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Annual plan 2021 of the Office of the Secretary-General of the European Schools

Board of Governors of the European Schools
Meeting 13 - 15 April 2021 – Online conference

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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 statue 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 in 2019. The objective of this report is to inform about the annual objectives 2021 of the Office of the Secretary-General.

III.   Overview of objectives 2021

	Area	Objective	Page
1	Pedagogy	Implementation of New Marking System (school year 2020-2021 and 2021-2022)	5 +10
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IV. Objectives 2021 - Main steps and expected results

Besides the ongoing business which has to be maintained in the Schools as well as in the Office, certain specific objectives have been defined in each area. These shall ensure that the multi-annual objectives will be achieved at the end of 2021.

1. Objectives related to Pedagogy

1.1 School year 2020-2021

Priority 1	Implementation of New Marking System (NMS)	
Who?	Heads of Unit Pedagogical Development and BAC	Schools
Main steps	- Analyse S5, S6 and S7 results on system level (first/second semester) in comparison with the results of the same cohort in the previous years - Share these findings with stakeholders in the Boards of Inspectors and the Joint Teaching Committee and the Board of Governors.	- **Share outcome of your evaluation** of the implementation during school year 2019-20 with the OSG (target date: 30th October 2020); - Ensure that **all teachers** concerned have a **profound knowledge** of the new marking scheme: Using the updated Guidelines and the FAQ, and the input from trainings for Deputies in June 2019, - Ensure that the **proper training measures** are provided for teachers (pedagogical days etc.);

		- **Observe and evaluate** teaching and the use of the **NMS** (competence-based assessment) according to document "Marking scheme of the European Schools: Guidelines for use" - **Share BAC paper samples** with assessment scheme with teachers to prepare BAC proposals for the BACC 2021; - Continue to **observe and analyse pupils' grades** (SMS), and take steps, if major lack of harmony is experienced; - Ensure detailed **information** is provided to pupils and parents; - **Prepare an analysis** of S5 and S6 results and share it with the OSG (target date 30th June 2021).
Expected result(s)	- Both action points aim at improving harmonisation (~linked to the stat analysis)	- Improved use of the NMS after three years of usage; - Evaluation of the new marking scheme after three years of usage, if necessary list of improvements/adoptions;
Performance indicators	- Comparison of S7 Bac exam results	- Teachers concerned are 100% informed; - Pupils and parents are 100% informed; - 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 - 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

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Priority 2	**Implementation of the recommendations of the educational support evaluation report and implementation of the action plan educational support and inclusive education**	
Who?	**Pedagogical Development Unit and Educational Support Coordinator**	Schools
Main steps	- Revision of the Educational Support Policy - Initiate the revision of Procedural document - Educational Support Policy Procedural Document - Initiate the revision of the Role and Duties of Psychologists in the European Schools - Initiate the analysis of budget allocation reported in the statistical report. From the Action Plan Educational Support and Inclusive Education: - Concrete needs for training in inclusive education are mapped, a training policy is developed and a dedicated budget is set up - Support schools by providing material on raising awareness on inclusive education. - Ensure competences to provide reasonable accommodation for individual needs - Personalised support: Ensure that the schools adapt their policy in accordance with the needs of the children within their given autonomy. - Create a harmonised chapter dealing with Educational Support needs in all enrolment forms of the different schools. - Collect/Develop/Make available comprehensive tools for early identification/pedagogical diagnostics harmonised across the system. - National Inspectors agree to act as first point of	From educational support evaluation report: - Follow-up the implementation of the defined priorities based on the educational support evaluation report (implementation plan); - Prepare draft budget for 2022 that reflects the implementation of the recommendations; - Continue with the implementation of the recommendations - Prepare a self-evaluation report about progress made. From Action Plan Educational Support and Inclusive Education: - Ensure existence and easy access to comprehensive, school-specific guidelines fully compliant with the policy; - Dispose of clear procedures and documental evidence for a decision about enrolment/non-enrolment of a child, including external expertise and considering the best interest of the child in question.

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	contact with respect to transfers. - Schools share best practices with respect to transfers. - Develop a comprehensive Accessibility Policy with clear standards, recognising the differences between existing national standards. - Provide guidance to the schools on how to prevent barriers by adopting measures that ensure the right to accessible education and full and equal participation of all pupils. - Identify areas for common market in order to establish a procurement policy to purchase accessible teaching and assistive material. - Identify existing difficulties in transition from Primary to Secondary Cycle and make concrete proposals on how to ensure a successful transition. - Contract an external evaluation in 2021 with the purpose of assessing the implementation of the European Schools' Action Plan adopted by the BoG in April 2019, including any outstanding issues, and issuing recommendations to the BoG.	
Expected result(s)	- Educational Support Policy is revised. - Training Policy on Inclusive Education is finalised in the ESP WG. - Accessibility Policy related to built environment is finalised in the ESP WG. - Contract to perform an external evaluation is signed. - Guidance on how to ensure a successful	- Implementation plan for the recommendations; - Part of the recommendations implemented; - Self-evaluation report about progress made. - Highly important and important measures and actions at school level implemented.

	transition is given to the schools. - Guidance and material on ensuring inclusive education and classroom accommodations is provided.	
Performance indicators	- Number of implemented recommendations in comparison to number of recommendations.	- Number of implemented recommendations in comparison to total number of recommendations; - Number of implemented recommendations defined in the action plan and agreed upon by the BoG.

1.2   School year 2021-2022

Priority 1	Implementation of Marking System	
Who?	**Heads of Unit Pedagogical Development and BAC**	**Schools**
Main steps	- Analyse results of the marking system on system level in comparison with the results in the previous years and with special attention to years S5-S7 - Share these findings with stakeholders in the Boards of Inspectors and the Joint Teaching Committee and the Board of Governors - Give guidance to school as for the school level analysis: define minimum criteria for analysis (distribution, fail rates, comparison between subjects and sections considering the statistical considerations, such as the size of cohort) - Ensure sharing of good assessment practices that ensure competence-based assessment. Collect and share examples for different forms of formative assessment.	(To be further detailed at end of school year together with the Schools) **Evaluate and prepare an analysis** of S5, S6 and S7 results and share it with the OSG - Analyse further training needs and ensure its provision - Continue to oobserve and evaluate teaching and the use of the **NMS** (competence-based assessment) according to document "Marking scheme of the European Schools: Guidelines for use"
Expected result(s)	- Steps 1 and 2 aim at improving harmonization across the system and deciding about further needs of training, training material - Step 3: Schools' approach towards the results would be more harmonised. - Step 4: Better understanding of competence based and formative assessment	The overall aim is that at the end of school year 2021-2022 the marking system is implemented across all Schools in a harmonized way.

	The overall aim is that at the end of school year 2021-2022 the marking system is implemented across all Schools in a harmonised way.	
Performance indicators	- Spread of marks between Schools and sections	- Spread of marks between sections

Priority 2	Implementation of the recommendations of the educational support evaluation report and implementation of the action plan educational support and inclusive education	
Who?	**Pedagogical Development Unit and Educational Support Coordinator**	**Schools**
Main steps	- Finalise the revision of the Educational Support Policy Procedural Document - The roles and duties of Psychologists are clearly defined and a minimum ratio of psychologists/pupils is established. - Finalise the analysis of budget allocation to Educational Support From Action Plan Educational Support and Inclusive Education: - Establish a procurement policy to purchase accessible teaching material and assistive material. - Follow up the report of the External Evaluation of the Action Plan. - Start the analysis of concrete barriers to the curriculum for pupils with special educational needs; - Discuss possibilities to the flexibility of the curriculum in the context of the Educational Support Policy WG and the Pedagogical Reform WG - Map the situation in Member States related to leaving certificates in S5.	- Qualification and training: implement training policy developed at system level - Accessibility standards: define accessibility policy and workflow to ensure schooling from 1st day - Transition: define a workflow for clear transition in school guidelines - Tools for early identification: Put in place framework on early identification and use tools

Expected result(s)	- Procedural document is revised - Roles and duties of psychologists are analysed and a concrete proposal is submitted to the BoG - Analysis of budget allocation to Educational Support is finalised - A procurement policy to purchase accessible/assistive material is established in the context of the ESP WG - Fist analysis of concrete barriers to the curriculum for pupils with special educational needs is done at the level of ESP WG; - Discussions on the flexibility of the curriculum are initiated in the context of the Educational Support Policy WG and the Pedagogical Reform WG Mapping on the certification of ISCED 2 (correspondent to S5) in the Member States, including alternative leaving certificates is completed.	-
Performance indicators	- Number of implemented recommendations in comparison to number of recommendations	-

Priority 2	**Strengthening digital competence of pupils and teaching staff**	
Who?	**Head of Unit Pedagogical Development**	**Schools**
Main steps	(under the assumption that the Multi-Annual Plan - Pedagogical will be approved) Setting up online communities in schools and across schools (system-wide) - for supporting key actors and for facilitating communication between them (inspectors, teaching staff) - studying the possible implementation of digital certificates for participants and internal trainers (open badges) - Organising training (one or more workshops) for inspectors to get acquainted with online professional communities - Operating and disseminating (i.e. make visible and known) an online calendar for sharing trainings (both internal and external) - Sharing teaching ideas (Task Ideas) proposed by teachers of the ES, under the supervision of the IT PEDA WG and the PDU, and develop them into fully fledged Teaching Scenarios. Remark: these aim at the key competences, but most of them give an idea of the development of the digital competence as well	To be further detailed at end of school year together with the Schools) - Ensure that teachers participate in training measures (use of budget agreed per teacher) - Sharing of good practices at school-level and at subject-level across all schools - Reflection on how digital competences appear in the Teaching Standards (2015-09-D-3)

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Expected result(s)	- Improved communication within the system to facilitate professional development of teaching staff both in distant teaching and in situ scenarios - Enhanced variety of teaching methods to be observed (including the pedagogical use of digital tools) - Formal recognition of teachers' continuous professional development in an internationally acknowledged way - Pupils and teaching staff familiarized and at ease with the use of digital communication tools	
Performance indicators	n/a	

2. Objectives related to human resources, administration and finance

First of all, all objectives that were not fully implemented in 2020 will be continued and followed-up closely in 2021. Secondly, and as in previous years, common objectives together with the Schools have been defined and will be prioritized. Furthermore, the success of the attractiveness package for teachers and AAS, in force since 2019, will be analysed and evaluated in order to achieve the multi-annual objective to increase the attractiveness of the European Schools. In the area of accounting and internal control, the work to fully implement the new financial governance model will be continued and further focus lies on the implementation of the recommendations of the Internal Audit Service and Court of Auditors.

3.1.   Objectives common with the Schools

Specific objective 1	**Ensure update of the physical inventory according to the rules of the FR** According to art. 82 FR (new as of 1 January 2021) an inventory shall be kept for all movable and immovable property in accordance with a model drawn up by the accounting officer. An inspection shall be carried out each three years to ascertain the physical correctness of the entries in the inventory. The objective is to ensure that the School is compliant with this provision.
Who?	**Head of Accounting, all Heads of Unit and Schools**
Main steps	- Provision of a model for the inventory (OSG) - Perform physical inspection, if required - Update entries in the inventory in the accounting software SAP - Send a copy of the inspection and update to the Office of the Secretary-General
Expected result(s)	Compliance with art. 82 FR
Performance indicator(s)	n/a

Specific objective 2	**Implement according to the timeline foreseen the memorandum on the management of the extra-budgetary activities (> 1 year) – continued from 2020**	
Who?	**Head of Accounting, Central Accounting Officer, Head Internal Control**	**Schools**
Main steps	- Support the schools in the implementation of	- Make use of the profit centers in SAP;

	the memorandum (e.g. with guidance, training and templates); - Adoption of the FR to ensure that school trips can be treated as budgetary activities; - Start call for tender for school trips (to be finalised in spring 2022) - Adoption of the memorandum on extra-budgetary accounts (exclusion of school trips)	- Invoice parents via SMS for all activities of group 1; - Issue invoices to all third parties via SAP; - Perform a call for tender for school trips in school year 2021-2022 (together with OSG); - Inform AB about the handling of activities of group 2 and 3.
Expected result(s)	- Steps foreseen in the memorandum implemented. - Adopted FR
Performance indicator(s)	n/a

Specific objective 3	**To limit the budgetary surplus of 2021 to max 1.0% of the School's and the OSG's budget (final adopted budget).**
Who?	**Head of Accounting OSG and Schools**
Main steps	1. Provide proper analysis of Budget implementation projections in July 2021. 2. Provide realistic assessment of budgetary needs for amending budget in September 2021 3. Close monitoring of budget implementation up to the end of 2021, including carry forward to 2022.
Expected result(s)	A significant reduction of the surplus, ideally below 1.0% of the School's budget in those Schools who had huge surpluses in recent years.
Performance indicator(s)	% of budget implementation (actuals compared to final adopted budget)

Specific objective 4	**General Data Protection:** **Compliance with GDPR - Implement data protection regulations (General Data Protection Regulation 2018, GDPR)**	
Who?	**Data Protection Officer**	**Schools**
Main steps	- Re-launch the completion of the Register of Processing Activities for the Schools that have not complied yet and for the OSG's units. Update the Guide for the Register of Processing Activities. - Organise trainings for the Schools' DPOs regarding the use of the Register of Processing Activities. - Review and publish the data processing activities uploaded by the Schools' DPOs. - Set bi-annual meetings (3 times a year if possible) with the DPOs Network. - Keep data protection on the agenda (quizzes, newsletters, flash news), in collaboration with the DPOs Network. - Re-launch the Health Data WG. - Collaborate with the ICT team regarding SMS access rights - Draft an amendment to MySchool's contract regarding the hiring of subprocessors. - Renew awareness trainings to OSG's employees - Draft standard clauses and Data Protection Agreements templates for the Procurement cell. - Assist the CEA/ICT Unit for the set-up of an online Enrolment form for the Brussels' Schools, providing assessment and recommendations.	- Register the School's main and most sensitive data processing activities in the Register of Data Processing Activities (available on the DPO Portal)

Expected result(s)	- Compliance with GDPR
Performance indicator(s)	n/a

Specific objective 5	<u>**Agree, issue and start implementing the memorandum on the application of security procedures (>1 year)**</u>
Who?	**Executive Coordinator, Safety and Security Officer OSG and Schools**

Main steps	- Review, agree and issue the procedures comprising the memorandum on the application of security procedures:
	   • Access policy,
	   • Delivery policy,
	   • Video surveillance and
	   • Lockdown
	   (Executive Coordinator OSG, Safety and Security Officer OSG in cooperation with the Schools);
	- Define timeline for implementation; (Executive Coordinator OSG, Safety and Security Officer OSG in cooperation with the Schools);
	- If applicable, calculate funds needed to implement measures (Director and Deputy Director for Finance and Administration (DDFA);
	- 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);
	- Start implementing procedures according to defined timeline (Director, DDFA, Local Safety and Security Officer, Data Protection Correspondent).

Expected result(s)	- Agreed procedures for security; - Adopted procedures according to law in host countries; - Timeline for the implementation of necessary measures to be taken to implement procedures;

	- First measures implemented according to timeline.
Performance indicator(s)	n/a

3.2. Objectives of the different units

Specific objective 1	**Increase the Attractiveness of the European School system for the teaching staff**
Who?	**Human Resources Unit**
Main steps	- Analyse the Attractiveness Package for the teaching staff that was approved by the Board of Governors (BoG)in April 2019. - Get a mandate from the BoG to provide proposals for a further improvement of the attractiveness of the system of the European Schools for members of the teaching staff. - Provide the BoG by December 2021 with concrete proposals. - Entering into force of potential measures as of the 2022/23 school year at the latest.
Expected result(s)	- The Attractiveness Package is analysed in a comprehensive manner. - The BoG mandates on the basis of the analysis the OSG and the 'Joint Working Group' to provide concrete and targeted proposals by December 2021. - The Board approves in December 2021 or in April 2022 at the latest concrete proposals which enter into force on 1 September 2022.
Performance indicator(s)	- The number of seconded teachers increases and comes closer to the target of the cost sharing agreement (65% seconded teaching staff. - The number of qualified locally recruited teachers applying for teaching positions increases.

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	- The number of qualified seconded and locally teachers leaving the schools due to lack of attractiveness decreases.

Specific objective 2	**Increase the Attractiveness of the European School system for the administrative staff**
Who?	**Human Resources Unit**
Main steps	- Analyse the 'Single Spine' and the Evaluation and Progression system for Administrative and Ancillary Staff (AAS). - Identify in the AAS Working Group potential shortcoming of the country specific 'Single Spines'. - Identify in the AAS Working Group measures to attract and retain qualified staff. - Provide the BoG by December 2021 with this analysis and potential concrete proposals to improve the remuneration and evaluation system in order to attract and retain qualified staff. - Entering into force of potential measures as of the beginning of 2022.
Expected result(s)	- The 'Single Spine' and the Evaluation and Progression system for AAS are analysed. - Potential shortcomings of the 'Single Spines' in the different hosting Member States are identified. - Measures to attract and retain qualified staff are identified. - The AAS Working Group provides concrete proposals for improvement to the BoG in December 2021. - The new measures enter into force as of 1 January 2022.
Performance indicator(s)	- The number of qualified applicants for administrative functions increases. - The number of refusals of the concrete job offer linked to the 'salary package' decreases. - The number of staff members leaving the system due to a lack of attractiveness decreases.

Specific objective 3	**Develop a training policy for AAS of the OSG and the Schools - continued from 2020**
Who?	**Human Resources Unit**

Main steps	- Finalise the training policy for AAS in the schools and at the OSG. - Produce a calendar so as to have training course needs from the HoU/Schools by the end of September, in order to prepare and schedule the training calendar and budget. - Revise the way in which training needs are assembled. - Define terms of priority according to budget. - Explore possible training providers (for common subjects for the whole system, other only OSG). - Finalise a training catalogue for the OSG.
Expected result(s)	- A harmonised policy in terms of training for AAS is established. - Procedures for training requests are provided. - Annual training plan for the OSG and Schools, as far as common subjects are concerned, is established. - Related IAS recommendation is ready-for-review.
Performance indicator(s)	n/a

Specific objective 4	**Finalisation of re-organisation of governance:**
	    5. **Clean-up of master data in SAP**
	    6. **Validation of accounting system**
	    7. **Memorandum on payment procedures**
	    8. **Implementation of ex-post controls**

Who?	**Central Accounting Officer, Head of Internal Control**
Main steps	1. Clean-up of master data in SAP - Develop a master data management policy (covering vendors, employees and customers) - "Clean" master data of different categories in the SAP accounting system 2. Validation of accounting system

	- Perform second part of the validation (depending on the possibility to make use of framework contract Dimos 5 of the European Commission) - Complete the cycle of validation of the accounting system (in analogy to procedure of Commission) 3. <u>Memorandum on payment procedures</u> - Prepare, discuss and issue a memorandum on payment procedures (reflecting all changes implemented in the area of payments in the process of re-organisation of governance) 4. <u>Implementation of ex-post controls</u> - Perform ex-post controls in the Schools and the OSG in order to provide assurance to the Authorising Officer of the European Schools as regards the effectiveness and efficiency of budget implementation
Expected result(s)	1. <u>Clean-up of master data in SAP</u> - Policy/ memorandum developed and issued - Clean and reliable master data in SAP accounting system (vendor, customers, employees) 2. <u>Validation of accounting system</u> - One round of validation completed 3. <u>Memorandum on payment procedures in force</u> 4. <u>Ex-post controls implemented according to ex-post control plan</u> ➤ **<u>Re-organisation of governance fully completed</u>**
Performance indicator(s)	n/a

Specific objective 5	**To carry out all procurement priorities in full compliance with the Financial Regulation and conclude new contracts in the areas of Insurance, Translation, school furniture and school materials (pedagogical, sport, science), among others**
Who?	**Head of Accounting, Head of procurement cell**
Main steps	The following call for tenders shall be performed and assigned: - Translation services - School trips (to be finished in 2022) - Insurances - Social secretariat - Matific - School materials (Science, sport, pedagogy, furniture and other technical equipment)
Expected result(s)	- Call for tenders completed, contracts signed
Performance indicator(s)	- Number of calls for prioritised tenders completed

Specific objective 6	**SAP priorities:** **Implementation of BoG decision regarding the rationalisation of salary payments of seconded staff**
Who?	**Head of Accounting, SAP cell**
Main steps	- Kick off meeting with Steerco in February - Product delivery in July - Tests to be performed in September-October - Training sessions in November

Expected result(s)	- To go-live in parallel with CIPAL in November and December 2021. Stand-alone go-live on January 1st 2022
Performance indicator(s)	- An operational SAP-based platform for the calculation of salaries of seconded staff in all schools and the OSG on January 1st 2022

Specific objective 7	**Develop, discuss and issue an anti-fraud strategy of the European Schools**
Who?	**Head of Internal Control**
Main steps	- Develop anti-fraud strategy (including rules for whistle-blowing) - Share and discuss with management (OSG and Schools) - Issue anti-fraud strategy - If needed, conduct training to responsible staff members
Expected result(s)	- Anti-fraud strategy fully developed and issued
Performance indicator(s)	- n/a

3. 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. After an atypical first year in 2020, in which 9 out of 11 audits took place remotely, the regulations and toolkits now need to be used in a more normal year. A mid-term review is foreseen at the end of the year.

Specific objective AES	**Improve quality of accreditation and audit process**
Who?	**Accredited European Schools' Cell**
Main steps	Initial accreditation process • Ensuring the use of the templates for presenting General Interest Files (GIF) and Dossiers of Conformity (DoC) Audit process • Training of new inspectors, AES directors and new 'experts' to use the audit toolkit • Using the audit toolkit in the audits Both Regular meetings of the Steering Committee to monitor and analyse the new accreditation and audit processes Mid -term review of the audit toolkit to be carried out by Steering Committee. Possible changes to be presented and approved by the Joint Board of Inspectors (JBI), Joint Teaching Committee (JTC).
Expected result(s)	Initial accreditation • More accurate information in the DF by the usage of the template will make it easier for the audit team and experts to understand the school, even before an audit visit • Clearer information in GFI will make it easier to get a clear overview of the project from the beginning • 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. Audit process • Audit visits will be more focused and structured • 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 Mid -term review of the audit toolkit approved by respective committees The feedback to the school will be more structured, enabling them to clearly see their strengths and areas for improvement.

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.