66	8%
CE2	3	72	9%
CM1	3	65	8%
CM2	3	71	9%
College	10	214	27%
6th	2	51	6%
5th	3	65	8%
4th	2	52	7%
3rd	2	46	6%
Lycée	6	133	17%
2nd	2	49	6%
1st	1ES / L; 1S	46	6%
terminal	1ES / L; 1S	38	5%
TOTAL		684	100%

Teachers & Staff

Teaching is provided by a teaching team of professors of the French National Education on secondment shall in Sweden, and qualified teachers, French or Swedish, recruited locally.

Staff	Number
expatriates	3
teachers « residents »	25
Residents Elementary	10
Residents College & Lycée	15
Teachers Local contracts	41
No Teachers Local contracts	29
TOTAL	98

In total 71% of staff are recruited under local contracts and fall under Swedish law.

Exams

The LFSL prepares its students several degrees:

- National Diploma Certificate « Brevet », in 3ème
- Bacalaureate degree « Baccalauréat », sections L, ES and S and Swedish OIB (Internationale section) in Terminale
- Gymnasieexamen the Swedish school diploma to students Swedish language at the end of their education in Lycée.

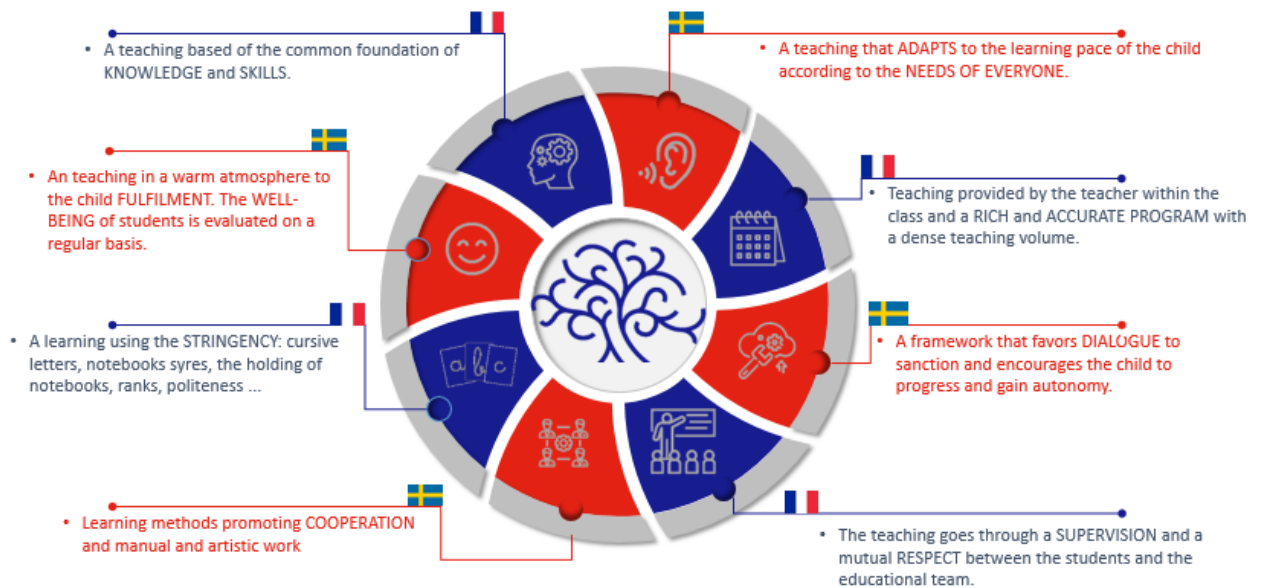


| C. LFSL IDENTITY |

MISSION

Combine the strengths of the French and Swedish education systems for the success and well-being of all students.

The LFSL is a unique educational model that combines the strengths of the French and Swedish systems.



VALUES

RESPECT – Respect helps to recognize, accept, appreciate and enhance the qualities of others, their differences and their rights to live in a healthy conviviality based on standards and institutions.

WELL-BEING – Happiness in school is a key factor for both students and teachers. From physical health to mental health through moments of conviviality, living well together bring the fulfillment of all.

SUCCESS – Each person is unique and brings with them human qualities and talents just waiting to unfold. The desire to succeed is a reflection of the skill, energy and willpower that will be used to achieve one’s goals. The school is there to help the student to go to the top of his abilities.



| D. SCHOOL PROJECT 2016-2019 ASSESSMENT |

As a reminder here are the 3 pillars on the previous school project

- **Pillar 1: Student success from CP to Terminale**
- **Pillar 2: Languages, cultures.**
- **Pillar 3 : School climate: Well-being, Citizenship, Communication**

According to an internal audit with a sample of LFSL Staff in December 2018 and through indicators, here is a review of achievements of the previous school project.

Pillar 1: Student success from CP to Terminale

On a scale of 1 to 4 (1 = not achieved 2 = slightly achieved 3 = achieved, 4 = over performed), the average assigned to the achievement of this pillar is 3.44.

This is indeed a very positive statement, the level of student achievement is very good as show the exam results with success rates of 100% or the admission of graduates in prestigious universities.

Efforts can be made yet as to LFSL's ability to retain students until the end of their path and monitoring of students with special needs who require trained staff to be able to support them.

Pillar 2: Languages, cultures

On a scale of 1 to 4 (1 = not achieved 2 = slightly achieved 3 = achieved, 4 = over performed), the average assigned to the achievement of this pillar is 2.88.

With more than 40 nationalities in LFSL, the language skills are very high with some students speaking up to 5 languages. During the school project, LFSL has implemented the Swedish section from the 6ème and which allows students of Terminale take the Gymnasiet exam.

Teams did a very good work in this field even if we can do better with organizing certification tests, increasing the number of students in the Swedish section and creating an English section.

On a cultural perspective, there already have lot of projects, recognized for their qualities but we need to give them more value and visibility.

Pillar 3: School climate: Well-being, Citizenship, Communication

On a scale of 1 to 4 (1 = not achieved 2 = slightly achieved 3 = achieved, 4 = over performed), the average assigned to the achievement of this pillar is 2.21.

The wellbeing of students in class seems very positively from teachers. LFSL, aware of premises issues, constantly developing new projects to provide relaxation and get on well together for students and staff.

About external or internal communication is a key point that needs to be reworked to increase efficiency and serenity.



| E. OBJECTIVES 2019-2022 |

A school project focus on school climate

- School climate is about the operations of the school and the role of each of its players:
 - Context of learning and life
 - Construction of living, wellbeing for students and staff
- School climate also reflects the judgment of parents, staff and pupils for their life experience and work in the school.
- School climate allows us to consider how the quality of life and schooling can favorably affect what could be considered his “student job”.
- School climate includes that learning is not only about academic knowledge, always necessary, but also in everything that will allow a child developing socialization, build citizenship.

7 key sources to work with school climate

Improving school climate is at the heart of this new school project. A number of sources used to influence school climate by involving different actors, students, parents and staff :

- Team strategy
- School quality of life
- Equity at school
- Partnership
- Teaching & cooperation
- Coeducation
- Violences & bullying prevention

Regarding to his mission and targets, LFSL thought about success factors and wellness in schools. French and Swedish public policies of health and education interconnect about health education are a key factor of well-being of students, academic achievement and equity.

Health Path will be a key point of this school project. By working on relationships, health and necessary support for students with special needs, LFSL put the child in the best conditions of success and well-being to achieve its objectives.

Created related to school climate and LFSL mission, the school project is based on 4 pillars focus on well-being and student achievement.



|PILLAR 1| Ensure the academic success of all students through innovation, cooperation and multilingualism

| GOAL 1 | SUPPORT NEW TEACHING PRACTICES

ACTIVITIES	TOOLS & DRIVERS	KPI
Using ICT in teaching activities	<ul style="list-style-type: none"> · Adapt his teaching to ICT – in-house training · Set up of tools: Interactive whiteboard, tablets computers, computers, chromebook, reading lights for dyslexic students, Padlet (LB) ... · Make available more directly portal CDI esidoc resources via the website in addition to the permanent access via the intranet and access via Pronote 	<ul style="list-style-type: none"> · Number of training / number of participants · Counter on the site to see the number of connections
Developing innovative teaching practices	<ul style="list-style-type: none"> · Training on teaching practices (AEFE) · Exchange of best practices and between French and Swedish pedagogy (teaching council, intranet) · Using MOOC · Experimentation class without notes (access skills) · Using the concept of the flipped classroom eg 	<ul style="list-style-type: none"> · Number of training followed · The terms chosen by the teacher (possibility of self-evaluation at the time chosen by the student himself) · Survey to the teacher
Train to public speaking and listening	<ul style="list-style-type: none"> · Develop the use in every teaching · Train to public speaking: Ambassadeurs en Herbe Jury, internship, preparing for oral exam du Bac, Brevet, language tests, concert, musical show, web radio, MFNU · Participate constructively in oral exchanges by using the Pedagogy of the controversy 	<ul style="list-style-type: none"> · Individual sheet self assessment · Poll to teachers by year's end
Taking into account the heterogeneity of students	<ul style="list-style-type: none"> · Taking into account the heterogeneity through 3 levels of reading: Cultural differences, specific levels and needs · Provide adequate support to teachers through training in differentiated instruction including the support of the Health Team 	<ul style="list-style-type: none"> · Regular meetings with the healthcare team · Support offered by the healthcare team · Number of training in differentiated instruction · Parent satisfaction survey

| OBJECTIVE 2 | PROMOTE MULTILINGUALISM AND MULTICULTURALISM

ACTIVITIES	TOOLS & DRIVERS	KPI
Provide success in French language	<ul style="list-style-type: none"> · Educate parents before children attend LFSL · especially support children in CP and generally throughout their schooling · Involve parents in exposure to the French language 	<ul style="list-style-type: none"> · Setting up evaluation by level
Formalize and promote the Swedish language	<ul style="list-style-type: none"> · Establish a Swedish international section from CP to Terminale · Valuing the teaching of the Swedish language and its teaching 	<ul style="list-style-type: none"> · Implementation of Section · annual parent satisfaction survey
Develop language skills and curiosity for foreign languages	<ul style="list-style-type: none"> · Studies celebrations in different languages , Project music and singing, radio program · Exchanges with other schools · Using the digital · School trips abroad 	<ul style="list-style-type: none"> · Number of activities with the participants by level · Rosetta Stones
Create synergies between languages	<ul style="list-style-type: none"> · Harmonize ratings systems · Undertake joint projects (day languages) 	<ul style="list-style-type: none"> · Report of languages committee
Promote our dual French and Swedish identity	<ul style="list-style-type: none"> · Better understand the French and Swedish pedagogies explaining the features of the two cultures · Celebrating own events from both cultures: Santa Lucia, Glogg, Jullbord, Christmas show, King Cake, Mardi Gras, Easter ceremony caps ... 	<ul style="list-style-type: none"> · Website, Events
Open to the world	<ul style="list-style-type: none"> · Celebrate the Francophonie · Promote different cultures within the LFSL 	<ul style="list-style-type: none"> · Events
Formalize the artistic and cultural path (PEAC)	<ul style="list-style-type: none"> · Set up a digital device that reflects the artistic and cultural activities for students during the school 	<ul style="list-style-type: none"> · Pronote

| OBJECTIVE 3 | ENCOURAGE COOPERATION AND MUTUAL SUPPORT

ACTIVITIES	TOOLS & DRIVERS	KPI
Respect differences without stigma and practice mutual aid between students	<ul style="list-style-type: none"> · Tutoring in the classroom or between levels (train students to mediation - how to be attentive to the situation) · Intervention of the health team in class and HVC 	<ul style="list-style-type: none"> · mediator training · Internal survey Curator · interventions
Providing discussion platforms to trace the problems	<ul style="list-style-type: none"> · HVC (class life time) for Collège & Lycée · Class Council for Elementary · CVL, CVC, Students Council 	<ul style="list-style-type: none"> · Number of meetings conducted · Number of granted projects and completion dates
Enhancing cooperation, different learning situations	<ul style="list-style-type: none"> · school / college teachers Council · Identify inter-degrees Projects · School trips and educational outings · Identify clubs and off schools activities · Competition: Math en jeans, Castor contest, Price Writing St. Louis 	<ul style="list-style-type: none"> · Lists of projects, competitions · School trips/ travel
Facilitate inter-degree transitions	<ul style="list-style-type: none"> · Binding CM2 / 6, 6/3 Tutoring · College / Lycée: 3ème go to Annex one day, 3ème integrate in the project MFNU 	<ul style="list-style-type: none"> · List of actions

| OBJECTIVE 4 | HELP STUDENTS IN THEIR ORIENTATION PROJECT

ACTIVITIES	TOOLS & DRIVERS	KPI
Formalize the future path	<ul style="list-style-type: none"> · Make a list of "orientations'activities" from 6ème to Terminale · Use class life hour to address these issues 	<ul style="list-style-type: none"> · Website: Description of tasks and actions performed for that / in which / communication on existing tools
Formalize the orientation process	<ul style="list-style-type: none"> · Inform about Swedish curriculum · Inform about French curriculum · Inform international curriculum · Organize discovery business meetings with professionals 	<ul style="list-style-type: none"> · Number of information meetings or events organized · Listing of available media

| PILLAR 2 | Value human relations and wellness within LFSL

| OBJECTIVE 1 | TAKE INTO ACCOUNT THE NEEDS AND ABILITIES OF EACH STUDENT

ACTIVITIES	TOOLS & DRIVERS	KPI
Being an inclusive school and ensure elementary-secondary continuity	<ul style="list-style-type: none"> Recruitment of specialist teachers (ES) for elementary but also secondary Train and support staff to better understand this new pedagogy 	<ul style="list-style-type: none"> number ES
Allow the success for all students	<ul style="list-style-type: none"> Set up differentiated assessments for students with special needs Value student through the assessment of their skills so that he becomes aware of his progress Create a relationship student / teacher with dialogue and mutual trust 	<ul style="list-style-type: none"> Continuous control, third time, adapted computer tools Using the skills of book via Pronote
Give a team of specialists to support teachers	<ul style="list-style-type: none"> Create a cluster "Health & Wellness" Regular meetings between the pole and the teachers of all levels Provide tools and support to teachers 	<ul style="list-style-type: none"> Meetings Report and action plan

| OBJECTIVE 2 | IMPROVE THE STUDENT'S DAILY LIFE

ACTIVITIES	TOOLS & DRIVERS	KPI
Create a place to relax and exchange for students	<ul style="list-style-type: none"> · Creating a home (with soundproof) in Annex · Improve everyday functionality of the premises on a short-term basis · Resolve issues of premises on a long-term basis 	<ul style="list-style-type: none"> · Projects
Be aware of the students' needs and their wellness	<ul style="list-style-type: none"> · Offer non-Swedish-speaking students the opportunity to be heard by a French curator · Survey welfare coordinated by the Curator · Implementation of treatment equalities scheme · Propose stress management courses for students 	<ul style="list-style-type: none"> · French curator recruitment · internal survey
Provide opportunities for students to perform and socialize during off school activities	<ul style="list-style-type: none"> · Creating an internal Fritids for elementary · FSE – Student's House for Collège & Lycée 	<ul style="list-style-type: none"> · Number of participants / number of activities

| OBJECTIVE 3 | EDUCATE STUDENTS ABOUT HEALTH AND HEALTHY LIVING

ACTIVITIES	TOOLS & DRIVERS	KPI
Strengthen Health Team	<ul style="list-style-type: none"> · Create a cluster "Health & Wellness" and a new way of working with teachers 	<ul style="list-style-type: none"> · Action plan meetings
Encourage practice of cultural activities	<ul style="list-style-type: none"> · School trips and projects · FSE Activities · Artistic & Cultural Path (PEAC) 	<ul style="list-style-type: none"> · List of projects · FSE program · PEAC in Pronote
Encourage sport	<ul style="list-style-type: none"> · Mix Sport and Solidarity (Solidarity race) · Develop values to live together, respect, learn to win and lose · Heath Path 	<ul style="list-style-type: none"> · Projects · Formalization of Health path
Give students the knowledge and skills to take care of his physical and mental health	<ul style="list-style-type: none"> · Develop preventive actions and information · Propose a program to animate the class life hours · Heath Path 	<ul style="list-style-type: none"> · actions plan · Formalization of Health path

| OBJECTIVE 4 | IMPROVE INTERNAL COMMUNICATION

ACTIVITIES	TOOLS & DRIVERS	KPI
Formalize role of internal communication LFSL	<ul style="list-style-type: none"> · Improve Communication Management to Personal and School to Students · Work communication students to professor and vice versa · Train staff to use the tools: intranet, Pronote, Office 365 	<ul style="list-style-type: none"> · Audit and action plan · formations
Improve communication around students' difficulties	<ul style="list-style-type: none"> · Better communication between health team and educational team in the professional secrecy · Sentinel student program (training mediators) 	<ul style="list-style-type: none"> · Pronote · regular meetings

| OBJECTIVE 5 | STRENGTHEN COHESION AND GOOD LIVING TOGETHER

ACTIVITIES	TOOLS & DRIVERS	KPI
Offer convivial moments for students and staff	<ul style="list-style-type: none"> · New Year Concerts (Lucia, Christmas), Julbord, Kermesse · Create places for informal exchanges between professors 	<ul style="list-style-type: none"> · Events · Premises
Protect health and improve working conditions	<ul style="list-style-type: none"> · Implement feedback from the employee's social psychology survey · Improve teachers' rooms · Reduce noise in public areas and canteen 	<ul style="list-style-type: none"> · Survey of staff and students
Federate staff and also students in the same class	<ul style="list-style-type: none"> · For staff: workshops relaxation, relaxation, choir, fika, associations development ... · For students fight against clans / groups within the same class · Foster integration and trade: Clubs / workshop, inter-level picnic groups, schedule games / femkamp 	<ul style="list-style-type: none"> · actions · class life hours



| PILLAR 3 | Provide a clear, peaceful and supportive work environment for all

| OBJECTIVE 1 | COMMUNICATE CLEARLY ON LFSL'S RUNNING

ACTIVITIES	TOOLS & DRIVERS	KPI
Improve onboarding of new staff	<ul style="list-style-type: none"> · Create Personalhandbok · Create a flow chart · Create a welcome booklet 	<ul style="list-style-type: none"> · Documents on the Intranet · Welcome booklet
Set up an onboarding process for new and replacements	<ul style="list-style-type: none"> · Appoint a person in charge of permanent and temporary replacements · Create route "First Day" of the newcomer: General information, Pronote, identifiers, visit the premises, canteens ... 	<ul style="list-style-type: none"> · Reorganization of services
Set up routines and communicate internal process	<ul style="list-style-type: none"> · Formalize all procedures and make them available on the intranet (Outings, trips, internships ...) · Create a code of internal procedures 	<ul style="list-style-type: none"> · Intranet · Welcome booklet
Educate teachers about school's rules in Sweden	<ul style="list-style-type: none"> · Propose a clear description of Swedish practice · Propose immersions in Swedish school 	<ul style="list-style-type: none"> · Intranet · Welcome booklet

| OBJECTIVE 2 | EDUCATE RESPECT FOR OTHERS, LIFE IN SOCIETY AND CITIZENSHIP

ACTIVITIES	TOOLS & DRIVERS	KPI
Improve knowledge and respect for civility's rules	<ul style="list-style-type: none"> Internal rules & regulations : swap in class and create a simple chart summarizing the rules 	<ul style="list-style-type: none"> Statistics of annual incidents
Provide students learning the responsibilities, rights and duties by completing elective office	<ul style="list-style-type: none"> Enhance the role of delegates, explain to students their roles, train delegates Formalize the citizen path Refer to the news in his teachings Supporting projects MFNU, ambassadeurs en herbe Promote functioning of bodies: CVC, CVL, home school students 	<ul style="list-style-type: none"> delegates Training day: provide each delegate with a guide of its role and function flash delegate type
Educate students to the interpretation and use of media and internet tools	<ul style="list-style-type: none"> Develop a critical look on informations (Newspaper Week, Workshops Web radio) Integrate media in teachings Present in class the rights, duties and risks associated with the use of the Internet and networks (RGPD) 	<ul style="list-style-type: none"> Exposure to CDI Meeting professionals Elaborations radio broadcasts and podcasts Internal surveys school life and health pole Returns
Provide education to defense and security	<ul style="list-style-type: none"> Organize Defense Day and Citizenship (JDC) - Venue of Representatives of the National Defense Raise awareness of safety (fire, intrusion ...) Provide first aid training Consider the implementation of projects related to sustainable development 	<ul style="list-style-type: none"> outside Intervention Visit military sites formations Projects

| OBJECTIVE 3 | FIGHT AGAINST BULLYING

ACTIVITIES	TOOLS & DRIVERS	KPI
Prevent bullying, discrimination and all forms of violence	<ul style="list-style-type: none"> • Provide materials for the prevention during the year in class and HVC • Musical comedy about bullying • Set up concrete and realistic situations (no stereotypes or remote everyday situations), role play, to help students understand and identify situations 	<ul style="list-style-type: none"> • internal investigations • external interventions
To trust facing a bullying situation	<ul style="list-style-type: none"> • Speech of the nurse and the curator in classes to inform students of their role • Training mediators students for early identification of bullying or isolation • Set up time and space for students to be able to speak • Help victims to understand how act facing a situation of bullying 	<ul style="list-style-type: none"> • internal investigations • HVC • health team
Allow staff to respond to a bullying's situation	<ul style="list-style-type: none"> • Improve internal communication to better detect harassed students • Conducting class life maps • Define a clear process / routine if circumstances proved • Provide staff training to deal with bullying (workshops, role play ...) 	<ul style="list-style-type: none"> • Regular meetings of the Health Team • Documents • Curator training

| PILLAR 4 | Strengthen the identity, attractiveness and belonging to the LFSL

| OBJECTIVE 1 | DEVELOP COMMITMENT AND SENSE OF BELONGING

ACTIVITIES	TOOLS & DRIVERS	KPI
Launch a new identity for LFSL	<ul style="list-style-type: none"> Take this opportunity to create the event and harmonize communication media 	<ul style="list-style-type: none"> Supports update
Promote educational projects and enable greater visibility of what is done in LFSL	<ul style="list-style-type: none"> New website Reorganization of communication Showcase LFSL via social networks 	<ul style="list-style-type: none"> Number of visits to the site Popular pages / accounts

| OBJECTIVE 2 | STRENGTHEN THE LINKS BETWEEN SCHOOL AND PARENTS

ACTIVITIES	TOOLS & DRIVERS	KPI
Involve families from the beginning of the schooling	<ul style="list-style-type: none"> Information Booklet inspired Foraldrahandbok 	<ul style="list-style-type: none"> Booklet distribution in September
Create a regular link with families and LFSL	<ul style="list-style-type: none"> Creating a bimonthly newsletter 	<ul style="list-style-type: none"> newsletter Statistics
Improve communication and information feedback	<ul style="list-style-type: none"> Formalize the communication process: people in charge and tools Reminder to parents on using Pronote 	<ul style="list-style-type: none"> Poll Parents year end
Set up new process for handling complaints	<ul style="list-style-type: none"> Set up a dedicated form on the website to address his complaints 	<ul style="list-style-type: none"> Website Number of forms received

| OBJECTIVE 3 | PROMOTE THE IMAGE OF LFSL

ACTIVITIES	TOOLS & DRIVERS	KPI
Set up a true external communication plan	<ul style="list-style-type: none"> Participate in Swedish schools forum Develop contacts with the Francophone community 	<ul style="list-style-type: none"> Action plan
Strengthen links with external partners	<ul style="list-style-type: none"> Exchange with students from other institutions, pooling / sharing teaching practices. School partnerships (eg Tyska Skolan or Essingeskolan, Engelska Skolan, English schools) and schools of the AEFÉ network (AGORA) 	<ul style="list-style-type: none"> Completed actions
Do partnerships with alumni to enhance the attractiveness of LFSL	<ul style="list-style-type: none"> Coordinate the creation of an association in collaboration with a former volunteer 	<ul style="list-style-type: none"> Creation of the Alumni Association



