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## **Multi-annual and annual plan 2020 of the Office of the Secretary-General of the European Schools**

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Approved by the Board of Governors of the European Schools by written procedure N° 2020/22, on 5 May 2020

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## I. Mission statement

The European Schools are educational institutions set up in the European Union's Member States.

The purpose of the Schools is to educate together children of the staff of the European communities.

Convention defining the statute of the European Schools

The mission of the European Schools is to provide all pupils with multilingual broad education of high quality from early education to secondary school, and to equip upper secondary students to adult life and form a basis for further learning.

Decision of the Board of Governors

## II. Introduction

The European Schools continue to work on the implementation of the multi-annual plan 2019-2021 that was presented and approved by the Board of Governors last year. The objective of this report is to recall the Board of Governors of the multi-annual objectives and to inform about the annual objectives 2020 of the Schools and the Office of the Secretary-General.

At the beginning of 2020, the Secretary-General became Authorising Officer of the European Schools according to art. 28 ff Financial Regulation (FR). In 2021, he will present a global Annual Activity Report for the European Schools for the financial year 2020 in accordance with article 33.4 FR. This multi-annual and annual plan constitute the basis for this reporting.

This plan has been elaborated before the outbreak of the Covid-19 pandemic. Adaptions to the plan might be necessary depending on further developments.

### III. Multi-annual objectives 2019-2021 of the ES system (unchanged)

There are seven objectives in the areas human resources, pedagogy, administration and finance and Accredited European Schools that will deserve the full attention of all levels of the European Schools in the next three years.

<b>Human resources</b>
Objective 1: Define and implement a new cost sharing agreement
Objective 2: Increase the attractiveness of the European School System
<b>Pedagogy</b>
Objective 3: Successful implementation of the new marking system
Objective 4: Implementation of the educational support policy and provision of inclusive quality education
<b>Administration and Finance</b>
Objective 5: Effective and reliable Internal control system in all European Schools and the Office of the Secretary-General
Objective 6: Implemented new governance model
<b>Accredited European Schools</b>
Objective 7: Improve quality in the accreditation and audit processes

#### 1. Define and implement new cost sharing agreement

The current cost sharing agreement has been adopted by the Board of Governors (2014). While a better repartition of costs in among the Member States should be globally achieved in September 2019, the number of seconded teachers has gradually decreased, while pupil's population has increased. The lack of a target level of seconded posts, as well as the effect of language correcting coefficients are the most important reasons for this unexpected development. Consequently, the Board of Governors gave a mandate to the working group "Enlarged Presidencies" to evaluate and propose a revision of the current agreement. The aim is to come to a new agreement and to see positive development in the overall number of secondments.

#### 2. Increase the attractiveness of the European School System

Figures show that some member states find more and more difficult to second teachers, due to the limited difference between the national salary and the salary paid in the ES. Moreover, for certain Schools it becomes problematic to fill the vacant posts with duly qualified locally recruited teachers. Again this is mainly due to the lack of competitiveness among the salaries paid in the National System

and those paid by the ES and the lack of stability of the contract offered. The attractiveness of the ES system for teaching staff has been discussed, in among other important topics, at the European School Summit, organised by the Commissioner Mr. Oettinger on May 2018. Several measures to attract and retain qualified teachers were identified and the Enlarged Presidency group, according to the feedback received by the Budgetary Committee (BC) and the Board of Governors (BoG), has developed them further. The indicators defined here below, will help to measure the impact of the measures in the following years, if these will be decided.

With respect to the Administrative and Ancillary Staff (AAS), the Office of the Secretary-General in particular, but also Schools, face problems in recruiting and retaining specialised and qualified staff in certain areas. Again, the indicators defined here below, will help to measure the impact of the “single spine” in the following years, if its implementation will be decided.

### **3. Successful implementation of the new marking system**

The introduction of the new marking system started in the school year 2018-19 and in the year groups S1 –S5.

Evidence suggests that educational systems like the European Schools show some differences in assessment. The main objective of the introduction of the new marking system is to improve clarity in the assessment process. The more clearly defined assessment policy, based on competences and their level of achievement, should assist teachers coming from different national systems to perform their assessment in the European Schools in a more harmonised way.

We expect that results at the European Baccalareate and in the S5 harmonised exams will reflect our efforts in the medium term. Two aspects have been crucial for a correct implementation: The preparation of the new syllabuses for all subjects and the training of the teaching staff across the whole ES system. These aspects have guided in the definition of the performance indicators.

### **4. Implementation of the educational support policy and provision of inclusive quality education**

As a follow up to the UN Recommendations concerning Inclusive Education in the European Schools, the ES have prepared a report on ‘Inclusive Education in the European Schools’. This report states that the ES are moving from an integrative to a more inclusive school system. At the same time, the report identifies areas for improvement with a view of providing an always more inclusive education. Efforts will need to be deployed at all levels, in order to always better implement the existing educational support policy and to ensure that the UN recommendations will be fully addressed.

## **5. Effective and reliable Internal Control System (ICS) in all European Schools and at the Office of the Secretary General (OSG)**

Since the fraud that was detected in 2014, the European Schools have continuously taken measures to improve the Internal Control System of the Schools and of the OSG.

Nevertheless, the European Court of Auditors (ECA) repeated in its annual report 2017 that it revealed weaknesses in the ICS of the audited Schools and of the OSG. As a result ECA could not confirm that the European Schools' financial management is compliant with the Financial Regulation, its implementing rules and staff regulations.

Also with respect to the audits of the Internal Audit Service, a high number of recommendations remain open, that in some cases date back to audits performed in 2014.

In the area of finance and administration, it is thus of the highest importance to make further progress and to ensure the effectiveness and reliability of our financial system.

## **6. Implement new Governance Model**

In 2017, the Board of Governors approved a new Financial Regulation (FR), which came into force on 1.1.2018. FR foresees an important change in the financial governance of the European Schools. In the past, each School and the OSG had their own Authorizing Officer and their own Accounting Officer. The responsibility was decentralized at the level of each School/OSG. An important aim of the revision of the FR was to strengthen the financial governance and to assign more responsibility to the Office of the Secretary General. To achieve this, it is foreseen that the functions of Authoring Officer and Accounting Officer will be centralized.

The implementation is in progress (see regular report about progression) and we are committed to assure its implementation within the foreseen timeline.

## **7. Accredited European Schools (AES) – Improve quality of audit processes**

More than 10 years ago, the first two AES Schools have been accredited. The number of AES has increased constantly since then and will increase further in the future. It became obvious during those years that a stronger formalization of the accreditation process and a better harmonization of the audits are urgent. Audits are performed at the stage of the first accreditation, at the moment of the implementation of the ES BAC and then regularly every three years in order to renew the accreditation.

These audits need to guarantee that the education provided in the AES is equivalent to the one in the ES, otherwise their accreditation would bear an important reputational risk for the system.

The Board of Governors mandated a working group to study and provide proposals in order to improve the accreditation process. In particular, an update of the 'Regulations on Accredited European Schools' and a 'Futureproof Framework for Audits' have started to be developed and will soon be proposed for adoption, so to reduce the related risk.

## IV. Attainment of objectives: Performance indicators per objective

For each of the above-mentioned objectives one or more performance indicators have been defined in order to measure the attainment and success of the implementation of the objective.

### 1. Objectives related to Human resources:

Objective 1: Define and implement a new cost sharing agreement			
Performance indicators			
		Status quo school year 18-19	Target school year 2023-24
1	% of seconded teachers (FTE)	57,3 %	around 70 %
2	Number of seconded teachers	1220	1500
Objective 2: Increase the attractiveness of the European School System			
Performance indicators			
		Status quo	Target 2021
1	Seconded Teachers: Number of unfilled posts requiring the following languages at native or C1/C2 level: - English - French - German	School year 2018-19: EN: 120 FR: 54 DE: 15 Mixture: 40	Reduce number of unfilled posts requiring these languages
2	- Seconded teachers: Number of teachers leaving before end of secondment - Locally recruited teachers: Number of teachers leaving before end of contract	School year 2017-2018: - Seconded teachers: 5 - Locally recruited teachers: 14 (source: 2018-10-D-24-en-2)	Reduce number of teachers (ST and LRT) leaving before end of contract
3	Number of EN native speakers	School year 2018-19: 105 (cost sharing: Ireland 57, UK 43, Malta: 5)	keep number stable
4	AAS: Number of recruitment procedures where one call is not sufficient	2017 and 2018: 6 (basis is document 2018-10-D-69-en-3.docx)	Reduce number

## 2. Objectives in Pedagogy

Objective 3: Successful implementation of the new marking system		
Performance indicators		
	Status quo	Target 2021
1	New marking scheme used in all Schools	S1-S5 in all Schools including BAC in all Schools
2	New marking system understood by Higher Education Institutions: Number of pupils not correctly accepted by universities	n/a observe and ensure number is 0 or very low
Objective 4: Implementation of the educational support policy and provision of inclusive quality education		
Performance indicators		
	Status quo	Target 2021
1	% of action plan implemented	0% all actions classified in short and midterm as highly important or important
2	Number of refused enrolments	School year 2017-18: - 1 in Primary - 2 in Secondary observe and reduce
3	Number of pupils directed to other systems after enrolling them in one of the ES	School year 2017-18: -1 observe and reduce
4	Proper consultation with Inspector for each rejection and/or redirection	clear guidelines needed 100% of cases

### 3. Objectives in Administration and Finance

Objective 5: Effective and reliable Internal control system in all European Schools and the Office of the Secretary-General			
Performance indicators			
		Status quo	Target 2021
1	Opinion of the Court of Auditors about the internal Control system in Annual report on the accounts	limited weaknesses in one School audited and significant weaknesses in the OSGES and the other School audited	Conclusion that the Control Framework is respected in the Schools and the OSGES
2	Reductions of recommendations of the IAS	N° of outstanding recommendations: 19	- N° of outstanding recommendations*: < 5 - no critical and very important outstanding recommendations
3	Number of Schools having implemented an anti-fraud strategy	no harmonized anti-fraud strategy in place	Anti-fraud strategy implemented in all Schools

Objective 6: Implemented new governance model			
Performance indicators			
		Status quo	Target 2021
1	Approval of the ES accounts of the Accounting Officer of the European Schools	Accounts signed off locally by Accounting Officers	Signed accounts by the Accounting Officer (without a reservation related to centralization of governance)
2	Sign-off of the Annual Activity report of the Authorizing Officer of the European Schools	Schools' Annual Activity reports signed off by the Authorizing Officer (per school)	Sign-off of the Annual Activity report by the Authorizing Officer of the ES =Secretary-General (without a reservation related to centralization of governance)

\* compared to current status / not including any audits that will be conducted in 2019 -2021

### 4. Objective related to the Accredited European Schools

Objective 7: Improve quality in the accreditation and audit processes			
Performance indicators			
		Status quo	Target 2021
1	Number of files of conformity not requiring changes after the presentation to the Board of Inspectors	2018: 4 out of 5 files needed additional information after presentation	reduce %
2	Number of audits performed according to framework	n/a	100%

## V. Annual plan 2020 - Main steps and expected results for the year

Besides the ongoing business which has to be maintained in the Schools as well as in the Officer; certain specific objectives have been defined in each area. These shall ensure that the multi-annual objectives will be achieved.

### 1. Objective related to the AES

The approval of the documents 'Regulations on Accredited Schools' (2019-12-D-12-en-1) and 'Audits of Accredited European Schools: audit process and toolkits' (2019-07-D-20-en-5) in December 2019 was the prerequisite to improve the quality of the accreditation and audit process of the AES. They now need to be put into practice.

<b>Specific objective AES</b>	Improve quality of accreditation and audit process
<b>Who?</b>	<b>OSG</b>
Main steps	<p><u>Initial accreditation process</u></p> <ul style="list-style-type: none"> <li>Ensuring the use of the templates for presenting General Interest Files and Dossiers of Conformity</li> </ul> <p><u>Audit process</u></p> <ul style="list-style-type: none"> <li>Re-signing all the existing accreditation and additional accreditation agreements in line with the new regulations</li> <li>Training inspectors, AES directors and 'experts' to use the new audit toolkit</li> <li>Using the new audit toolkit in the audits scheduled for Autumn 2020</li> </ul> <p><u>Both</u></p> <p>Setting up a Steering Committee to monitor and analyse the new accreditation and audit processes</p>
Expected result(s)	<p><u>Initial accreditation</u></p> <ul style="list-style-type: none"> <li>More accurate information in the dossier of conformity will make it easier for the audit team and experts to understand the school, even before an audit visit</li> <li>Clearer information in General Interest Files will make it easier to get a clear overview of the project from the beginning</li> <li>Use of the templates for the GIF and the DoC will make analysis of the documents, by the JBI, the JTC and the BoG much more straightforward.</li> </ul> <p><u>Audit process</u></p> <ul style="list-style-type: none"> <li>Audit visits will be more focused and structured</li> </ul>

	<ul style="list-style-type: none"> <li>The audit report documents will be totally harmonized, including the documents shared by the schools and the post-audit comments made on the audit reports</li> </ul> <p>The feedback to the school will be more structured, enabling them to clearly see their strengths and areas for improvement.</p>
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## 2. Objectives related to Pedagogy

At the beginning of the school year 2019/2020 we have agreed with the schools to keep the two annual objectives. The main steps have been updated. The Schools presented their annual plans in the Administrative Board meetings in autumn 2019. The schools' measures are complemented and supported by measures taken at central level.

Priority 1	Implementation of New Marking System (NMS)	
Cycle	Secondary Cycle	
Who?	OSG	Schools
Main steps	<ul style="list-style-type: none"> <li>Further communication to the Member States concerning establishing the equivalence tables.</li> <li>Continuation of the implementation in years s1-s6 and prepare the implementation in s7</li> <li>In cooperation with the schools, observing the impact of the NMS on final marks and extend the analysis to year 6.</li> <li>Publication of Bac sample papers with marking instructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Share outcome of your evaluation</b> of the implementation during school year 2018-19 with the OSG (<u>target date: 30<sup>th</sup> October 2019</u>);</li> <li>Ensure that <b>all teachers</b> concerned have a <b>profound knowledge</b> of the new marking scheme: Using the updated Guidelines and the FAQ, and the input from trainings for Deputies in June 2019,</li> <li>Ensure that the <b>proper training measures</b> are provided for teachers (pedagogical days etc.);</li> <li><b>Observe and evaluate</b> teaching and the use of the <b>NMS</b> (competence-based assessment) according to document "Marking scheme of the European Schools: Guidelines for use"</li> <li><b>Share BAC paper samples</b> with assessment scheme with teachers to prepare BAC proposals for the BACC 2021;</li> </ul>

		<ul style="list-style-type: none"> <li>- Continue to <b>observe and analyse pupils' grades</b> (SMS), and take steps, if major lack of harmony is experienced;</li> <li>- Ensure detailed <b>information</b> is provided to pupils and parents;</li> <li>- <b>Prepare an analysis</b> of S5 and S6 results and share it with the OSG (target date 30<sup>th</sup> June 2020).</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>- Detailed analysis of s5 and s6 exams and final results, including mark distribution, and fail/success ratio</li> </ul>	<ul style="list-style-type: none"> <li>- Improved use of the NMS after two years of usage;</li> <li>- Evaluation of the new marking scheme after two years of usage, if necessary list of improvements/adaptions;</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>- Comparison of s5 and s6 results of school years 2017-18, 2018-19 and 2019-20</li> <li>- Comparison of pass rates in years s1-s6 in school years 2017-18, 2018-19 and 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers concerned are 100% informed;</li> <li>- Pupils and parents are 100% informed;</li> <li>- Comparison of S5 exam results of school years 2017-18, 2018-19 and 2019-20 and of S6 exam results of school years 2018-19 and 2019-20</li> <li>- Comparison of pass rates in year S1-5 in school years 2017-18, 2018-19 and 2019-20 and for S6 for school years 2018-19 and 2019-20</li> </ul>
Reference documents	<ul style="list-style-type: none"> <li>- Report on School Failures and Repeat Rates in the European Schools</li> </ul>	<ul style="list-style-type: none"> <li>- New marking system of the European Schools: Guidelines for use (2017-05-D-29-en-3).</li> </ul>

<b>Priority 2</b>	<b>Implementation of the recommendations of the educational support evaluation report and implementation of the action plan educational support and inclusive education</b>	
<b>Cycle</b>	<b>Nursery, Primary and Secondary Cycle</b>	
<b>Who?</b>	<b>OSG</b>	<b>Schools</b>
Main steps	<p><b>All mid-term highly important and important actions proposed in the Action Plan:</b></p> <ul style="list-style-type: none"> <li>- The required qualification of educational support teachers should be clearly defined.</li> <li>- Recruitment criteria for teaching staff include EdSup qualifications and experience are established.</li> <li>- Recommend on a minimum ratio of time allocation for support coordination based on the number of pupils receiving Educational support as a guidance for schools.</li> <li>- Recommend the requirements for the qualifications and expertise of support coordinators.</li> <li>- Mandate the Educational Support Policy Working Group to examine in more detail the way the schools ‘use’ the Support Assistants and to review the job description.</li> <li>- Mandate the AAS Working Group to review the legal status of the Support Assistant in the light of the analysis carried out by the EduSup Policy Group.</li> <li>- Concrete needs for training in inclusive education are mapped, a training policy is developed and a dedicated budget is set up.</li> <li>- Ensure competences to provide reasonable accommodation for individual needs.</li> </ul>	<p>From educational support evaluation report:</p> <ul style="list-style-type: none"> <li>- Follow-up the <b>implementation of the defined priorities</b> based on the educational support evaluation report (implementation plan);</li> <li>- Prepare draft budget for 2021 that reflect the implementation of the recommendations;</li> <li>- Continue with the <b>implementation of the recommendations</b></li> <li>- Prepare a self-evaluation report about progress made.</li> </ul> <p>From action plan educational support and inclusive education:</p> <ul style="list-style-type: none"> <li>- Ensure existence and easy access to <b>comprehensive, school-specific guidelines</b> fully compliant with the policy;</li> <li>- Dispose of clear procedures and <b>documental evidence for a decision about enrolment/non-enrolment</b> of a child, including external expertise and considering the best interest of the child in question.</li> </ul>

	<ul style="list-style-type: none"> <li>- Personalized support: Ensure that the schools adapt their policy in accordance with the needs of the children within their given autonomy.</li> <li>- Create a harmonised chapter dealing with educational support needs in all enrolment forms of the different schools.</li> <li>- Collect/Develop/Make available comprehensive tools for early identification/pedagogical diagnostics harmonised across the system.</li> <li>- National Inspectors agree to act as first point of contact with respect to transfers.</li> <li>- Schools share best practices with respect to transfers.</li> </ul>	
Expected result(s)	Actions foreseen in the mid-term (2020-21 school year) and classified as highly important and important implemented.	<ul style="list-style-type: none"> <li>- Implementation plan for the recommendations;</li> <li>- Part of the recommendations implemented;</li> <li>- Self-evaluation report about progress made.</li>   <li>- Highly important and important measures and actions at school level implemented.</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li>- Number of implemented actions in comparison to foreseen actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of implemented recommendations in comparison to total number of recommendations;</li> <li>- Number of implemented recommendations defined in the action plan and agreed upon by the BoG.</li> </ul>
Reference documents	2018-12-D-34-en-5: Action Plan Educational Support and Inclusive Education	<ul style="list-style-type: none"> <li>- 2018-09-D-53-en-1: Evaluation Report on the Implementation of the Educational Support Policy in the European Schools</li> <li>- 2018-12-D-34-en-5: Action Plan Educational Support and Inclusive Education</li> </ul>

### 3. Objectives related to administration and finance

In the area of finance and administration, the objectives defined last year that have not been fully implemented will be finalized. Furthermore, the OSG and the Schools agreed on three new objectives. These have presented and agreed in the Administrative Board meetings in at the beginning of 2019.

#### 3.1. Continued implementation of 2019 objectives

<b>Specific objective 1</b>	Lead the implementation of the new Financial Governance structure	Respond at School level to the implementation of the new Financial Governance structure.
<b>Who?</b>	<b>OSG</b>	<b>Schools</b>
Main steps	- Finalization of the centralisation of payments in the online banking system (Accounting Officer of the ES, OSG Project Manager Central Governance), target date June 2020.	- In Cooperation with the OSG, finalize the centralisation of payments in the online banking software (DDFAs, Local Accounting Correspondents), target date June 2020.
Expected result(s)	Accounting Officer function fully centralized	
Performance indicator(s)	n/a	

<b>Specific objective 2</b>	Implementation of outstanding IAS recommendations: - Outgoing payments	Support from School level the implementation of IAS recommendations: - Outgoing payments
<b>Who?</b>	<b>OSG</b>	<b>Schools</b>
Main steps	- Ensure the automatic clearing of payments (OSG Head of Accounting, SAP team OSG), target date: June 2020;	- Finalise the implementation of the automatic clearing of payments in all Schools. -
Expected result(s)	Related IAS recommendations ready for review	

<b>Specific objective 3</b>	Develop a training policy for AAS of the OSG and the Schools	
<b>Who?</b>	<b>OSG</b>	
Main steps	<ul style="list-style-type: none"> <li>- Draft a training policy for AAS in the Schools and the OSG</li> <li>- Establish a calendar in order to have the needs in trainings from the HoU/Schools by the end of September in order to prepare and schedule the training calendar and budget</li> <li>- Revise the way of gathering the needs in training</li> <li>- Define terms of priority according to budget</li> <li>- Explore possible training providers</li> <li>- Establish a training catalogue for the OSG</li> </ul>	
Expected result(s)	<ul style="list-style-type: none"> <li>- A harmonised policy in terms of training for AAS</li> <li>- Procedures for training requests</li> <li>- Annual training plan for the OSG and Schools</li> <li>- Creation of rules in case of AAS' departure</li> </ul> <p>Related IAS recommendation ready-for-review</p>	

<b>Specific objective 4</b>	Security: Implement outstanding IAS recommendations related to security <ul style="list-style-type: none"> <li>- Risk register for Safety and security</li> </ul>	
<b>Who?</b>	<b>OSG Safety and Security Officer, Schools</b>	
Main steps	<ul style="list-style-type: none"> <li>- Support and guide the Schools in the development of a generic risk register for security risks</li> </ul>	
Expected result(s)	IAS recommendations ready for review	

<b>Specific objective 5</b>	Security: Implement a common access policy for ES ⇒ See common objective 2 2020, p. 17 and 18	
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### 3.2. Common objectives 2020 Schools and OSGES

<b>Specific objective 1</b>	Agree, issue and start implementing the memorandum on the management of extra-budgetary accounts (timeline > 1year)	
<b>Who?</b>	<b>OSG</b>	<b>Schools</b>

Main steps	<ul style="list-style-type: none"> <li>- Development of a memo on the management of extra-budgetary activities (ICC), target date 31<sup>st</sup> March 2020;</li> <li>- Discussion and exchange with Schools (SG, ICC, HoU Accounting, Accounting Officer of the ES), target date: 30<sup>th</sup> June 2020;</li> <li>- Issuance of memorandum (SG, ICC), target date: 30<sup>th</sup> June 2020;</li> </ul>	<ul style="list-style-type: none"> <li>- Agreement on the content and timeline for implementation of the memorandum (SG, ICC, Director, DDFA), target date: 31<sup>st</sup> March 2020;</li> <li>- Assessment of the resources needed to implement memorandum (Directors, DDFA), target date: 30<sup>th</sup> June 2020;</li> <li>- Start with the implementation of the specifications for handling the various extra-budgetary activities in SAP (Accountants, DDFA, Accounting Officer Correspondents), target date: in the course of 2020;</li> <li>- Application of the profit center structure (Accountants, DDFA, Accounting Officer Correspondents), target date: in the course of 2020;</li> <li>- Start with the implementation of the specifications for procurement of extra-budgetary services and goods (Accountants, DDFA), target date: in the course of 2020</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>- Memorandum on the management of extra-budgetary activities issued</li> <li>- Implementation started in the Schools</li> </ul>	
Performance indicator(s)	n/a	

<b>Specific objective 2</b>	Agree, issue and start implementing the memorandum on the application of security procedures (timeline > 1 year): Camera surveillance, access policy, delivery policy and lockdown procedure	
<b>Who?</b>	<b>OSG</b>	<b>Schools</b>
Main steps	<ul style="list-style-type: none"> <li>- Review, agree and issue the procedures comprising the memorandum on the application of security procedures (SG, Executive Coordinator, Central Safety and Security Officer, Data Protection Officer), target date: 30<sup>th</sup> June 2020;</li> <li>- Define timeline for implementation (SG, Executive</li> </ul>	<ul style="list-style-type: none"> <li>- Review, agree and issue the procedures comprising the memorandum on the application of security procedures (SG, Executive Coordinator, Central Safety and Security Officer, Director, Data Protection Officer), target date: 31<sup>st</sup> March 2020;</li> <li>- Define timeline for implementation (SG, Executive Coordinator, Central Safety and Security Officer, Director), target date: 31<sup>st</sup> March 2020 =&gt; to be postponed to 30<sup>th</sup> June</li> </ul>

	Coordinator, Central Safety and Security Officer), target date: after finalization of procedures and concertation with Schools;	<p>2020;</p> <ul style="list-style-type: none"> <li>- If applicable, calculate funds needed to implement measures (Director, DDFA), target date: 31<sup>st</sup> august 2020 to be postponed to after issuance date of memo;</li> <li>- If necessary, adopt procedures to comply with law of host country as well as specific circumstances of the school (Director, DDFA, Local Safety and Security Officer, Data Protection Correspondents), target date: 30<sup>th</sup> September 2020 =&gt; to be postponed to after issuance date of memo;</li> <li>- Start implementing procedures according to defined timeline (Director, DDFA, Local Safety and Security Officer, Data Protection Correspondent).</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li>- Agreed procedures for security;</li> <li>- Adopted procedures according to law in host countries;</li> <li>- Timeline for the implementation of necessary measures to be taken to implement procedures;</li> <li>- First measures implemented according to timeline.</li> </ul>	
Performance indicator(s)	n/a	

<b>Specific objective 3</b>	<u>General Data Protection:</u> Compliance with GDPR - Implement data protection regulations (General Data Protection Regulation 2018, GDPR)	
<b>Who?</b>	<b>OSG</b>	<b>Schools</b>
Main steps	<ul style="list-style-type: none"> <li>- Support the Schools in the implementation of the Data Protection Regulation (Data Breach Policy, Procedure to use a Digital Learning Resource, Review of the MEMO for the implementation of data protection and DPO's role), target date: 31.12.2020;</li> <li>- Organization of a DPOs Network</li> </ul>	<ul style="list-style-type: none"> <li>- Objectives defined in 2018 and 2019 which are not yet implemented (Director, DDFA, Local Safety and Security Officer, Data Protection Correspondent), target date: 31.12.2020;</li> <li>- Make the privacy statements sent by the OSG available to the corresponding data subjects (staff members, candidates to a vacancy, school community); target date: 30<sup>th</sup> June 2020. Start implementing procedures</li> </ul>

	<p>meeting twice a year, target date: 31.12.2020;</p> <ul style="list-style-type: none"> <li>- Define and implement a procedure for the handling of pupil's medical data with the Health Data Working Group, target date: 31.12.2020;</li> <li>- Update of the Enrolment form for Brussels' School as regards the sharing of pupil's data with the Parents' Association, target date: 31.12.2020;</li> <li>- Drafting of a Privacy Statement for enrolment in the Brussels' Schools, target date: 31.12.2020.</li> </ul>	<p>according to defined timeline (Director, DDFA, Local Safety and Security Officer, Data Protection Correspondent).</p>
Expected result(s)	<ul style="list-style-type: none"> <li>- Compliance with GDPR</li> </ul>	
Performance indicator(s)	n/a	

The plan does not cover the ICT objectives. These are defined in full detail in the 'IT plan 2018-2022 of the European Schools' (2018-01-D-79-fr-3) still in place.