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Annual plan 2023 of the Office of the Secretary-General of the European Schools

Approved by the Board of Governors of the European schools in its meeting in Dublin (Ireland) on 12, 13 and 14 April 2023

<p>Budgetary Committee Meeting on: 8-9 March 2023</p> <p><u>Proposal:</u> The Budgetary Committee is invited to give a favourable opinion on the proposed Annual Plan 2023 of the Office of the Secretary-General containing objectives in the area of pedagogy, human resources, finance, accounting and administration.</p> <p><u>Conclusion:</u> The Budgetary Committee welcomed and gave a favourable opinion on the Annual Plan 2023 for the OSG, noting the continuity that existed from previous years, but also the need for continuity for items still requiring progression.</p>	Ref.: 2023-02-D-14-en-1
<p>Board of Governors Meeting on: 12-14 April 2023</p> <p><u>Proposal:</u> The Board of Governors is invited to approve the Annual Plan 2023 of the Office of the Secretary-General setting objectives in the area of pedagogy, human resources, finance, accounting and administration.</p> <p><u>Conclusion:</u> The Board of Governors approved the Annual Plan 2023 of the Office of the Secretary-General setting objectives in the area of pedagogy, human resources, finance, accounting and administration.</p>	Ref.: 2023-02-D-14-en-2
Final version approved by the Board of Governors at its meeting of 12-14 April 2023 in Dublin	Ref.: 2023-02-D-14-en-3

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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

This plan is intended to ensure the continuous implementation of the Multi-annual Business Plan for the European School System 2022-2024 (including school year 2024/25) which was approved by the Board of Governors (BoG) in April 2022 (doc. 2022-01-D-21-en-4). It also takes on board decisions of the BoG which were recently taken, such as simplification measures in the accounting, procurement and human resources areas.

III. Overview of objectives 2023

Area	Objective	Page
Pedagogy	Implementation of the 8 key competences in pedagogical planning (school years 2022-2023 and 2023-2024)	6+10
Pedagogy	PISA for Schools (school years 2022-2023 and 2023-2024)	7+11
Pedagogy	Implementation of the Board of Governors decisions on curricular changes	12
Pedagogy	Implementation of the remaining recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education (school years 2022-2023 and 2023-2024)	8+13
ICT/Pedagogy	School Management System: Preparation of the replacement of SMS	14
Accounting & Finance (common with Schools)	Budget: Limit the budgetary surplus of 2023 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
Accounting & Finance (common with Schools)	Procurement: Monitoring of procurement contracts to ensure compliance with procurement rules	16
Accounting & Finance (common with Schools)	Fixed asset accounting: Ensure rigorous application of fixed asset accounting rules	16
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Human Resources	Simplification: Prepare the implementation of an HR platform	19
Accounting, Finance and Administration	Simplification: Start the implementation of the approved measures of the Budget sub-working group	19
Accounting, Finance and Administration	Finalization of re-organization of governance: <ol style="list-style-type: none"> 1. Clean-up of master data in SAP 2. Validation of accounting system 	20
Accounting, Finance and Administration	Procurement: Implement procurement priorities in full compliance with the Financial Regulation	21
Accredited European Schools	Improve quality of accreditation and audit process	22

IV. Objectives 2023 - Main steps and expected results

1. Objectives related to Pedagogy

1.1 School year 2022-2023

Priority 1	Implementation of the 8 key competences in pedagogical planning	
Who?	Heads of Unit Pedagogical Development (PDU) 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 harmonized 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 (accessible to ES and AES). 	<ul style="list-style-type: none"> - Documents or templates describing harmonised planning on school level.

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"> - Finalization 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	<u>Implementation of the remaining 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 (finalisation to be discussed and agreed for APSP)
Main steps	<p>Put in place decentralized 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 	<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.

	improvement of the current electronic system of recording, provision, progress, and assessment of pupils with additional/special educational needs.	
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.	

1.2 School year 2023-2024

Priority 1	Implementation of the 8 key competences in pedagogical planning (continued)	
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"> - The sub-working group and the PDU continue to share best practices to support schools. - Continued support for schools (if needed, further information events, workshops, online resources) 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, 2023-01-D59. <p>Evaluation of teachers against their pedagogical planning will be postponed to September 2024 (following the decision of the JTC in February 2023).</p>	<ul style="list-style-type: none"> - Teachers in groups devise the actual common harmonized pedagogical planning as stipulated by the document 2023-01-D-59) coordinated by the subject referents and coordinators. - Teachers use the harmonized common pedagogical planning and can add a space for their personal approach. Teachers demonstrate the link between the planning and its implementation. A logbook is used for the material covered and for personal reflection.
Expected result(s)	<ul style="list-style-type: none"> - The eight key competences are embedded into common pedagogical planning in a harmonised way, leaving room for individual approaches. - Common harmonised planning documents are created by cycle (Nursery), by level (Primary) and by subject (Secondary). - By the common planning, existing differences may gradually diminish, better harmonisation is expected over a few years. This process will improve equity amongst pupils, and substantially facilitate the induction of new teachers. 	<ul style="list-style-type: none"> - Pedagogical planning harmonised within the schools. The key competences will be reflected in the pedagogical planning. - The required minimum planning components appear in the planning documents. - The common planning tool will be used and updated at least once each year in the light of the experiences. - As from September 2024, this will be part of teachers' evaluation.

Performance indicators (qualitative)	<ul style="list-style-type: none"> - Report of the WG. - Information material, best practices and documents published online by the PDU for ES and AES. 	<ul style="list-style-type: none"> - Documents or templates describing harmonised planning on school level. - Sustained pedagogical reflection of practitioners as regards planning and pedagogical practices aligned with the curriculum and school priorities.
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Specific objective 2	<u>PISA for Schools (phase 2 - continued)</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"> - Workshop organized in March 2023 with the participation of PISA coordinators and other representatives of schools - OSG and WG working on the follow-up report 	<ul style="list-style-type: none"> - School-level discussions on the School Report - Action plans made locally as needed - Teachers can develop on pupils' competences, sub-skills according to the findings of the report.
Expected result(s)	<ul style="list-style-type: none"> - Identification of skill sets with lower performance outcome in all the three domains - Development and implementation of focused skill-building programs in these areas. 	<ul style="list-style-type: none"> - Schools will be able to support pupils in competence areas (skill sets) where their performance is lower than the other skills (in the cognitive part of the test) - Schools can tackle some issues which were highlighted in the school reports (in the "Students' Voice" part of the test) and develop plans if needed.
Performance indicators (qualitative)	<ul style="list-style-type: none"> - System-level report and action plan made by the PISA sub-group, presented to the JBI, JTC and the BoG - A document with recommendations (or annexed to the 	

	above mentioned report) based on the analysis of the skill-sets and the findings of the Group Report.	
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Specific objective 3	<u>Implementation of the Board of Governors' decisions related to curricular changes</u>	
Who?	Heads of Unit Pedagogical Development and BAC	
Main steps	<ul style="list-style-type: none"> - Implementation plan made for each of the five curricular proposals - Sub-working groups start working on the implementation of the decisions - Where relevant, external partners will be involved (in syllabus development, training etc.) - Creation of syllabuses and making training plans 	
Expected result(s)	<ul style="list-style-type: none"> - There will be clarity on final deadlines of the related syllabuses and on the work leading to that target - Some of the decided targets will be achieved (e.g., complementary course on Sustainability and Active Citizenship entering into force in September 2023) 	
Performance indicators (qualitative)	<ul style="list-style-type: none"> - Implementation plan(s) - Syllabi - Annual Progress Report to BoG in April 2024 	

Priority 4	<u>Implementation of the remaining 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 (finalisation to be discussed and agreed for APSP)
Main steps	<ul style="list-style-type: none"> - Establish a procurement policy to purchase accessible teaching material and assistive material - Areas for common market are identified. Set up a framework contract. - adapt the threshold for a maximum number of pupils in cases where a class has several pupils receiving ISA. Review the decision of the BOG and give autonomy to the Administrative Boards of the schools. - Analyse concrete barriers in the curriculum for pupils with special educational needs and prepare a proposal: <ul style="list-style-type: none"> ➤ to introduce some flexibility to the curriculum with the aim of allowing more pupils with educational needs to be promoted ➤ Review in this context the criteria for promotion and progression with the aim of allowing pupils with minor modifications of the curriculum or for those, who cannot attend some subject/s because of their disability, to be promoted. - Develop an alternative leaving certificate for students with modified curriculum who are not promoted but progressed. - Follow up on the analysis of Educational Support budget. 	<ul style="list-style-type: none"> - Start the implementation of the Training Plan, with concrete focus on: <ol style="list-style-type: none"> a) Training activities according to the schools' specific priorities b) Induction of new staff c) Awareness-raising activities - Accessibility Report: Start the implementation of the accessibility report also in collaboration with the Member States and other relevant stakeholders, namely regarding the barriers identified and measures to address/prevent barriers.

Expected result(s)	<ul style="list-style-type: none"> ➤ Action plan on Educational Support and inclusive Education implemented. ➤ Leaving certificate developed and proposed to governing bodies. ➤ Recommendations of the analysis of the educational Support budgets discussed and proposals for actions developed. 	<ul style="list-style-type: none"> ➤ Training activities started. ➤ Awareness-raising activities started. ➤ Schools implement the school-related priorities identified in the accessibility report. ➤ Schools submit proposals to authorities/stakeholders to remove barriers that prevent accessibility of users.
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Priority 5	<u>School Management System: Preparation of replacement of the School Management System (SMS, >2023)</u>	
Who?	Executive Coordinator (Project coordinator) and HoU ICT (Solution provider)	
Main steps	<p>Prepare the replacement of SMS (by modules):</p> <ul style="list-style-type: none"> - Full migration of the master data from SMS to Master Data Management - Educational support solution: Requirement analysis, prepare business case, tender specifications, and conduct tender (see also procurement objectives) - Reporting module migration and modernisation, introduction of data analytics and BI: assessment of requirements and available solutions, prepare business case - Timetabling solution: Requirement analysis, prepare business case, investigate about possible solutions/providers - Standalone BAC-exam module: Prepare business case, investigate about possible solutions/providers - Invoicing module: see objective on page 19 related to simplification measures of the Budget sub-WG 	
Expected result(s)	<ul style="list-style-type: none"> ➤ Migration of master data completed ➤ Business cases defined for the Educational support -, BI-, Timetabling- and Standalone BAC solution prepared 	

2. Objectives related to human resources, administration and finance

2.1. Objectives common with the Schools

Specific objective 1	Budget: Limit the budgetary surplus of 2023 to max 1.0% of the total ES budget - accepting exceptionally a surplus of 1.3% if the overall surplus of the ES system is below 1%
Who?	OSG (Head of Unit Accounting, Authorising Officer by Delegation) and Schools
Main steps	<ul style="list-style-type: none"> - Provide proper analysis of Budget implementation projections in July 2023 - Provide a realistic assessment of budgetary needs for Amending Budget in September 2023 - Close monitoring of budget implementation up to the end of 2023, including carry forward to 2024
Expected result(s)	<ul style="list-style-type: none"> ➤ A significant reduction of the surplus, ideally below 1.0% of the ES budget
Performance indicators	% of budget implementation (actuals compared to final adopted budget)

Specific objective 2	Procurement: Monitoring of procurement contracts to ensure compliance with procurement rules (> 1 year)
Who?	OSG (HoU Accounting, Head of Procurement Cell) and Schools
Main steps	<ul style="list-style-type: none"> - Maintain an updated list of procurement contracts with action plans - Submit to Internal Control - Follow-up of the 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	Fixed asset accounting: Ensure rigorous application of fixed asset accounting rules
Who?	OSG (Central Accounting Officer, HoU Accounting, Local Accounting Correspondent OSG) and Schools
Main steps	<ul style="list-style-type: none"> - Ensure that the capitalization threshold used for each item and group of assets is correctly applied - For ICT equipment: set up an annual reporting channel between the member of staff responsible for ICT and the Local Accounting Correspondent - Ensure that a complete physical check of the fixed assets recorded in the inventory is done, at least every 3 years, and in accordance with the new model distributed in December 2021 (Guidelines on the physical verification process of the inventory, ref: 2021-12-D-38)
Expected result(s)	<ul style="list-style-type: none"> ➤ Consistent and rigorous application of fixed asset accounting rules within the OSG ➤ Compliance with ECA's recommendations

Specific objective 4	Safety and Security: Implementation of remaining IAS recommendations on the governance of security (continued from 2022)	
Who?	Executive Coordinator, Safety and Security Officer of the OSG	Schools
Main steps	<ul style="list-style-type: none"> - Finalization of the security policy for the ES system - Preparation of video surveillance and AMOK policy for the ES system. - Implement the access management policy in the OSG. - Training of the management of the OSG on their roles and responsibilities. 	<ul style="list-style-type: none"> - Implement the health and safety policy by issuing school-specific procedure. - After finalization of the security policy document, with description of roles, responsibilities, and tasks in the field of security ask for legal advice on the applicable laws/local rules concerning security and transform into local procedures.
Expected result(s)	➤ Implementation of IAS recommendations	

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?	Head of Unit HR, Joint WG	
Main steps	<ul style="list-style-type: none"> - Analyse of feedback received at BoG meeting in April 2022 - Develop and present proposals that can find BoG approval in April 2024 for members of the teaching staff linked to the recognition of relevant job experience of locally recruited teachers and the discrepancy of salaries in the nursery/primary cycle in relation to the secondary cycle 	

	<ul style="list-style-type: none"> - Foresee entry into force of potential measures as of the 2024/25 school year - Professional development: Offer trainings with a focus on the practical aspects (form of workshops). - Harmonized rules across the ES system: The interpretation of certain rules of the Staff Regulations and even of Memoranda sometimes varies greatly from one ES to another: a harmonisation of these interpretations is necessary to ensure equal treatment of all Teaching staff (e.g., among these the system of reimbursements of transportation costs from home to the place of work for all teachers).
Expected result(s)	<ul style="list-style-type: none"> ➤ Approval of proposed measures by the BoG ➤ Entry into force of measures on 1 September 2024 ➤ Workshops on professional development performed ➤ Further harmonisation of rules across the ES system (among these a harmonised system for the reimbursement of transportation costs).

Specific objective 2	<u>Increase the Attractiveness of the European School system for the administrative staff – continued from previous year (>1year)</u>
Who?	Head of Unit Human Resources, AAS WG
Main steps	<ul style="list-style-type: none"> - Follow-up and implementation of the decision of the Board of Governors taken in December 2022 with respect to the recognition of seniority: <ul style="list-style-type: none"> ➤ Provided the necessary means are approved by the Board of Governors in April 2023 grant on 1st January 2024 one additional step to staff members who were in the Annex 2 category prior to the reform of 2019 ➤ One year later provided the necessary means are approved by the Board of Governors grant on 1st January 2025 one additional step to the staff members who were in the Annex 2 category prior to the reform of 2019 and one step to staff members in the Annex 3 category
Expected result(s)	<ul style="list-style-type: none"> ➤ Respective decision of the Board of Governors implemented

Specific objective 3	<u>Simplification: - Prepare the implementation of an HR platform (>2023)</u>
Who?	HoU ICC, HoU HR and (pilot schools)
Main steps	<ul style="list-style-type: none"> - Analyze in detail HR processes that should be digitalized in the future - Develop harmonized processes across the ES system, consider propositions of the Simplification HR sub-working group - Perform tender procedure - Develop harmonized templates for the different HR subprocesses - Ensure all Schools are taken on board and legal aspects of host countries are reflected - Prepare pilot phase to start beginning of 2024 (design of processes and developments), if financial resources are available
Expected result(s)	<ul style="list-style-type: none"> ➤ Supplier for an HR platform chosen ➤ Pilot phase prepared for implementation early 2024
Performance indicator(s)	<ul style="list-style-type: none"> - Efficiency gains and improved accountability through harmonisation (assessment only possible at a later stage)

Specific objective 4	<u>Simplification: Start the implementation of the approved measures of the Budget sub-Working Group (>2023)</u>
Who?	HoU Accounting with respective heads of cells
Main steps	<ul style="list-style-type: none"> - Centralisation of the payroll of seconded staff: <ul style="list-style-type: none"> ➤ Start the creation of a central payroll team for seconded staff ➤ Widen access to TaxBox to seconded staff ➤ Develop concrete plans for the relocation of staff/posts to the OSG to perform this process - Centralisation of the invoicing to third parties:

	<ul style="list-style-type: none"> ➤ Develop a project plan for the centralisation of invoicing (analysis of the work needed to adapt modules in SAP accordingly) - Procurement: <ul style="list-style-type: none"> ➤ Reinforcement of the OSG procurement team by allocating posts from the schools to the OSG via internal recruitments ➤ Digitalisation of procurement procedures by deployment of the EU COMs IT solution Begin the reinforcement of the central procurement team by means of reallocation of resources from the Schools to the OSG
Expected result(s)	<ul style="list-style-type: none"> ➤ Central payroll team for seconded staff created with savings in existing number of FTEs ➤ Direct introduction of documents into the TaxBox by seconded staff ➤ Have a project defined for the invoicing in SAP (timeline, means...)

Specific objective 5	<p><u>Finalisation of re-organisation of governance:</u></p> <ol style="list-style-type: none"> 1. <u>Clean-up of master data in SAP</u> 2. <u>Validation of accounting system</u> <p>- Continued from 2022</p>
Who?	Central Accounting Officer, HoU ICC, Head of Cell ICC Advisory
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) - “Clean” master data of different categories in the SAP accounting system 2. <u>Validation of accounting system</u> <ul style="list-style-type: none"> - Continue the process of validation - Ensure implementation of a regular check of powerful SAP profiles
Expected	1. <u>Clean-up of master data in SAP</u>

result(s)	<ul style="list-style-type: none"> ➤ Policy/ memorandum developed and issued ➤ Clean and reliable master data in SAP accounting system (vendor, customers, employees) <p>2. <u>Validation of accounting system</u></p> <ul style="list-style-type: none"> ➤ Important progress on the validation of the accounting system <p>➤ <u>Re-organisation of governance fully completed</u></p>
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Specific objective 6	<u>Implement procurement priorities in full compliance with the Financial Regulation</u>
Who?	HoU Accounting, Head of Procurement Cell
Main steps	<p>The following main call for tenders shall be performed and assigned:</p> <ul style="list-style-type: none"> - SMS Myschool Basic (>2023) - SMS Myschool Invoicing (to be decided if a contract is needed or inhouse development) - Online-correction - Cleaning - Gardening - School furniture - HR tool - Cabling data room - Secondary school material
Expected result(s)	➤ Calls for tender completed; contracts signed
Performance indicator(s)	Number of calls for prioritised tenders completed

3. Objective related to the Accredited European Schools

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"> • Training/information session for the AES management related to the audits • Regular analysis of the audit recommendations and feedback provided to schools (via a general Audits report)
Expected result(s)	<ul style="list-style-type: none"> ➤ Foster compliance and understanding by AES regarding the Audit process and the adherence to the AES Regulations ➤ Provide structured feedback to schools enabling them to clearly see their strengths and areas for improvement ➤ The audit report documents will continue to be fully harmonized, including the documents shared by the schools and the post-audit comments made on the audit reports ➤ Review/update of the Audit Toolkit to be carried out and document presented to the relevant administrative bodies

The plan does not cover the ICT objectives. These are defined in Annual ICT Report for the year 2022 (document ref. 2023-02-D-46-en-1) and in the Multi-annual ICT plan for the European Schools 2022-2026 (document ref. 2022-02-D-6-en-2).