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Annual plan 2022 of the Office of the Secretary-General of the European Schools

**Board of Governors of the European Schools
Meeting on 6, 7 and 8 April 2022 – Dubrovnik**

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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 have developed a new Multi-annual Business Plan for the European School System for the years 2022-2024 including school year 2024/25. This plan seeks to start the implementation of the defined multi-annual objectives related to the Office of the Secretary-General.

III. Overview of objectives 2022

Area	Objective	Page
Pedagogy	Implementation of Marking System (school year 2021-2022)	5
Pedagogy	Implementation of the recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education (school years 2021-2022 and 2022-2023)	7+13
Pedagogy	Strengthening digital competence of pupils, teaching and administrative staff (school year 2021-2022)	9
Pedagogy	PISA for Schools (school years 2021-2022 and 2022-2023)	11+13
Pedagogy	Implementation of 8 key competences in pedagogical planning	12
Accounting & Finance (common with Schools)	Budget: Limit the budgetary surplus of 2022 to max 1.0% of the total ES budget (final adopted budget) - accepting exceptionally a surplus of 1.3% for specific schools if the overall surplus is below 1%.	15
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IV. Objectives 2022 - Main steps and expected results

1. Objectives related to Pedagogy

1.1 School year 2021-2022

Priority 1	Implementation of Marking System	
Who?	Heads of Unit Pedagogical Development and BAC	Schools
Main steps	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Evaluate and prepare an analysis of S5, S6 and S7 results and share it with the OSG - Analyse further training needs and ensure their provision - Continue to 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".

	<p>and sections considering the statistical considerations, such as the size of cohort)</p> <ul style="list-style-type: none"> - Ensure sharing of good assessment practices that ensure competence-based assessment. Collect and share examples for different forms of formative assessment. 	
Expected result(s)	<ul style="list-style-type: none"> - 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 <p>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.</p>	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.
Performance indicators	Spread of marks between Schools and sections.	Statistical results: average and distribution of marks between section and subjects, fail and repeat rates in the school.

Priority 2	<u>Implementation of the recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education</u>	
Who?	Central Coordinator for Educational Support and Inclusive Education	Schools
Main steps	<ul style="list-style-type: none"> - 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. <p>From Action Plan Educational Support and Inclusive Education:</p> <ul style="list-style-type: none"> - 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, including for pupils following a modified curriculum. - Start the development of harmonised criteria for evaluation of Educational Support provision. 2nd semester. - Start the consultation on the specifications for the improvement of the current electronic system of recording, provision, progress and assessment of pupils with additional/special educational needs. 1st semester. - Put in place decentralised training re the implementation of the revised Educational Support Policy and Procedural Document. 2nd semester. 	<ul style="list-style-type: none"> - <u>Qualification and training</u>: start the implementation of the training policy developed at system level: <ul style="list-style-type: none"> o identify teachers in need of training and o define training plan - <u>Accessibility standards</u>: start the definition of the accessibility policy and workflow to ensure schooling from 1st day - <u>Transition</u>: define a workflow for clear transition in school guidelines - <u>Tools for early identification</u>: Put in place framework on early identification and use tools

Expected result(s)	<ul style="list-style-type: none"> - 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 - First 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 <p>Mapping on the certification of ISCED 2 (correspondent to S5) in the Member States, including alternative leaving certificates is completed.</p>	<ul style="list-style-type: none"> - Implementation plan for the recommendations. - Highly important and important measures and actions at school level implemented
Performance indicators	<ul style="list-style-type: none"> - Number of implemented recommendations in comparison to number of recommendations. 	<ul style="list-style-type: none"> - Number of implemented recommendations defined in the action plan and agreed upon by the BoG.

Priority 3	Strengthening digital competence of pupils and teaching staff	
Who?	Head of Unit Pedagogical Development	Schools
Main steps	<p>Setting up online communities in schools and across schools (system-wide)</p> <ul style="list-style-type: none"> - 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 PEDDA 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. 	<ul style="list-style-type: none"> - Ensure that educational staff 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 competence is implemented at school level, for pupils and educational staff

Expected result(s)	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - All educational staff have received trainings in digital education in the frame of the CPD Framework (2016-01-D-40) and, ideally, via peer-training sessions. - All educational staff are members and participate to online professional communities at school and system-level, accordingly to their work - All educational staff and pupils have reflected on the digital competence, ideally via SELFIE1 tool (teachers and pupils from P5) and SELFIE for teachers2 (teachers, expected September 2021). - All coordinators and subject referents (if not all educational staff) are acquainted with the ES Digital Competence Framework for pupils (2020-09-D-51) and the Digital Competence Framework for educators (DigCompEdu).
Performance indicators	n/a	<ul style="list-style-type: none"> - All the dedicated budget was used for trainings in digital education by the schools; regular peer-training was promoted. - Centralised survey on online professional communities indicates participation and satisfaction. - Evidence that reflection was organised at school level, e.g., via SELFIE tool and DigCompEdu CheckIn. - Digital Competence (as one of the key competences) is covered in the forward planning by teachers. - DigCompEdu is used to categorize professional training sessions.

¹ https://ec.europa.eu/education/schools-go-digital_en

² <https://digcompedu.jrc.es>. Official launch is expected in September/October 2021. Alternatively, 'DigCompEdu CheckIn' can be used (<https://ec.europa.eu/jrc/en/digcompedu/self-reflection>).

Priority 4	PISA for Schools (phase 1)³
Who?	Executive Coordinator (and sub-working group PISA)
Main steps	<ul style="list-style-type: none"> - Test analysis, competence mapping (Sub-WG) March - April 2022 - Test days in all Schools in March 2022
Expected result(s)	<ul style="list-style-type: none"> - 15-year-old-pupils of the European Schools tested in reading, math and science literacy in their first and second language - The international benchmark based on PISA will offer an additional source of quality assurance for the system and foster the official recognition of the quality of the education

³ The objective was added subsequently to the BoG approval from April 2021 and will be finalised during the school year 2022-2023

1.2 School year 2022-2023

Priority 1	Implementation of 8 key competences in pedagogical planning	
Who?	Heads of Unit Pedagogical Development and BAC	Schools (finalisation to be discussed and agreed for APSP)
Main steps	<ul style="list-style-type: none"> - Subject referents and coordinators share and discuss good practices across schools, coordinated by the sub-working group. - The PDU publishes good practices on its Intranet. - Support for schools in the application of documents 2020-01-D-60, 2020-01-D-61, 2020-06-D-33, 2020-11-D-40, 2022-01-D-50, etc. 	<ul style="list-style-type: none"> - Subject referents and coordinators in the schools share and discuss good practices. - Inclusion of the 8KC in the actual pedagogical planning (entry into force 2022/2023). - Establishment of harmonised pedagogical planning between nursery, primary and secondary cycles including the 8 KC – entry into force 2023-2024 school year.
Expected result(s)	<ul style="list-style-type: none"> - Entry into force of the new rules on introduction of the eight key competences into pedagogical planning. - Continuation of the pilot phase of harmonisation between the nursery, primary and secondary cycles in the European Schools with a view to its entry into force in September 2023. - Establishment of pedagogical planning in the primary cycle, with a section for pedagogical-didactical considerations with an impact on subsequent planning. 	<ul style="list-style-type: none"> - Pedagogical planning harmonised within the schools. The key competences will be reflected in the pedagogical planning. The pedagogical planning of Nursery/Primary and Secondary cycles will contain the same main structural elements. Common content elements will be included in the planning. - This exercise will result in a pedagogical tool, with room for teacher individualisation and reflection. - This will be part of teachers' evaluation as from.
Performance indicators	<ul style="list-style-type: none"> - Interim report of the WG. - Videoconferences and trainings - Document "Concrete measures for the introduction of the 8 KC" 2020-06-D-33 - 10 good practices published on the Intranet of the PDU 	<ul style="list-style-type: none"> - Documents or templates describing harmonised planning on school level.

	(accessible to ES and AES).	
Priority 2	<u>PISA for Schools (phase 2)</u>	
Who?	Head of Unit Pedagogical Development (and sub-working group PISA)	Schools (finalisation to be discussed and agreed for APSP)
Main steps	<ul style="list-style-type: none"> - Finalization of phase 1 - Implementation planning/identification of tasks (May-June 2022) - Implementation plan discussed with schools (September 2022) 	<ul style="list-style-type: none"> - Finalisation of the phase 1 - Analysis of school reports (July-August 2022) - Action plan on school and system level
Expected result(s)	<ul style="list-style-type: none"> - 15 year-old-pupils of the European Schools tested in reading, math and science literacy in their first and second language - The international benchmark based on PISA will offer an additional source of quality assurance for the system and foster the official recognition of the quality of the education 	<ul style="list-style-type: none"> - Schools work on improving learning outcomes - Identifying action points based on the results and the local context
Performance indicators	<ul style="list-style-type: none"> - School reports available in July 2022 - Group report September 2022 - Document to the Pedagogical meetings October 2022 and to the Budgetary Committee November 2022 and Board of Governors December 2022 	<ul style="list-style-type: none"> - School reports available in July 2022 - Performance indicators by domains broken down into competences and sub-skills using the % of right solutions of the tests by questions (sub-skills), domains (competence areas)

Priority 3	Implementation of the remaining recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education	
Who?	Central Coordinator for Educational Support and Inclusive Education	Schools (finalisation to be discussed and agreed for APSP)
Main steps	<p>Put in place decentralised training re the implementation of the revised Educational Support Policy and Procedural Document. Review the situation of the specialized Support Assistants.</p> <p>From the Action Plan Educational Support and Inclusive Education:</p> <ul style="list-style-type: none"> - Start the development of harmonised criteria for evaluation of Educational Support provision. - Start the consultation on the specifications for the improvement of the current electronic system of recording, provision, progress and assessment of pupils with additional/special educational needs. 	<ul style="list-style-type: none"> - 1st accessibility assessment and plan to the Admin Boards - 1st Training Plan in Educational Support is put in place - All staff implicated in Educational Support (management, coordinators, teachers and non-teaching staff) attends the decentralized training.
Expected result(s)	<ul style="list-style-type: none"> - The development of harmonised criteria for evaluation of Educational Support provision is started. - The consultation on the specifications for the improvement of the current electronic system of recording, provision, progress and assessment of pupils with additional/special educational needs is completed. - Decentralised training re the implementation of the revised Educational Support Policy and Procedural Document is put in place - Concrete propose regarding the situation of 	

	specialised Support Assistants are submitted to the Board of Governors.	
Performance indicators	Number of implemented recommendations in comparison to number of recommendations.	

2. Objectives related to human resources, administration, and finance

2.1. Objectives common with the Schools

Specific objective 1	<u>Budget: Limit the budgetary surplus of 2022 to max 1.0% of the total ES budget (final adopted budget) - accepting exceptionally a surplus of 1.3% for specific schools if the overall surplus is below 1%.</u>
Who?	Head of Unit Accounting, Authorising Officer by Delegation
Main steps	<ul style="list-style-type: none"> - Provide proper analysis of Budget implementation projections in July 2022. - Provide realistic assessment of budgetary needs for Amending Budget in September 2022. - Close monitoring of budget implementation up to the end of 2022, including carry forward to 2023.
Expected result(s)	<ul style="list-style-type: none"> - 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 indicators	% of budget implementation (actuals compared to final adopted budget)

Specific objective 2	<u>Procurement: Identification of procurement contracts not compliant with the procurement rules (> 1year)</u>
Who?	Head of Unit Accounting, Head of Procurement Cell
Main steps	<ul style="list-style-type: none"> - Set-up of a complete list of procurement contracts and define an action plan for contracts not compliant with procurement rules (end of May 2022) - Submit to Internal Control - Start implementation of action plan
Expected result(s)	Compliance with Court of Auditors' recommendation (report accounts 2020)
Performance indicators	% of procurement contracts not compliant with the procurement rules (number) and their total yearly amount

Specific objective 3	<u>Payments: Follow-up payment deadlines thoroughly</u>
Who?	Head of Unit Accounting, Local Accounting Correspondent OSG
Main steps	<ul style="list-style-type: none"> - Ensure invoices are received electronically - Make sure payment terms are respected and justify late processing of invoices - Develop an aging report to facilitate the follow-up of invoices
Expected result(s)	<ul style="list-style-type: none"> - Improved respect of payment deadlines, documented reasons for delays, improved report from the Court of Auditors - Aging report in place and applied
Performance indicators	% of payments to external vendors processed with a delay

Specific objective 4	<p><u>Inventory: Ensure update of the physical inventory according to the rules of the FR</u></p> <p>According to art. 82 FR an inventory shall be kept for all movable and immovable property in accordance with a model drawn up by the accounting officer.</p> <p>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.</p>
Who?	Head of Unit Accounting, all Heads of Unit
Main steps	<ul style="list-style-type: none"> - Perform physical inspection - Make use of new template procedure provided in December 2021 - Reconcile outcome of physical inspection with assets registered in SAP - Update entries in the inventory in SAP - Send a copy of the signed certification letter and the filled xls-file to the Central Accounting Officer and HoU Internal Control
Expected result(s)	Compliance with Article 82 FR

Specific objective 5	<p><u>Implement according to the timeline foreseen the memorandum on the management of the extra-budgetary activities (> 1 year) – continued from 2021</u></p>
Who?	Head of Unit Accounting, Procurement Cell, Head of Unit Internal Control
Main steps	<ul style="list-style-type: none"> - Improve profit centre reporting - Perform call for tender for school trips - Adoption of the memorandum on extra-budgetary activities (without school trips)
Expected	- Steps foreseen in the memorandum implemented.

result(s)	- Update memo on extra-budgetary activities
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Specific objective 6	<u>Agree, issue, and start implementing the memorandum on the application of security procedures (>1 year) – continued from 2021</u>	
Who?	Executive Coordinator, Safety and Security Officer OSG and Schools	Schools
Main steps	<p>Finalize all procedures related to security:</p> <ul style="list-style-type: none"> - Issue access policy of the ES - Prepare and issue policies: <ul style="list-style-type: none"> - Video surveillance - Lockdown - Follow-up on adoption of policies by the Schools - Define timeline for implementation 	<ul style="list-style-type: none"> - Review, agree and issue the procedures comprising the memorandum on the application of security procedures: <ul style="list-style-type: none"> - 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
Expected result(s)	<ul style="list-style-type: none"> - Agreed procedures for security - Timeline defined for the implementation of necessary 	<ul style="list-style-type: none"> - Agreed procedures for security - Adopted procedures according to law in host countries

	measures.	<ul style="list-style-type: none"> - Timeline for the implementation of necessary measures to be taken to implement procedures - First measures implemented according to timeline.
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2.2. Objectives of the different units

Specific objective 1	<u>Increase the Attractiveness of the European School system for the teaching staff (continued from 2021)</u>
Who?	Secretary-General, Head of Unit HR, Joint WG
Main steps	<ul style="list-style-type: none"> - Analyse of feedback received at BC and BoG meeting in November and December 2021 respectively - Develop and present proposals that can find BoG approval in April 2022 for seconded and locally recruited teachers - Entering into force of potential measures as of the 2022/23 school year
Expected result(s)	<ul style="list-style-type: none"> - Thorough analysis of Attractiveness Package - Approval of proposed measures by the Board - Entry into force of measures on 1 September 2022
Performance indicator(s)	<ul style="list-style-type: none"> - The number of qualified seconded and locally teachers leaving the schools due to lack of attractiveness decreases - The number of seconded teachers increases - The number of qualified locally recruited teachers applying for teaching positions increases.

Specific objective 2	<u>Increase the Attractiveness of the European School system for the administrative staff – continued from 2021</u>
Who?	Head of Unit Human Resources, AAS WG
Main steps	<ul style="list-style-type: none"> - After approval of the measures related to the evaluation system and the recruitment system continue work on proposed points with financial impact - Provide updated proposals to the BoG in April 2022 - Entering into force of potential measures in the second half of 2022
Expected result(s)	<ul style="list-style-type: none"> - Proposed measures find support of the BoG - The new measures enter into force in the second half of 2022 - Correction of identified problems of the single spine - Improvement of the social tensions in the Schools concerned
Performance indicator(s)	<ul style="list-style-type: none"> - The number of key staff members leaving the system due to a lack of attractiveness decreases

Specific objective 3	<u>Improve the Cost Sharing Agreement of 2019</u>
Who?	Secretary-General, Enlarged Presidency WG
Main steps	<ul style="list-style-type: none"> - Review of the Cost Sharing Agreement of 2019 - Analyse the reasons for a decrease of secondments - Providing a proposal for a revision of the Cost Sharing Agreement to the BoG in December 2022
Expected result(s)	<ul style="list-style-type: none"> - Proposed modifications of the Cost Sharing Agreement find support of the BoG - Member States will contribute to the system of the European Schools in compliance with the revised Cost Sharing Agreement

Performance indicator(s)	- The number of secondments will increase
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Specific objective 4	<u>Approved measures and action plan from the Simplification Working Group</u>
Who?	Executive Coordinator together with Heads of Unit responsible for subgroups (notably Accounting, HR and ICT)
Main steps	<ul style="list-style-type: none"> - Present results of subgroups 'Documents' and 'Meetings' to BoG in April 2022 and start implementation - Continue work in subgroups and present results including an analysis of resources (financial and human) to BoG in December 2023 - Prepare an action plan for the implementation of the measures decided
Expected result(s)	<ul style="list-style-type: none"> ➤ Completion of the mandate of the working group ➤ Approved measures to simplify/rationalize processes in Accounting, Procurement and HR ➤ Approved measures to digitalize important processes ➤ Action plan and timeline for implementation

Specific objective 5	<u>Finalisation of re-organisation of governance:</u> <ol style="list-style-type: none"> 1. <u>Clean-up of master data in SAP</u> 2. <u>Validation of accounting system</u> <ul style="list-style-type: none"> - Continued from 2021
Who?	Central Accounting Officer, Head of Internal Control
Main steps	<ol style="list-style-type: none"> 1. <u>Clean-up of master data in SAP</u> <ul style="list-style-type: none"> - Develop a master data management policy (covering vendors, employees and customers)

	<ul style="list-style-type: none"> - “Clean” master data of different categories in the SAP accounting system 2. <u>Validation of accounting system</u> - Continue the process of validation already started in 2020/21 - Ensure implementation of a regular check of powerful SAP profiles
Expected result(s)	<ul style="list-style-type: none"> 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> - Important progress on the validation of the accounting system ➤ <u>Re-organisation of governance fully completed</u>

Specific objective 6	<u>To carry out all procurement priorities in full compliance with the Financial Regulation</u>
Who?	Head of Unit Accounting, Head of Procurement cell
Main steps	<p>The following call for tenders shall be performed and assigned:</p> <ul style="list-style-type: none"> - School trips - Interim agency - School materials (school furniture, outdoor equipment, science material, technical material DIY) - Viatique - Licenses Microsoft Camput - Isabel - Insurances (liability, students)

Expected result(s)	- Calls for tender completed; contracts signed
Performance indicator(s)	- Number of calls for prioritised tenders completed

Specific objective 7	<u>SAP priorities:</u> Implementation of BoG decision regarding the rationalisation of salary payments of seconded staff (continued from 2021)
Who?	Head of Unit Accounting, Head of SAP cell
Main steps	The go-live of this project had to be postponed ensuring completion of necessary tests. Remaining steps: <ul style="list-style-type: none"> - Finalization of tests - Performance of trainings - Go-live in April 2022
Expected result(s)	- To go-live in parallel with CIPAL in April and May 2022. Stand-alone go-live as of June 2022
Performance indicator(s)	- An operational SAP-based platform for the calculation of salaries of seconded staff in all schools and the OSG

Specific objective 8	<u>Develop, discuss, and issue an anti-fraud strategy of the European Schools (continued from 2021)</u>
Who?	Head of Unit Internal Control
Main steps	<ul style="list-style-type: none"> - Finalize draft anti-fraud policy and procedure for whistleblowing - Issue both documents - If needed, conduct training to responsible staff members

Expected result(s)	- Anti-fraud strategy fully developed and issued
Specific objective 9	<u>Implementation of IAS recommendation related to roles and responsibilities at central and local level and of different committees</u>
Who?	OSG Executive Coordinator, Safety and Security Officer OSG
Main steps	<p>2 IAS recommendations to close:</p> <ul style="list-style-type: none"> - Roles, responsibilities and tasks on security and/or safety at central and local level: <ul style="list-style-type: none"> o Define role of SG in safety and security matters o Define role of Security and Safety Officer in Belgium (OSG) o Define roles of Safety and Security Officers in the Schools o Negotiate with HR.DS via a SLA to monitor and report on the activities of the Security Officers - Role and responsibilities of the safety and security committees <ul style="list-style-type: none"> o Prepare an inventory of Safety and Security Committees and their roles and procedures in the different Schools o Ensure that safety and security issues are regularly covered in School Committees (e.g. in a Safety and Security Committee or in School Advisory Board) o Harmonize procedures, roles and responsibilities of these committees (appointment mechanisms, frequency, of meetings and reporting lines).
Expected result(s)	- Both IAS recommendations marked as ready-for-review

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. 2021 saw the toolkit being used in all 10 audits. Focus of 2022 will be increased trainings to ensure focused audit recommendations. A mid-term review is foreseen at the end of the year.

Specific objective AES	<u>Improve quality of accreditation and audit process</u>
Who?	Accredited European Schools’ Cell, AES Steering Committee
Main steps	<ul style="list-style-type: none"> • Increased training of inspectors, AES directors and newly recruited ‘experts’ to perform the audits according to the ES rules • Regular analysis of the audit recommendations made in the audits <p><u>Regular review</u> 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).</p>
Expected result(s)	<ul style="list-style-type: none"> • Ensure that audit recommendations are linked to AES regulation and the toolkit guidance • The feedback to the school will be more structured, enabling them to clearly see their strengths and areas for improvement. • 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 plan does not cover the ICT objectives. These are defined in Annual ICT Report for the year 2021 (document ref. 2022-01-D-83-en-1) and in the Multi-annual ICT plan for the European Schools 2022-2026 (document ref. 2022-02-D-6-en-2).