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Annual Plan 2026 of the Office of the Secretary-General of the European Schools

Approved by the Board of Governors of the European Schools in its meeting of 15, 16 and 17 April 2026 in Riga (Latvia)

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I. Mission and vision of the European Schools

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| Mission | <p>The European Schools' system provides high-quality, multilingual, multicultural, and inclusive education for its pupils from nursery until the end of secondary cycle. Rooted in European and democratic values, the system fosters citizenship, intercultural understanding and cooperation, equipping pupils with the competencies necessary to thrive academically, socially and personally in a diverse and a rapidly changing globalised world.</p> | | | |
| Values | European identity | Multilingualism and Multiculturalism | Collaboration | Inclusion |
| | <ol style="list-style-type: none"> 1. We integrate the European dimension in our pedagogy. 2. We provide high-quality education and uphold European values that include human dignity, freedom, democracy, and equality, rule of law, respect for human rights, as well as inclusiveness, equity and sustainability. | <ol style="list-style-type: none"> 1. We provide education in all official languages of the EU, from nursery to upper-secondary, culminating in the European Baccalaureate. 2. We are committed to upholding and preserving our national languages and cultures. 3. We provide a multicultural education through the curriculum. | <ol style="list-style-type: none"> 1. Pupils from different language sections study some subjects in mixed language groups. 2. Teachers across EU Member States collaborate in teaching, sharing and exchanging best practice. 3. Inspectors from all EU Member States collaborate and provide professional advice on pedagogical developments and collaborate in decision-making processes. 4. We promote the active participation of all stakeholders, including pupils, parents, educators and administrative staff in decision-making processes. | <ol style="list-style-type: none"> 1. We provide learning opportunities to enable all pupils to reach their full potential, regardless of their background, identity or ability. 2. We support the wellbeing of pupils and staff in our schools. |

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| <p>Vision</p> | <p>The European Schools will empower its pupils throughout the provision of high-quality education that nurtures curiosity, creativity, critical thinking, adaptability, and a lifelong passion for learning.</p> <p>By embracing shared European values, innovation, inclusion, and evidence-informed practices, pupils will be equipped with resilience and confidence to navigate in a rapidly evolving world and bridge cultures across Europe and beyond.</p> <p>The European Schools will be a model of excellence, contributing to dialogue and cooperation with educational actors and policymakers. Through a steadfast commitment to quality and continuous enhancement, the European Schools will not only meet future challenges but will shape a brighter and more interconnected future.</p> | |
| <p>Pillars of development</p> | <p>Educating for tomorrow</p> | <p>Our role and ambition in education in Europe</p> |
| | <p>We aim to:</p> <ol style="list-style-type: none"> 1. empower pupils to be adaptive, innovative, responsible and independent learners by equipping them with the key competencies for lifelong learning; 2. enable pupils to develop essential core skills as well as transformative competencies, including soft skills, digital literacy, creativity, critical thinking and sustainability awareness; 3. implement pupil-focused, evidence-informed innovative teaching <u>methods</u>; 4. develop a flexible and evolving curriculum with interdisciplinary <u>pathways</u>; 5. ensure a robust quality assurance model to support continuous improvement. | <p>We aim to:</p> <ol style="list-style-type: none"> 1. actively contribute to the development of European education across the <u>EU</u>; 2. foster cooperation with local, national and international educational <u>organisations</u>; 3. increase the visibility of the European Schools in EU Member <u>States</u>; 4. provide high-quality professional development training and career opportunities to support our educators in the European Schools. |

II. Introduction

The Annual Plan 2026 of the Office of the Secretary-General (OSG) sets out the concrete priorities and operational objectives that will guide the work of the European Schools system throughout the year. Building on the Multi-Annual Plan 2025–2029 (MAP), this document translates the longer-term strategic vision into focused, actionable steps for 2026 across the areas of Pedagogy, Human Resources, Finance, Accounting, and Administration.

The objectives presented here aim to ensure continuity in the implementation of the MAP while responding to the evolving needs of the system. In line with past practice, this plan concentrates on initiatives for which substantial progress or visible impact is expected within the year. Longer running or multi-year actions are included only where 2026 represents a meaningful milestone.

The plan also reflects the ongoing collaboration between the OSG and the Schools. Several objectives are shared with the Schools and require joint implementation. At the same time, each OSG Unit continues in parallel its regular operational work, which provides the essential foundation for the further development of the European Schools.

Given the system-wide relevance of ICT transformation, specific ICT objectives are described separately in the *Annual ICT Report 2025 and ICT Plan 2026* (doc. 2026-01-D-27-en-1), ensuring clarity and avoiding duplication.

This 2026 Annual Plan therefore serves as both a roadmap and a monitoring tool: it sets out what is to be achieved, by whom, and through which steps, forming the basis for continuous follow-up across the year and for transparent reporting to the Boards.

1 Overview of objectives 2026

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| Common with the Schools | | |
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III. Objectives 2026 - Details

1. Objectives related to the Focus Areas of the Multi-Annual Plan 2025-2029

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| Specific objective 1 | <p><u>Focus area 1: Revise and improve the governance of the ES</u></p> <ul style="list-style-type: none"> a) <u>Improvement of the governance in Pedagogy</u> b) <u>Cost sharing</u> c) <u>Revision of the governance in HR</u> d) <u>Reinforcement of IT Governance</u> e) <u>Other - Legal</u> |
| Who? | Secretary-General, Deputy Secretary-General, HoU Pedagogical Development, HoU Human Resources, Head of Unit ICT |
| Main steps | <ul style="list-style-type: none"> a) <u>Improvement of the governance in Pedagogy</u> <ul style="list-style-type: none"> - Start developing ideas and proposals for the implementation of the IAS Audit recommendations (Enlarged Presidency WG and Troika of JBI Inspectors), > 1year - Take formal decision about existing proposed changes and possible further changes on Board meeting simplification - Develop a tool to support the management of inspectors' tasks to gain efficiency and transparency - Start the development of survey to gather systematic feedback from stakeholders b) <u>Cost sharing</u> <ul style="list-style-type: none"> - Discuss and approve a new proposal to improve the cost sharing mechanism c) <u>Revision of the governance in HR</u> <ul style="list-style-type: none"> - Improvement of the recruitment of seconded teachers by ensuring the involvement of school management in the process - Finalise the evaluation procedures for the members of the managerial staff (OSG) d) <u>Reinforcement of IT Governance</u> <ul style="list-style-type: none"> - Advance on the implementation of the IAS recommendations (IT security) e) <u>Other - Legal</u> <ul style="list-style-type: none"> - Continue discussions on establishing an external ombudsperson or mediation mechanism. Discuss the appropriate model, scope of |

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| | intervention and interaction with the existing appeal mechanism. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ First ideas to implement the IAS recommendations developed ➤ Identified ideas to simplify the Pedagogical Board meetings implemented ➤ Development of inspector's tool integrated into the HR platform ➤ New 2026 cost sharing agreement approved ➤ IAS recommendations on IT governance implemented ➤ Discussions about an external ombudsperson or a mediation mechanism finalized. |
| Reference documents | <ul style="list-style-type: none"> - 2022-10-D-33-3: Strategic Internal Audit Plan 2023-2025 and prolongation of IAS mandate - 2022-10-D-33-3: PowerPoint presentation of Scoping Memorandum in the JBI and JTC - 2024-01-D-30-en-4: Action Plan: Reflection on the Future of the European Schools' System - 2025-09-D-23-en-4 Outcome of IAS audit on governance in the pedagogical area - recommendations and action plan - IAS.B.1/MK/JM/CB/MB/emg: Final audit report on IT governance in the European Schools - 2025-01-D-46-en-6 Multi-Annual Plan ES 2025-2029. |

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| Specific objective 3 | <p><u>Focus area 2: Foster exchanges and the participation in exchange programs</u></p> <ul style="list-style-type: none"> a) <u>Participation in European Projects</u> b) <u>Collaboration with DG EAC</u> c) <u>Enlarge the family of European Schools</u> |
| Who? | Secretary-General, Deputy Secretary-General, Executive Coordinator, Head of Unit Pedagogical Development, Educational Support Coordinator |
| Main steps | <ul style="list-style-type: none"> a) <u>Participation in European Projects:</u> <ul style="list-style-type: none"> - Erasmus+: Mobility for staff members of the OSG with the aim of developing OSG skills either via training or by job shadowing based on the recently awarded Erasmus+ Accreditation - Continue the participation in other EU funded calls (Horizon Europe and Géant programmes, covering Jean Monnet Actions, Forward-Looking Projects) |

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| | <p>b) <u>Collaboration with DG EAC:</u></p> <ul style="list-style-type: none"> - Participate in and collaborate to regular meetings organised by the OSG and DG EAC - Contribution to the Europass Advisory Group (first official meeting scheduled for February 2026) <p>c) Enlarge the family of the European Schools (>1year)</p> <ul style="list-style-type: none"> - Discuss concept note on the enlargement and cooperation of AES and national schools abroad |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Increase knowledge within the ES and visibility of the ES in the European Education Area ➤ Share and exchange of best practices ➤ Recognition of the potential number of AES |
| Reference documents | n/a |

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| Specific objective 4 | <u>Focus area 3: Enhancement of pupil and staff wellbeing: Improve the current system of pupil well-being</u> |
| Who? | Deputy Secretary-General, Head of Unit Pedagogical Development, Head of Unit European BAC, Educational Support Coordinator |
| Main steps | <ul style="list-style-type: none"> - Continue the supervision, implementation and support of the ES Framework on Wellbeing (>1 year) - Ensure all Schools implement the approved ratio of psychologists and pupils - Wellbeing WG to map wellbeing initiatives at school-level and to conduct a pupil wellbeing survey. Revision of the wellbeing WG composition and mandate. - Strengthen and harmonize the cooperation between the existing school-based teams (including the School Advisory Council and Care Team) to support coordinated actions in wellbeing under the leadership of the inspector in charge. - Management structures – revision of middle management structures and allocated resources - Dedicated inspector acting as “Wellbeing coordinator”. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Pupils’ Well-Being Policy Framework of the European Schools implemented in all Schools. ➤ Pupil’s wellbeing survey developed |

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| | <ul style="list-style-type: none"> ➤ Pastoral care structures to be considered in the Curriculum framework being developed ➤ Improved support at school level, based on the policy framework in this field ➤ More effective governance at school level, with a more active role of the ES middle management ➤ Mapping of existing groups and preparation of indications / tips to strengthen alignment of coordinated actions |
| Reference documents | <ul style="list-style-type: none"> - 2022-04-M-3-en-1: Decision of the Board of Governors at its meeting of 6, 7 and 8 April 2022 concerning “Pupils’ Well-Being Policy Framework of the European Schools” (document 2022-01-D-6-en-2) - 2025-01-D-60-en-1: Note on the development of a proposal for a Teacher Career Framework - 2024-09-D-81-en-5: Priorities of the Cypriot Presidency of the European Schools 2024-2025 - 2025-09-D-5-en-2: Mandate and composition of pupil wellbeing working group - 2025-09-D-41-en-4 Priorities of the Latvian Presidency of the European Schools 2025-2026 |

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| Specific objective 5 | <u>Focus area 4: Develop a Whole School Approach for sustainable development</u> |
| Who? | Head of Unit Pedagogical Development, Coordinator for Sustainable Development |
| Main steps | <ul style="list-style-type: none"> - Prepare a whole school approach (WSA) framework for sustainable development together with the Education for Sustainable Development WG, - Document recent schools’ initiatives and provide Schools with support in the promotion of sustainability policies. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ (Draft) WSA defined ➤ Schools’ strategies developed in the area of sustainability |
| Reference documents | <ul style="list-style-type: none"> - 2024-09-D-81-en-5: Priorities of the Cypriot Presidency of the European Schools 2024-2025 - 2022-04-M-3-en-1: Decision of the Board of Governors at its meeting of 6, 7 and 8 April 2022 concerning “Pupils’ Well-Being Policy Framework of the European Schools” (document 2022-01-D-6-en-2) |

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| Specific objective 6 | <u>Focus area 5: Enhancement of continuous professional development with the ES</u> |
| Who? | Deputy Secretary-General, Head of Unit Pedagogical Development |
| Main steps | <ul style="list-style-type: none"> - Finalise the development of a CPD Framework - Continue the deployment of the online CPD platform - Organisation of the training for Managerial Staff in Varese - Organisation and follow-up of the Teachers' Forum in Riga - Targeted actions for Educational Advisers and Educational Support Coordinators - Follow-up the WG on CPD mandate to develop a CPD framework for ES System. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ CPD platform developed and new training content available ➤ Management training in Varese and Teachers' Forum in Riga successfully performed ➤ Finalise the proposal of a CPD framework by the mandated WG. |
| Reference documents | <ul style="list-style-type: none"> - Outcome of written procedure 2025/37 – FOR OPINION ONLY - Request for a Board of Governors Decision on the Establishment, Composition and Mandate of a Working Group to Develop a Continuous Professional Development Framework for the European Schools – Document 2025-11-D-14-en-1 - Document 2025-11-D-14-en-1 Accelerated Written Procedure No 2026/01 - Request for a Board of Governors Decision on the Establishment, Composition and Mandate of a Working Group to Develop a Continuous Professional Development Framework for the European Schools. |

2. Objectives in Pedagogy

2.1.1 Objectives driven by the OSG

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| Specific objective 1 | <u>Implement curricular innovations (MAP 2025-2029 Pedagogy 1.1)</u> |
| Who? | Head of Unit Pedagogical Development |
| Main steps | <ul style="list-style-type: none"> - Organisation of the working groups focused on Curriculum and Assessment Reference Frameworks at system level - Revision of syllabuses following their 10-year cycle - Finalise the new syllabi for ICT 4 periods (s6 and s7) - Development of a harmonised L1/L1A syllabi proposal for secondary level. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Conceptual framework ‘Curriculum and Assessment Reference Framework’ developed ➤ Revised syllabi in Primary and Secondary Cycle (based on 10-years revision cycle) ➤ New syllabi for ICT 4 periods (S6-S7) ➤ Draft L1 syllabi harmonized for secondary level. |
| Reference documents | <ul style="list-style-type: none"> - 2025-01-D-40-en-1: Proposal for new procedures to write a new or renew a syllabus in the European Schools system - 2024-09-D-80-en-2: Quality Assurance check before approval of Curriculum/Syllabus in the European schools - 2025-01-D-58-en-2: Plan for the revision of the Primary Curriculum. Development of the reference framework curriculum. |

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| Specific objective 2 | <u>Improve existing data collection processes (MAP 2025-2029 Pedagogy 1.2)</u> |
| Who? | Head of Unit Pedagogical Development |
| Main steps | <ul style="list-style-type: none"> - After implementation of a new Business Intelligence tool, with the support of the Data Analyst: <ul style="list-style-type: none"> ○ improve reports on Repeat rates and Subject failures, with more in-depth statistical analysis ○ Investigate further specific learning outcomes (i.e. Math 3 and 5 period Bac results) and factors of influence |

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| | <ul style="list-style-type: none"> ○ Support ES and the Accredited European Schools in providing accurate and updated statistical data ○ Development with ES and the Accredited European Schools' specific recommendations on how to use the data for monitoring and school-level decisions. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Improved reporting in certain pedagogical reports ➤ New thematic reports developed ➤ Meetings with school management organised to improve data collection and reporting, as well as school-level decisions. |
| Reference documents | - 2024-09-D-43-en-2: Report on School Failures and Repeat Rates in the European Schools 2023-2024 |

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| Specific objective 3 | <p><u>Promote flexible approaches to address diverse pupil needs (MAP 2025-2029 Pedagogy 2.1)</u></p> <ul style="list-style-type: none"> a) Flexibility in curriculum for pupils with special needs b) Strengthen the recognition of alternative certificates c) Continued evaluation of the provision of inclusive education in the ES |
| Who? | Coordinator Educational Support and Inclusive Education |
| Main steps | <ul style="list-style-type: none"> a. Flexibility in curriculum for pupils with special needs <ul style="list-style-type: none"> ○ Prepare a revised proposal for the BOG (April 2026) b. (after approval of a)) Establish the structure needed for the implementation of alternative certificates (2026/2027) <ul style="list-style-type: none"> ○ Work with selected Member States to define the content of alternative certificates ○ Prepare a template and discuss with selected Member States c. Accompany the evaluation of the implementation of the action plan performed by the European Agency for special needs and inclusive education (EASNIE) |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Proposal approved by BoG ➤ Have the structure of an alternative certificate completed ➤ Draft evaluation report of EASNIE |

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| Reference documents | <ul style="list-style-type: none"> - 2012-05-D-14-en-10: Policy on the Provision of Educational Support in the European Schools - 2012-05-D-15-15 – Policy on the Provision of Educational Support in the European Schools – Procedural Document - 2018-12-D-34-en-5: Action Plan Educational Support and Inclusive Education - 2024-05-D-19-en-2: Proposal for introducing flexibility to the European Schools curriculum |
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| Specific objective 4 | <u>Simplify the BAC exams (MAP 2025-2029 Pedagogy 3.1)</u> |
| Who? | Head of Unit European Baccalaureate |
| Main steps | <ul style="list-style-type: none"> - Review and analysis of possible changes - Propose the changes |
| Expected result(s) | ➤ Document drafted proposing the changes |
| Reference documents | - 2025-09-D-41-en-4 Priorities of the Latvian Presidency of the European Schools 2025-2026 |

2.1.2 Common Pedagogical objectives with the Schools

| Specific objective 1 | <u>Organisation of Classes Including ISA Pupils (MAP 2025-2029 Pedagogy 2.1.2)</u> | |
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| Who? | Educational Support Coordinator | Schools |
| Main steps | <ul style="list-style-type: none"> - Consultation with all Schools, analyse current practices - Prepare a needs' analysis - Analyse the possibility of guidelines for derogations - Prepare an update proposal on the Organisation of Classes and present it to the Boards | <ul style="list-style-type: none"> - Support the preparation of a new proposal for the organization of classes with ISA pupils by analyzing current practices and schools' needs and developing proposals that respond to the schools' needs. |
| Expected result(s) | ➤ Revised document on the Organization of Classes prepared by the Educational Support WG | |
| Reference documents | - 2022-08-D-14 -en-7: Proposal for the Organization of Classes Including pupils with Intensive Support | |

| Specific objective 2 | <u>Implementation of recent changes on assessments and other regulatory requirements</u> | |
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| Who? | Head of Unit Pedagogical Development | Schools |
| Main steps | <ul style="list-style-type: none"> - Follow-up and support and related training actions - Finalise the policy on AI and support the Schools in the implementation | <ul style="list-style-type: none"> - Implement new templates for Primary cycle reports - Implement changes related to the summative assessment in s4-s6 |

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| Expected result(s) | <ul style="list-style-type: none"> ➤ Above mentioned changes/requirements implemented ➤ WSA for sustainable development developed |
| Reference documents | <ul style="list-style-type: none"> - 2025-01-D-59-en-1: Update and Follow up: Implementation of the New Assessment Tools in the Primary Cycle - 2024-12-D-26-en-2: Summative assessment for s4 -s6 in the European Schools: Pedagogical and organisational arrangements |

2.1.3 Accredited European Schools

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| Specific objective 1 | <u>AES: Improve quality of accreditation and audit process (MAP 2025-2029 Pedagogy 4.1)</u> |
| Who? | Executive Coordinator |
| Main steps | <ul style="list-style-type: none"> - Continue training of Inspectors, Experts and new Directors on new toolkits - Improve the feedback and follow-up of the audits by using the new Toolkit - Support new AES in the Accreditation process - Improve the cooperation among AES Schools and the traditional schools (“Buddy system”) - Explore new forms of joining the system of ES without fully meeting all requirements (see Focus Area 2, Enlargement of the family of European Schools). |
| Expected result(s) | <ul style="list-style-type: none"> ➤ New toolkit in use and under evaluation ➤ Quality standards raised ➤ Cooperation and support improved. |
| Reference documents | <ul style="list-style-type: none"> - 2024-08-D-9-en-4: Quality Assurance in the Accredited European Schools – an overview - 2024-08-D-10-en-4: Pre-audit Toolkit - 2024-08-D-11-en-4: Audit Visit Toolkit - 2024-08-D-12-en-4: Post audit action plan Toolkit. |

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| | <ul style="list-style-type: none">- 2024-08-D-13-en-4: Action Plan Progress and Compliance Check Toolkit- 2019-12-D-12-en-6: Regulations on the Accredited European Schools. |
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3. Administration

3.1. Objectives of the different units of the OSG

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| Specific objective 1 | <u>HR: Increase the Attractiveness of the European School System for staff (MAP 2025-2029 A.1)</u> |
| Who? | HoU HR |
| Main steps | <ul style="list-style-type: none"> - AAS: Review of single spine as foreseen in the Staff Regulations - AAS: Include supervisors in the European Schools as members of the administrative and auxiliary staff - Seconded Staff/LRT: Reduce the salary discrepancies between Nursery/Primary and Secondary cycle and review the salaries of Educational Advisers - LRT: Benchmarking of the competitiveness of locally recruited teachers' salaries. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Approval of above-mentioned proposed measures by the Board of Governors ➤ Increase satisfaction of staff and be attractive for new staff. |
| Reference documents | <ul style="list-style-type: none"> - 2025-09-D-52: Proposal to include supervisors in the European Schools as members of the administrative and auxiliary staff - 2026-02-D-18: Comparison of Locally Recruited Teachers' Salaries with National Public Education Systems in Host Member States - 2026-02-D-15-en-2: Proposal to reduce the salary discrepancies between cycles in the European school system and review the salaries of Educational Advisers. |

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| Specific objective 2 | <u>HR: Simplification: Implementation of an HR platform (MAP 2025-2029, Focus Area 6.6)</u> |
| Who? | HoU HR (Project Owner) and HoU Internal Control Capability (Project Manager) and Pilot Schools (EEB III, ES Bergen, ES Munich) |
| Main steps | <ul style="list-style-type: none"> - Implement HR tool in pilot schools - Evaluate effectiveness of the tool and plan implementation in remaining Schools |

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| | <ul style="list-style-type: none"> - Start implementation in the remaining schools |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Odoo platform used in pilot schools ➤ Implementation in remaining schools planned and started |
| Reference documents | <ul style="list-style-type: none"> - 2023-02-D-43-en-2: Report of the Simplification Working Group - Action plans - 2024-10-D-64-en-2: Update on the Action Plan |

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| Specific objective 3 | <u>ICT: Replacement of SMS (MAP 2025-2029, Focus Area 6.1)</u> |
| Who? | Secretary-General, Deputy Secretary-General, Executive Coordinator, HoU ICT, HoU Pedagogical Development, HoU European Baccalaureate |
| Main steps | <ul style="list-style-type: none"> - Finalise the Master Data Management project following the required modifications in the DPIA - Business Intelligence (Tableau): <ul style="list-style-type: none"> - Conduct BI / Tableau training program and go-live at the beginning of the school year 2026/2027 - SIS: <ul style="list-style-type: none"> - Implementation of the School Information System (SIS) starting in Q1 2026 – continuation with MySchool - Start the development of the BAC module within the SIS Application, (postponed until 2027 with the objective of having an operational tool for the 2027/2028 school year) - Kafka: <ul style="list-style-type: none"> - Progressive integration of different applications into the Data Integration Platform in 2026 and 2027 |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Data integration solution implemented ➤ Business Intelligence solution (Tableau) implemented and staff trained ➤ Improved SMS solution in use |

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| Reference documents | - 2023-02-D-44-en-2: Decision of the Board of Governors on the replacement of SMS: MySchool SMS |
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| Specific objective 4 | Finance: Simplification - Implementation of the approved measures of the Budget sub-Working Group (> 1year) |
| Who? | HoU Accounting with respective Heads of Cell |
| Main steps | <u>Procurement:</u> <ul style="list-style-type: none"> - Public Procurement Management Tool (PPMT): Continue the deployment of the PPMT solution in the Schools - Implement the reinforcement of the procurement team at the OSG - Conduct more high value public procurement procedures centrally for the benefit of all/a number of Schools. |
| Expected result(s) | <ul style="list-style-type: none"> ➤ PPMT used in all Schools ➤ Central Procurement Team fully staffed and operational. |
| Reference documents | <ul style="list-style-type: none"> - 2023-02-D-43-en-2: Report of the Simplification Working Group: action plans - 2024-10-D-64-en-2: Update on the Action Plan. |

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| Specific objective 5 | <u>Improve financial management policies and procedures</u> |
| Who? | Central Accounting Officer, HoU Internal Control Capability, Central Master Data Manager |
| Main steps | <ul style="list-style-type: none"> - Develop a master data management policy (Art. 57.6 of the FR) (Memorandum covering vendors, employees, and customers) - Release of an updated Memo on payment procedures (Art. 62.3 of the FR) and possible other documents which may need |

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| | updating <ul style="list-style-type: none"> - Update the existing Accounting manual (2020-12-D-43-en-1) - Improve accessibility of the existing financial and accounting policies and procedures |
| Expected result(s) | ➤ Policies/ memoranda developed and issued. |
| Reference documents | - n/a |

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| Specific objective 6 | <u>Development of a new Internal control Framework</u> (to replace Internal Control Standards) (>1year) |
| Who? | HoU Internal Control Capability |
| Main steps | Postponed from 2025 due to other priorities: <ul style="list-style-type: none"> - Develop a new Framework considering different models that suit educational institutions. - Develop templates and define the assessment methods - Prepare a pilot based on the new framework (test phase) |
| Expected result(s) | ➤ New Internal Control Framework approved, and roll-out plan defined. |
| Reference documents | <ul style="list-style-type: none"> - Report of ECA of the accounts 2022: 2023-10-D-44-en-3 - Link to the Framework: Internal Control COSO |

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| Specific objective 7 | <u>Move towards a greener Procurement</u> |
| Who? | HoU Accounting |
| Main steps | <ul style="list-style-type: none"> - Limit access to a reduced number of products, including a large proportion of 'green' products (no longer provide access to an entire catalogue in our tenders) - Continue to set up partnerships, e.g., with 'Bruxelles environment' or the European Commission ('Continue to include green procurement issues in our 'procurement network' sessions) |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Increased number of green products in OSG's and schools' orders ➤ Benefit from information and training on green procurement ➤ Green procurement-related standards Integrated into our tenders ➤ Higher awareness of the OSG and Schools of the usefulness of 'greening' our purchases |
| Reference documents | <ul style="list-style-type: none"> - Link to the EC Green public procurement : EC Green procurement Toolkit - Link to Bruxelles environnement : Le site officiel de Bruxelles Environnement |

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| Specific objective 8 | <u>Reinforce sound financial management culture in the European Schools</u> |
| Who? | HoU Accounting, Central Accounting Officer, HoU Internal Control |
| Main steps | <ul style="list-style-type: none"> - Induction to new Directors and Deputy Directors on Financial Management procedures - Work on online based (self-study) training for different financial management & accounting procedures |
| Expected result(s) | <ul style="list-style-type: none"> ➤ Trainings performed ➤ First steps into online-based, self-study trainings taken |
| Reference | n/a |

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3.2. Common Financial and Administrative objectives with the Schools

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| Specific objective 1 | <u>Implement the IT Governance audit recommendations (Focus Area 6)</u> | |
| Who? | Head of Unit ICT and School Directors, Deputy Directors for Finance and Administration and IT Technicians | |
| Main steps | <u>IT Security Governance:</u> <ul style="list-style-type: none"> - For the critical IT systems perform a Business Impact Analysis - Provided with a template, start establishing a Business Continuity Plan - Finalize the implementation of IT Asset Management in schools | |
| Expected result(s) | <ul style="list-style-type: none"> ➤ BIAs for critical systems ➤ Business Continuity Plan started based on a template received from OSG ➤ Efficient management of the School's ICT assets ➤ Advanced progression on the IAS recommendation ➤ Highly improved IT & Information security | |
| Reference documents | - IAS.B1-2022-EU SCHOOLS-001: Final Audit Report on IT governance in the European Schools | |

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| Specific objective 2 | <u>Increase GDPR accountability and Implement the EU AI Act</u> | |
| Who? | Secretary-General and Data Protection Officer (DPO) | School Directors and local DPOs |
| Main steps | GDPR accountability: <ul style="list-style-type: none"> • Implementation of OSGES GDPR action plan and | GDPR accountability: <ul style="list-style-type: none"> • Implementation of a School-specific GDPR action plan coherent |

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| | <p>its 7 accountability principles.</p> <ul style="list-style-type: none"> • OSGES staff training via the published GDPR training on CPD platform for OSGES. • Support to fulfil GDPR obligations linked to commonly used systems within ESS. | <p>with OSG GDPR action plan and its 7 accountability principles.</p> <ul style="list-style-type: none"> • Support to fulfil GDPR obligations linked to commonly used systems within ESS. |
| Main steps (continued) | <p>Follow-up of the outcome of the external consultancy to clarify controllership</p> <ul style="list-style-type: none"> • Continue the preparation and adoption of templates and policies • Start preparation and adoption of updated/revised privacy statements <p>Implementation of AI Act by European School (cooperation with OSG and with all Schools):</p> <ul style="list-style-type: none"> • Strong and cross-sector stakeholder involvement and ownership at system and school level (ES and AES) • Definition of a clear vision of AI for ESS • Preparation of a clear policy to understand obligations, responsibilities, and rights • Clear governance to implement policy • Constant review/supervision by a responsible body (AI task force) • Training of responsible staff within ESS. | |
| Expected result(s) | <ul style="list-style-type: none"> ➤ increased GDPR awareness, improved GDPR compliance ➤ implementation of AI Act (ongoing – deadline 2026). | |