MEETING REPORT – MEETING WITH AFLEC

LFIP – 23 September 2026

Meeting context: This meeting brought together representatives of AFLEC, the LFIP Management Team and the elected parent representatives (including the APPI collective). It provided an opportunity to present the new governance framework, the educational priorities for the network, the initial results of the questionnaire sent to families and staff, as well as the key strategic issues facing the schoo.

1. AFLEC-GEE : A New Governance Framework

AFLEC (Association Franco-Libanaise pour l'Éducation et la Culture) is a French non-profit association governed by the French Law of 1901 and is responsible for the **educational leadership of the project**. Alongside AFLEC, **GEE (Groupe des Établissements Elite)** provides the operational and financial component, with particular responsibility for mobilising the investment required for the development of the schools within the network.

During this meeting, **Claude Michelet, Secretary General of AFLEC**, and **Étienne Agostini, AFLEC Project Officer, notably responsible for supporting the network of schools in Spain**, presented the structure and strategic direction of AFLEC-GEE. They also highlighted AFLEC's experience in supporting French schools abroad and its longstanding historical ties with the **Mission Laïque Française (MLF).**

2. The THREE Pillars of the Educational Project

- **French Pillar:** Strict maintenance of accreditation, compliance with the French curriculum, promotion of the French-speaking world and preservation of the fundamental values of the French republican model (secularism, critical thinking, a culture of debate, and high standards in both oral and written communication).
- **International Pillar:** Significant reinforcement of English-language learning from an early age, supported by English-speaking and native-speaking teachers, together with the continued development of the **Baccalauréat Français International (BFI)**.
- **Educational Pillar:** Implementation of active, personalised and supportive teaching approaches, centred on individual learning pathways, each student's pace of learning and engaging project-based work, while maintaining high academic standards.

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3. Dirección Pedagógica y Acompañamiento de los Equipos

A. Quality Assurance

A first **Quality Assurance** review will begin on **9 November 2026**. The AFLEC team will spend four days immersed in the LFIP, including three full days observing classes.

The purpose of this process is to identify the school's strengths and areas for improvement in order to develop a tailored professional development plan.

B. Middle Leadership

Cycle or subject leaders will be appointed from within the teaching teams. Their role will be to help harmonise teaching practices and support their colleagues in their day-to-day work.

This is not intended to create an additional level of hierarchy, but rather to recognise and strengthen educational leadership responsibilities.

C. Continuing Professional Development

AFLEC is supported by its **Professional Development Institute**, led by a dedicated French National Education Inspector.

The professional development programme will be directly adapted according to feedback from the Quality Assurance reviews and the needs expressed by teaching staff.

4. Questionnaire: Initial Findings for LFIP

At the time of the meeting, **167 responses had been collected in Palma**, out of approximately **1,500 across the network in Spain**. This preliminary summary will be refined following a more in-depth qualitative analysis of the comments received.

- **Strong use of French:** French is significantly more prevalent in responses from families in Palma than in those from other schools within the Spanish network.
- **Multilingual households:** A large number of families use two or more languages at home on a daily basis.
- **Multicultural identity:** LFIP stands out for its particularly international, open and dynamic profile.

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Main Strengths Identified

- Strong attachment to the French educational model and its fundamental values.
- An accredited curriculum ensuring continuity throughout students' educational pathways.
- A welcoming, human-scale school providing a safe and reassuring environment.
- Overall quality of the school environment and facilities.
- A rich multilingual and international environment.

Key Expectations & Areas Requiring Attention

- Transparency regarding the future development of school fees and greater long-term financial visibility.
- Continued strengthening of English-language skills.
- Personalised support for **Students with Special Educational Needs (EBEP)**, with particular attention given to students requiring specific educational adaptations or accommodations (**PAP, DYS-related learning difficulties, ADHD, etc.**).
- Optimisation of school schedules and better alignment with family life.
- Support with post-secondary guidance, particularly regarding access to Spanish universities.

5. Student Numbers & Governance Stability

Student numbers remain stable and are showing slight growth, with **625 students enrolled compared with 611 last year**.

AFLEC envisages an optimal capacity of around **750 students**, while preserving the school's welcoming, human-scale character, which is regarded as an essential feature of its quality.

In terms of local governance, AFLEC confirmed that the **current Management Team will remain in place**, ensuring continuity for ongoing projects.

6. School Fees & Economic Model

Financial matters are a major concern for families, who are seeking clear explanations regarding how fee increases are allocated and would like greater visibility over a **three-to-five-year period**.

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It was noted that the increase for the current school year was limited to **3%**, linked to inflation and salary adjustments, and that the introduction of the **BFI involved no additional cost for families**.

AFLEC intends to break the vicious cycle whereby underinvestment reduces a school's attractiveness. Its objective is to combine **targeted investment, educational quality and long-term financial sustainability**.

7. Teaching Teams: Recruitment & Retention

In Mallorca's island context, where housing costs are particularly high, maintaining a stable teaching team represents a key challenge.

AFLEC intends to focus on **continuing professional development, personalised support and the recognition of middle leadership responsibilities** in order to retain teaching staff and strengthen team stability.

8. Languages, BFI & International Outlook

Strengthening English is one of AFLEC's priorities and is fully aligned with the expectations expressed by families. The introduction of the **BFI** puts this international approach into practice without increasing school fees.

AFLEC stated that this increased emphasis on English will respect the local linguistic foundations of the school (**Spanish and Catalan**) and will not compromise the academic standards of the French curriculum.

9. University Guidance & Higher Education

In response to concerns regarding access to Spanish universities (**PAU: Prueba de Acceso a la Universidad / UNED: Universidad Nacional de Educación a Distancia**), AFLEC stated that it is working directly on this issue with the relevant departments of the **French Embassy** in order to help secure students' pathways into higher education.

The guidance programme will also incorporate major contemporary challenges, including **Artificial Intelligence and digital transformation**, with particular emphasis on versatility and transferable skills.

10. Facilities & School Life

Although the current campus is considered to be of good quality, regular maintenance work and improvements to **thermal comfort** are planned.

Specific measures are currently being considered, including the creation of **shaded areas in playgrounds** and adjustments to school schedules during periods of extreme heat.

11. Sport & Extracurricular Activities

A partnership with the **Mallorca Handball Federation** is being considered, potentially involving qualified coaches and inter-school tournaments.

The development and organisation of extracurricular activities during school holidays is also among the areas currently being explored.

12. Next Steps

- **Questionnaire summary:** AFLEC will complete the qualitative analysis and provide a consolidated document for distribution to families.
- **Quality Assurance:** The first on-site review will begin on **9 November 2026**.
- **On-site presence:** Regular visits by AFLEC's leadership teams to LFIP will continue.
- **APPI Follow-up:** The APPI collective will continue to monitor developments and regularly inform families about the implementation of these commitments.

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KEY TAKEAWAY💙

This meeting represented a **constructive first exchange**. AFLEC favours an approach based on a **tailored assessment of each individual school**, preserving existing strengths while introducing changes to practices in a structured and methodical way.

The **APPI collective will closely monitor the practical implementation of these priorities**, in the interests of LFIP students, teaching teams and families.