



**Office of the Secretary-General  
of the European Schools**  
Rue de la Science, 23  
1040 Brussels

**OPEN PROCEDURE N° BSGEE 2025-002**

**SCHOOL INFORMATION SYSTEM (SIS) FOR EUROPEAN SCHOOLS**

**TENDER SPECIFICATIONS**

**Part 1 – Administrative specifications**

## TABLE OF CONTENTS

PART 1 – ADMINISTRATIVE SPECIFICATIONS.....	1
1. SCOPE AND DESCRIPTION OF THE PROCUREMENT.....	4
1.1. Contracting authority: who is the buyer? .....	4
1.2. Subject matter: what is this procurement about? .....	4
1.3. Lots: is this procurement divided into lots? .....	4
1.4. Technical description: what do we want to buy through this procurement (minimum technical specifications)? .....	4
1.5. Place of performance: where will the contract be performed? .....	6
1.6. Nature of the contract: how will the contract be implemented?.....	6
1.7. Volume and value of the contract: how much do we plan to buy?.....	7
1.8. Duration of the contract: how long do we plan to use the contract?.....	7
2. GENERAL INFORMATION ON TENDERING .....	9
2.1. Legal basis: what are the rules?.....	9
2.2. Rules on access to procurement: who may submit a tender? .....	9
2.3. Ways to submit a tender: how can economic operators organise themselves to submit a tender? .....	9
3. EVALUATION AND AWARD .....	13
3.1. Exclusion criteria .....	13
3.2. Selection criteria.....	14
3.3. Compliance with the minimum requirements of the Tender specifications.....	16
3.4. Award criteria .....	17
3.5. Oral Demo Presentation of the offer & Online evaluation (testing) .....	18
3.6. Award (ranking of tenders) .....	19
4. FORM AND CONTENT OF THE TENDER.....	20
4.1. Form of the tender: how to submit the tender? .....	20

4.2. Content of the tender: what documents to submit with the tender? ..... 20

4.3. Signature policy: how can documents be signed?..... 21

4.4. Confidentiality of tenders: what information and under what conditions can be disclosed? ..... 21

5. DATA PROTECTION ..... 23

PART 2 – TECHNICAL SPECIFICATIONS ..... 24

ANNEXES ..... 50

## 1. SCOPE AND DESCRIPTION OF THE PROCUREMENT

### 1.1. Contracting authority: who is the buyer?

This procurement is launched and managed by the Office of the Secretary-General of the European Schools (OSGES), referred to as the *Contracting authority* for the purposes of this call for tender.

The European Schools (the “schools”) are official educational establishments set up jointly by the European Union and the governments of the Member States. The mission of the European Schools is to provide a multilingual and multicultural education for nursery, primary and secondary level pupils.

The main task of the Office of the Secretary-General of the European Schools is to provide the European Schools with advice and assistance on pedagogical, administrative, financial, legal and human resources issues.

The European Schools and the OSGES together form an international organisation governed by public law, set up by an international convention. More information about the OSGES and the European Schools and their activities is available on the OSGES’s website at the address [Office of the Secretary-General of the European Schools](#) .

### 1.2. Subject matter: what is this procurement about?

The subject matter of this call for tenders is the provision of a School Information System (SIS) for the European Schools.

### 1.3. Lots: is this procurement divided into lots?

This procurement is not divided into lots.

### 1.4. Technical description: what do we want to buy through this procurement (minimum technical specifications)?

The services that are the subject of this call for tender, including any minimum requirements, are described in detail below in *Tender Specifications – part 2: Technical specifications*, hereafter referred to as *Technical specifications*.

The SIS must have a modules structure, with the following functionalities:

- Admissions and Enrolment
- Administration and Training
  - o Pupil Management
  - o Pupil with Special Education Needs – Educational Support
  - o Teacher and Curriculum Management
- Mobility Programs – Pupil Exchange Management
- Attendance

- Disciplinary Issues Management
- Assessment and Reporting
- Communication Module
- Parental Portal
- Pupils' Portal
- BAC Supporting Module

Optional modules are described below under 1.4.4. and in the Technical Specifications.

#### **1.4.1. Background**

See Part 2. *Technical specifications.*

#### **1.4.2. Technical requirements**

See Part 2. *Technical specifications.*

#### **1.4.3. Variants: Are variants allowed?**

Variants (alternatives to the model solution described in the Tender Specifications) are not allowed. The *Contracting authority* will disregard any variants described in a tender.

#### **1.4.4. Options: Are additional optional services requested?**

The 5 optional modules are:

- Option 1 : BAC Management module
- Option 2 : Educational Support (EdSup) module
- Option 3 : Exchange module
- Option 4 : Discipline Management module
- Option 5 : Learning Management System module

Optional services (additional services requested by the contracting authority) are requested without the obligation for the tenderer to submit a price for these optional services. If the tenderer decides to offer the optional services requested, it shall indicate clearly it with its prices in its tender (see **Annex 4** - Financial Schedule).

The contracting authority will not take into account the proposed optional services when ranking the tenders. If the successful tenderer proposes additional services in its tender, the contracting authority will then consider, before signing the contract, whether these services are directly related to the subject matter of the contract and the specifications, and decide whether to accept them.

The Contracting authority will decide whether or not to take one or more options during the execution of the contract.

The content of the options is described in *part 2: Technical Specifications*.

### **1.5. Place of performance: where will the contract be performed?**

The services will be performed at the following locations:

- Online
- In situ at the OSGES

### **1.6. Nature of the contract: how will the contract be implemented?**

The procedure will result in the conclusion of a single framework contract.

A framework contract establishes a mechanism for future repetitive purchases by the *Contracting authority* to be awarded in the form of specific contracts or purchase order. The signature of a framework contract does not impose an obligation on the *Contracting authority* to conclude specific contracts or purchase order in accordance with the framework contract.

The framework contract will be concluded with one contractor. Specific contracts or purchase order shall be written on the basis of the terms laid down in the framework contract, refined or, in duly justified circumstances, supplemented to reflect the particular circumstances of the specific contract. The details are set out in Article I.4.3 of the Draft framework contract.

⚡ Tenderers need to take full account of the provisions of the Draft contract as the latter will define and govern the contractual relationship(s) to be established between the *Contracting authority* and the successful tenderer(s). Special attention is to be paid to the provisions specifying the rights and obligations of the contractor, in particular those on payments, performance of the contract, confidentiality, and checks and audits.

**By submitting a tender, the tenderer also accepts all the terms and conditions set out in the Draft contract annexed to these specifications. The successful tenderer of the contract may no longer request an adaptation of any clause whatsoever.**

### 1.7. Volume and value of the contract: how much do we plan to buy?

An indicative estimate of the volumes to be ordered over the whole duration of the framework contract is given *hereunder*. These volumes are estimates only and there is no commitment as to the exact quantities to be ordered. The actual volumes will depend on the quantities which the *Contracting authority* will order through specific orders. In any case the *framework contract ceiling*, i.e. the maximum amount to be spent under the framework contract shall not be exceeded.

**If the total amount of the contract is reached, no more orders may be placed, without notice or compensation, unless an addendum has been previously signed by both parties.**

The *framework contract ceiling* is indicated in the contract notice.

Within ten years following the signature of the framework contract(s) resulting from the current procurement, the *Contracting authority* may use the negotiated procedure under point 11.1.e of Annex 1 to [Regulation \(EU, Euratom\) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union](#) (hereafter the “FR”) to procure new services from the contractor(s) up to a maximum of 50 % of the initial *framework contract ceiling*. These services will consist in the repetition of similar services entrusted to the contractor(s) and will be awarded under the following conditions: lower price.

New services consisting in the repetition of services similar to those entrusted to the contractor but which have become necessary following the creation of a new school or a significant increase in the number or pupils and/or teachers in an existing school are considered as falling under the application of point 11.1.e of Annex 1 to [Regulation \(EU, Euratom\) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union](#) and will be awarded through a negotiated procedure without prior publication.

### 1.8. Duration of the contract: how long do we plan to use the contract?

The contract(s) resulting from the award of this procurement will be concluded for 12 months tacitly renewable 9 times for successive periods of 12 months, i.e. 10 years maximum, unless one of the parties receives formal notification to the contrary at least six months before the end of the current duration.

#### Justification for the Duration of the Public Procurement Contract for Software (10 Years):

In accordance with the principles of European public procurement regulations, notably in terms of transparency, non-discrimination, and equal treatment, the duration of a public procurement contract must be proportionate to the specific needs of the project. While the standard duration for public procurement contracts is typically 4 years, an exception to this rule can be justified when the nature of the contract and specific circumstances require it.

In this context, the 10-year duration for the public procurement contract concerning the acquisition of the software is justified for the following reasons:

1. **Complexity of the Software:** The software in question is highly complex, requiring a thorough technical integration phase as well as specific customisations to meet the particular needs of the contracting entity. This phase may take several years to ensure

- optimal implementation. Additionally, the 10-year duration allows for the long-term sustainability of the software and facilitates necessary updates and evolution according to future needs.
2. **User Adaptation Time:** The deployment of a complex software solution requires an extensive training and user adaptation phase, which can be lengthy and gradual. The extended contract duration allows for this adaptation period, ensuring that all users are properly trained and able to fully utilize the software as it is progressively deployed.
  3. **Long-term Maintenance and Support:** A 10-year contract duration is also justified by the need for ongoing maintenance and technical support throughout the software's usage period. This duration ensures that the contracting entity benefits from proper oversight for troubleshooting, as well as necessary updates to keep the software up to date and compliant with technological developments.
  4. **Long-term Investment:** Acquiring such a significant software system represents a substantial investment. The 10-year duration allows for this investment to be spread over a prolonged period, thus ensuring financial and technical stability. It ensures that costs are managed optimally, and the entire project benefits from a return on investment over the long term.
  5. **Need for Stability and Predictability:** A long-term contract ensures the overall stability of the system, avoiding risks associated with changing suppliers or software mid-project. It also guarantees continuity of service without incurring unforeseen costs or disruptions in the services provided, offering a predictable framework for all stakeholders involved.

In conclusion, the 10-year duration is justified by the complexity and scope of the project, the time needed for user adaptation, as well as the necessity for long-term maintenance and support. This duration is proportionate to the requirements of the market and meets the specific needs of the contracting entity, while respecting the fundamental principles of European public procurement regulations.



## 2. GENERAL INFORMATION ON TENDERING

### 2.1. Legal basis: what are the rules?

This procurement is governed by the provisions of:

- [The Financial regulation of the European Schools](#)
- [Regulation \(EU, Euratom\) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union](#) (the Financial Regulation)<sup>1</sup> or any Regulation replacing it.

The type of procedure resulting from this procurement is: Open procedure.

### 2.2. Rules on access to procurement: who may submit a tender?

Participation in this procurement is open on equal terms to all natural and legal persons established in the European Union.

To enable *the Contracting authority* to verify the access, each tenderer must indicate its country of establishment (and in case of joint tender – the country of establishment of each group member) in **Annex 1.1** and must present the supporting evidence normally acceptable under the law of that country/-ies if so requested by the contracting Authority. The same document(s) could be used to prove country/-ies of establishment and the delegation(s) of the authorisation to sign as described in **Section 4.3**.

### 2.3. Ways to submit a tender: how can economic operators organise themselves to submit a tender?

Economic operators can submit a tender either as a sole tenderer or as a group of tenderers. In either case subcontracting is permitted.

In order to fulfil the selection criteria set out in **Section 3.2**, the tenderer can rely on the capacities of subcontractors or other entities (not subcontractors).

The role of each entity involved in a tender (hereafter referred to as *involved entity*) must be clearly specified: sole tenderer, member of a group or Group leader, subcontractor or an entity on whose capacities the tenderer relies to fulfil the selection criteria<sup>2</sup>. This applies also where the *involved entities* belong to the same economic group.

---

<sup>1</sup> Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012 (OJ L 193 of 30.07.2018, p.1).

<sup>2</sup> Such an entity is not considered a subcontractor, see Section 2.4.3.

### 2.3.1. Joint tenders

A joint tender is a situation where a tender is submitted by a group (with or without legal form) of economic operators regardless of the link they have between them. The group as a whole is considered a tenderer<sup>3</sup>.

All members of the group assume joint and several liability towards the *Contracting authority* for the performance of the contract as a whole.

Group members must appoint a *Group leader* and a single point of contact authorised to act on their behalf in connection with the submission of the tender and all relevant questions, clarification requests, notifications, etc., that may be received during the evaluation, award and until the contract signature. The model power of attorney attached in **Annex 1.2** is to be used.

The joint tender must clearly indicate the role and tasks of each member and of the *Group leader* who will act as the *Contracting authority's* contact point for the contract's administrative or financial aspects and operational management. The *Group leader* will have full authority to bind the group and each of its members during contract execution. If the joint tender is successful, the *Contracting authority* shall sign the contract with the Group leader, authorized by the other members to sign the contract on their behalf via power of attorney drawn up in the model attached in **Annex 1.2**.

Changes in the composition of the group during the procurement procedure (after the submission deadline and before contract signature) shall lead to rejection of the tender except in case of a merger or takeover of a member of the group (universal succession), provided that the new entity has access to procurement (see **Section 2.2**) and is not in an exclusion situation (see **Section 3.1**).

In any case the selection criteria must be still fulfilled by the group and the terms of the originally submitted tender may not be altered substantially, i.e. all the tasks assigned to the former entity must be taken over by the new entity member of the group, the change must not make the tender non-compliant with the Tender specifications, and the evaluation of award criteria of the originally submitted tender may not be modified.

### 2.3.2. Subcontracting

Subcontracting is the situation where the contractor enters into legal commitments with other economic operators which will perform part of the contract on its behalf. The contractor retains full liability towards the *Contracting authority* for performance of the contract as a whole.

The following shall not be considered subcontracting:

- a) Use of workers posted to the contractor by another company owned by the same group and established in a Member State (“intra-group posting” as defined by Article 1, 3, (b) of [Directive 96/71/EC concerning the posting of workers in the framework of the provision of services](#)).
- b) Use of workers hired out to the contractor by a temporary employment undertaking or placement agency established in a Member State (“hiring out of workers” as defined by

---

<sup>3</sup> References to *tenderer* or *tenderers* in this document shall be understood as covering both sole tenderers and groups of economic operators submitting a joint tender.

- Article 1, 3, (c) of [Directive 96/71/EC concerning the posting of workers in the framework of the provision of services](#)).
- c) Use of workers temporarily transferred to the contractor from an undertaking established outside the territory of a Member State and that belongs to the same group (“intra-corporate transfer” as defined by Article 3, (b) of [Directive 2014/66/EU on the conditions of entry and residence of third-country nationals in the framework of an intra-corporate transfer](#)).
  - d) Use of staff without employment contract (“self-employed persons working for the contractor”) to perform substantially the same tasks as the staff with employment contract (“employees”), without the tasks of the self-employed persons being particular well-defined parts of the contract.
  - e) Use of suppliers and/or transporters by the contractor, in order to perform the contract at the place of performance, unless the economic activities of the suppliers and/or the transporting services are within the subject of this call for tender (see **Section 1.4**).
  - f) Performance of part of the contract by members of an EEIG (European Economic Interest Grouping), when the EEIG is itself a contractor or a group member.

The persons mentioned in points a), b), c) and d) above will be considered as “personnel” of the contractor as defined in the contract.

All contractual tasks may be subcontracted unless the *Technical specifications* expressly reserve the execution of certain critical tasks to the sole tenderer itself, or in case of a joint tender, to a member of the group.

Any such subcontractor must provide the tenderer with a commitment letter drawn up in the model attached in **Annex 1.3** and signed by its authorised representative.

By filling in the form available in **Annex 1.3**, tenderers are required to give an indication of the proportion of the contract that they intend to subcontract, as well as to identify and describe briefly the envisaged contractual roles/tasks of subcontractors meeting any of these conditions (hereafter referred to as *identified subcontractors*):

- on whose capacities the tenderer relies upon to fulfil the selection criteria as described under **Section 3.2**;
- whose individual share of the contract, known at the time of submission, is above 10 %.

Changes concerning subcontractors identified in the tender (withdrawal/replacement of a subcontractor, additional subcontracting) during the procurement procedure (after the submission deadline and before contract signature) require the prior written approval of the *Contracting authority* subject to the following verifications:

- any new subcontractor is not in an exclusion situation;
- the tenderer still fulfils the selection criteria and the new subcontractor fulfils the selection criteria applicable to it individually, if any;
- the terms of the originally submitted tender are not altered substantially, i.e. all the tasks assigned to the former subcontractor are taken over by another involved entity, the change does not make the tender non-compliant with the Tender specifications, and the evaluation of award criteria of the originally submitted tender is not modified.

Subcontracting to subcontractors identified in a tender that was accepted by the *Contracting authority* and resulted in a signed contract, is considered authorised.

### 2.3.3. Entities on whose capacities the tenderer relies to fulfil the selection criteria

In order to fulfil the selection criteria, a tenderer may also rely on the capacities of other entities, regardless of the legal nature of the links it has with them. It must in that case prove that it will have at its disposal the resources necessary for the performance of the contract by producing a commitment letter in the model attached in **Annex 1.4**, signed by the authorised representative of such an entity, and the supporting evidence that those other entities have the respective resources.

If the contract is awarded to a tenderer intending to rely on another entity to meet the minimum levels of economic and financial capacity, the *Contracting authority* may require the entity to sign the contract or, alternatively, to provide a joint and several first-call financial guarantee for the performance of the contract.

With regard to technical and professional selection criteria, a tenderer may only rely on the capacities of other entities where the latter will perform the works or services for which these capacities are required (i.e. the latter will assume the role of subcontractors).

☞ Relying on the capacities of other entities is only necessary when the capacity of the tenderer is not sufficient to fulfil the required minimum levels of capacity. Abstract commitments that other entities will put resources at the disposal of the tenderer will be disregarded.

### 3. EVALUATION AND AWARD

The evaluation of the tenders that comply with the submission conditions will consist of the following elements:

- Check if the tenderer has access to procurement (see **Section 2.2**);
- Verification of administrative compliance (if the tender is drawn up in one of the official EU languages and signed by duly authorised representative(-s) of the tenderer);
- Verification of non-exclusion of tenderers on the basis of the exclusion criteria;
- Selection of tenderers on the basis of selection criteria;
- Verification of compliance with the minimum requirements defined in the Tender specifications;
- Evaluation of tenders on the basis of the award criteria.

The *Contracting authority* will evaluate the abovementioned elements in the order that it considers to be the most appropriate. If the evaluation of one or more elements demonstrates that there are grounds for rejection, the tender will be rejected and will not be subjected to further full evaluation.

The unsuccessful tenderers will be informed of the ground for rejection without being given feedback on the non-assessed content of their tenders. Only tenderer(s) for whom the verification of all elements did not reveal grounds for rejection can be awarded the contract.

The evaluation will be based on the information and evidence contained in the tenders and, if applicable, on additional information and evidence provided at the request of the *Contracting authority* during the procedure.

For the purposes of the evaluation related to exclusion and selection criteria the *Contracting authority* may also refer to publicly available information, in particular evidence that it can access on a national database free of charge.

#### 3.1. Exclusion criteria

The objective of the exclusion criteria is to assess whether the tenderer is in any of the exclusion situations listed in Article 136(1) of the Financial Regulation.

As evidence of non-exclusion each tenderer needs to submit with its tender a Declaration on Honour in the model available in **Annex 2** and the documents mentioned as supporting evidence in the Declaration on Honour<sup>4</sup>. The declaration must be signed by an authorised representative of the entity providing the declaration.

---

<sup>4</sup> The obligation to provide the supporting evidence will be waived in the following situations:

- if such evidence can be accessed by the *Contracting Authority* on a national database free of charge, in which case the economic operator shall provide *the Contracting authority* with the internet address of the database and, if needed, the necessary identification data to retrieve the document;
- if there is a material impossibility to provide such evidence.

The exclusion criteria apply individually to each member of the grouping and/or to each identified subcontractor.

👉 **All of the above specified evidence must be provided with the tender.**

### 3.2. Selection criteria

The objective of the selection criteria is to assess whether the tenderer has the legal, regulatory, economic, financial, technical and professional capacity to perform the contract.

The selection criteria for this procurement, including the minimum levels of capacity, the basis for assessment and the evidence required, are specified in the following subsections.

Tenders submitted by tenderers not meeting the minimum levels of capacity will be rejected.

When submitting its tender each tenderer shall declare on honour that it fulfils the selection criteria for the procurement. The model Declaration on Honour available in **Annex 2** shall be used.

The selection criteria are applicable to all the members of the grouping and/or the subcontractors identified (combined capacity of all the members and/or of the subcontractors identified).

The subsections below specify which selection criteria evidence must be provided with the tender or may be requested later, at any time during the procurement procedure<sup>5</sup>. In any case, to the extent that there is no ground for a waiver, the evidence must be provided, upon request and within a deadline given by the Contracting authority.

**Please note that a request for evidence in no way implies that the tenderer has been successful.**

#### 3.2.1. Legal and regulatory capacity

Tenderers must prove that they have legal capacity to perform the contract and the regulatory capacity to pursue the professional activity necessary to carry out the services subject to this procurement.

The legal and regulatory capacity shall be proven by the evidence listed below:

- **Copy of registration** in a professional register or a trade register or any other official document mentioning a registration number.
- **Copy of legal status** or, failing that, an equivalent document recently issued by a competent judicial or administrative authority.
- **For legal persons, a legible copy of the instrument of appointment** of the persons authorised to represent the candidate in relations with third parties and in legal action, or a

<sup>5</sup> The obligation to provide the supporting evidence will be waived in the following situations if such evidence can be accessed by the *Contracting Authority* on a national database free of charge, in which case the economic operator shall provide the *Contracting authority* with the internet address of the database and, if needed, the necessary identification data to retrieve the document.

copy of the publication of that instrument of appointment if the legislation applicable to the legal entity concerned requires such a publication; any delegation of this authorisation to another representative not mentioned in the official instrument of appointment must be certified.

👉 **All of the above specified evidence of legal and regulatory capacity must be provided with the tender.**

### 3.2.2. Economic and financial capacity

Tenderers must comply with the following selection criteria in order to prove that they have the necessary economic and financial capacity to perform the contract.

Criterion F1	
<b>Minimum level of capacity</b>	Average yearly turnover of the last three financial years above EUR 600 000.
<b>Basis for assessment</b>	This criterion applies to the tenderer as a whole, i.e. a consolidated assessment of the combined capacities of all <i>involved entities</i> will be carried out.
<b>Evidence</b>	Copy of the profit and loss accounts and balance sheet for the last <b>three</b> years for which accounts have been closed from each concerned <i>involved entity</i> , or, failing that, appropriate statements from banks. The most recent year must have been closed within the last 18 months.

Criterion F2	
<b>Minimum level of capacity</b>	A positive average pre-tax annual profit over the last three financial years ended.
<b>Basis for assessment</b>	This criterion applies to the tenderer as a whole, i.e. the combined capacities of all <i>involved entities</i> .
<b>Evidence</b>	Copy of the profit and loss accounts and balance sheet for the last <b>three</b> years for which accounts have been closed from each concerned <i>involved entity</i> , or, failing that, appropriate statements from banks. The most recent year must have been closed within the last 18 months.

👉 **All of the above specified evidence of economic and financial capacity must be provided with the tender.**

### 3.2.3. Technical and professional capacity

Tenderers must comply with the following selection criteria in order to prove that they have the necessary technical and professional capacity to perform the contract.

Criterion T1	
<b>Minimum level of capacity</b>	At least 3 similar (in scope and complexity) projects for educational or education-related institutions completed in the last three years preceding the tender submission deadline, with a minimum value for each of them € 150,000.00.
<b>Basis for assessment</b>	This criterion applies to the tenderer as a whole, i.e. the combined capacities of all <i>involved entities</i> .
<b>Evidence</b>	<p>A list of projects meeting the minimum level of capacity. The list shall include details of their start and end date, total project amount and scope, role and amount invoiced. In case of projects still on-going only the portion completed during the reference period will be taken into consideration.</p> <p>As supporting documents for each project reference the <i>Contracting authority</i> may request statements issued by the clients and take contact with them.</p>

☞ **All of the above specified evidence of technical and professional capacity must be provided with the tender.**

☞ **Involved entities must not be subject to conflicting interests which may negatively affect the contract performance. Where the *Contracting authority* has established such conflicting interests, it may conclude that the tenderer or an involved entity does not possess the required professional capacity to perform the contract to an appropriate quality standard.**

The presence of conflicting interests shall be examined during the evaluation phase based on the statements made through the Declarations on Honour and, where applicable, the commitment letters (***Annex 1.2***).

### 3.3. Compliance with the minimum requirements of the Tender specifications

By submitting a tender, a tenderer commits to perform the contract in full compliance with the terms and conditions of the procurement documents for this call for tender. Particular attention is drawn to the minimum requirements specified in the Technical specifications document (Tender specifications – part 2) and to the fact that tenders must comply with applicable data protection, environmental, social and labour law obligations established by Union law, national legislation, collective agreements or the international environmental, social and labour conventions listed in Annex X to Directive 2014/24/EU.



The minimum requirements shall be observed throughout the entire duration of the contract. Compliance with these requirements is mandatory and cannot be subject to any limitations, conditions, or reservations on the part of a tenderer.

⚡ **Tenders that are not compliant with the applicable minimum requirements shall be rejected due to irregularity.**

### 3.4. Award criteria

The objective of the award criteria is to evaluate the tenders with a view to choosing the most economically advantageous tender.

Tenders will be evaluated on the basis of the following award criteria and their weighting:

#### 1. Quality – 60%

For its quality offer, the Tenderer must complete **Annex 3** – Technical offer.

The quality of the tender will be evaluated based on the following criteria:

The quality of the offers will be assessed, on the basis of the presentation folder of the solution provided and submitted by the tenderer, and on the basis of the oral demo presentation and the online evaluation (see below section 3.5), according to the following criteria:	
(1) Understanding of our needs – quality and suitability of the proposal. The purpose of this criterion is to assess whether the tenderers have fully understood all aspects of the services required for the contract, as set out in the technical specifications.  Offers including “nice to have” (see the <i>Technical specifications below</i> ) will be awarded additional quality points.	Out of 35 points (60% minimum required)
(2) Service Level Agreement / Support, Customisability, Training, Project management. This criterion is aimed at assessing the working methods, timescale and resource allocation proposed to satisfy the needs described in the technical specifications. It will consider initial resources for setting up the system, ongoing resources while the system is active, and training opportunities for users.	Out of 15 points (60% minimum required)
(3) User experience and Navigation. The purpose of this criterion is to assess the usage of the system from different perspectives. It will consider navigation from standard users (teachers, parents, students), from more advanced users (administrative staff) and from technical users (IT and data specialists).	Out of 10 points (60% minimum required)

The following scale of values will be used to award the number of quality points to each offer:

ASSESSMENT	DESCRIPTION	SCORE
Excellent	Exceeds the required standard. Response answers the needs with precision and relevance. Includes improvement through innovation/added value.	100% of points
Good	Meets the standard required. Comprehensive response in terms of details and relevance to the needs.	80% of points

Acceptable	Meets the standard in most aspects but fails in some areas. Acceptable level of detail, accuracy, and relevance.	60% of points
Limited	Fails the standard in most aspects but meets some. Limited information/inadequate/only partially addresses the needs.	40% of points
Inadequate	Significantly fails to meet the standard. Inadequate detail provided/needs not met/information not directly relevant to the need.	20% of points
Not eligible for consideration	Completely fails to meet the standard. Responses significantly deficient/no response.	0 point

**Priority is given to offers with a good quality: Only tenders which have obtained at least the minimum number of points required for each quality criterion here above - i.e. 60% - will be considered for the comparison of the financial value.**

## 2. Price – 40 %

The price considered for evaluation will be the total price of the tender, covering all the requirements set out in the Tender Specifications.

The tender with the lowest prices shall be awarded the maximum number of points i.e. 40 points.

For its financial offer, the Tenderer must complete **Annex 4** – Financial offer.

Tenders shall be ranked according to the following formula:

Number of points awarded to the tenderer for the financial criterion

=

$$\frac{\text{lowest global price}}{\text{global price offered by the Tenderer}} * 40$$

### 3.5. Oral Demo Presentation of the offer & Online evaluation (testing)

The quality of the proposals will be evaluated by considering:

- **The description of the solution included in the quality offer (including the proposed SLAs).**
- **Online evaluation: the tenderer is asked to provide a link to a testing environment of the SIS that will enable the evaluation committee to test and assess the proposed solution.**
- **Demo: the contracting authority will organize demo-session(s) in order to evaluate the proposed solution.**

After the tenders' opening, all selected tenderers will be invited to an individual presentation session of their product / offer before a commission appointed by the OSGES, *Contracting authority*.

The presentation will take place online via Teams and will last no longer than 2 hours. The presentation is required in order to allocate points for the quality criteria to award the contract. If the tenderer does not participate in the oral presentation, the offer will be disqualified.

The presentation might be recorded to keep track of the information provided by the tenderer. The information collected will only be used for the purposes of the tender and will not be shared with third parties.

A written invitation fixing the dates and time of this meeting will be sent by email to tenderers in the shortest possible time from the date of opening of offers. It is planned that the presentation will take place **during the months of May and June 2025.**

Only documents submitted at the time of the offer can be used to support the oral presentation, no new documents may be tabled, presented and / or discussed.

The contracting authority wishes to emphasize that this presentation is only intended to clarify or supplement the content of the offer.

### **3.6. Award (ranking of tenders)**

**Tenders shall be ranked according to the best price-quality ratio in accordance with the formula below:**

Reminder: Priority is given to offers with a good quality. Consequently, the minimum threshold for quality is set to 36 points of the maximum score of 60 points and the ranking will be based according to the following rule, for the tenderers having reach at least the minimum set for the quality points only :

**Final score (max. 100) = points awarded for the criterion “price” (max. 40) + points awarded for the criterion “quality” (max. 60)**

**⚡ The contract shall be awarded to the tender ranked first, which complies with the Tender Specifications and is submitted by a tenderer having access to procurement, not in an exclusion situation and fulfilling with the selection criteria.**

## 4. FORM AND CONTENT OF THE TENDER

### 4.1. Form of the tender: how to submit the tender?

Tenders are to be submitted according to the instructions laid down in the Invitation to tender letter.

☞ **Make sure you prepare and submit your tender early enough to ensure it is received within the deadline specified under Heading 5.1.12 of the contract notice. A tender received after this deadline will be automatically rejected due to irregularity.**

### 4.2. Content of the tender: what documents to submit with the tender?

☞ **The documents to be submitted with the tender are listed in Annex 1 of these Specifications.**

☞ **Each document must be signed by a duly authorized representative of the tenderer.**

The following requirements apply to the technical and financial offer:

- *Technical offer.*

The technical offer (**Annex 3**) must provide all the information needed to assess the compliance with the Technical specifications document (Tender specifications – part 2) and the award criteria.

Tenders deviating from the minimum requirements or not covering all the requirements will be rejected on the basis of non-compliance and not evaluated further.

- *Financial offer.*

A complete financial offer. In case of discrepancies between different documents, only the amount indicated in the financial offer (**Annex 4**) will be taken into account.

Should there be an error in the calculation of the total, the unit price will prevail.

The financial offer shall be:

- expressed in euros.
- quoted free of all duties, taxes and other charges, i.e. also free of VAT. The tenderer may indicate the amount of VAT but it must be shown separately (see box below).

☞ The Office of the Secretary-General of the Board of Governors of the European Schools is exempt from Value Added Tax (VAT) for the supply of goods and services in Belgium **exceeding 123,95 €** in application of article 42 §3, paragraph 1, 4° of the VAT Code, the prices offered must be mentioned as exempt from this tax. The potential contractor must ensure that all his invoices bear the words "Exemption from VAT. Article 42 §3, paragraph 1, 4° of the VAT Code. Ministerial decision ET 121.600/A29/L92 of 19 December 2017".

### 4.3. Signature policy: how can documents be signed?

Where a document needs to be signed, the signature must be either hand-written, a qualified electronic signature or an advanced electronic signature based on a qualified certificate as defined in [Regulation \(EU\) No 910/2014 on electronic identification and trust services for electronic transactions in the internal market \(the eIDAS Regulation\)](#).

All documents requested must be signed by the tenderer's legal representative, i.e. a person duly authorised to represent the tenderer for this procurement and the signing of the contract.

If requested so by the *Contracting authority*, the delegation of the authorisation to sign on behalf of the signatories (including, in the case of proxy(-ies), the chain of authorisations) must be evidenced by appropriate written evidence (copy of the notice of appointment of the persons authorised to represent the legal entity in signing contracts (together or alone), or a copy of the publication of such appointment if the legislation which applies to signatory requires such publication or a power of attorney). A document that the *Contracting authority* can access on a national database free of charge does not need to be submitted if the *Contracting authority* is provided with the exact internet link and, if applicable, the necessary identification data to retrieve the document.

### 4.4. Confidentiality of tenders: what information and under what conditions can be disclosed?

Once the *Contracting authority* has opened a tender, it becomes its property and shall be treated confidentially, subject to the following:

- For the purposes of evaluating the tender and, if applicable, implementing the contract, performing audits, benchmarking, etc., the *Contracting authority* is entitled to make available (any part of) the tender to its staff and the staff of other Union institutions, agencies and bodies, as well as to other persons and entities working for the *Contracting authority* or cooperating with it, including contractors or subcontractors and their staff provided that they are bound by an obligation of confidentiality.
- After the signature of the award decision tenderers whose tenders were received in accordance with the submission modalities, who have access to procurement, who are not found to be in an exclusion situation referred to in Article 136(1) of the FR, who are not rejected under Article 141 of the FR, whose tenders are not found to be non-compliant with the procurement documents, and who make a request in writing will be notified of the name of the tenderer to whom the contract is awarded, the characteristics and relative advantages of the successful tender and the price of the offer and/or contract value. The *Contracting authority* may decide to withhold certain information that it assesses as being confidential, in particular where its release would prejudice the legitimate commercial interests of economic operators or might distort fair competition between them. Such information may include, without being limited to, confidential aspects of tenders such as unit prices included in the financial offer, technical or trade secrets<sup>6</sup>.
- The *Contracting authority* may disclose the submitted tender in the context of a request for public access to documents, or in other cases where the applicable law requires its

---

<sup>6</sup> For the definition of trade secrets please see Article 2 (1) of DIRECTIVE (EU) 2016/943 on the protection of undisclosed know-how and business information (trade secrets) against their unlawful acquisition, use and disclosure.

disclosure. Unless there is an overriding public interest in disclosure<sup>7</sup>, the *Contracting authority* may refuse to provide full access to the submitted tender, redacting the parts (if any) that contain confidential information, the disclosure of which would undermine the protection of commercial interests of the tenderer, including intellectual property.

⌚ The *Contracting authority* will disregard general statements that the whole tender or substantial parts of it contain confidential information. Tenderers need to mark clearly the information they consider confidential and explain why it may not be disclosed. The *Contracting authority* reserves the right to make its own assessment of the confidential nature of any information contained in the tender.

---

<sup>7</sup> See Article 4 (2) of the REGULATION (EC) No 1049/2001 regarding public access to European Parliament, Council and Commission documents.

## 5. DATA PROTECTION

Any personal data included in or relating to the TENDER, including its implementation, shall be processed in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC. Such data shall be processed solely for the purposes of the monitoring of the tender by the data controller.

Tenderers or any other person whose personal data is processed by the data controller in relation to this contract has specific rights as a data subject under Regulation (EU) 2016/679, in particular the right to access, rectify or erase their personal data and the right to restrict or, where applicable, the right to object to processing or the right to data portability.

Should tenderers or any other person whose personal data is processed in relation to this contract have any queries concerning the processing of its personal data, it shall address itself to the data controller: The Secretary-General of the OSGES.

They may also address themselves to the Data Protection Officer or the data controller at [osg-data-protection-officer@eursc.eu](mailto:osg-data-protection-officer@eursc.eu) . They have the right to lodge a complaint at any time to the Belgium [National Data protection Authority](#).

The full version of the applicable privacy statement is available at [Privacy statement](#).

## **PART 2 – Technical specifications**



## A.- General Considerations

The European Schools' system is looking for a **software service, School Information System (SIS) to manage and streamline administrative and academic processes within a group of 13 schools in 6 different countries in the EU.**

The European Schools are located in Alicante (Spain), Bergen (The Netherlands), Uccle (2 sites), Woluwé (2 sites), Ixelles, Laeken and Mol (Belgium), Frankfurt, Karlsruhe and Munich (Germany), Kirchberg and Mamer (Luxembourg) and Varese (Italy). These schools form an autonomous organisation overseen by the Office of the Secretary-General of the European Schools on behalf of the Board of Governors of the European Schools.

There are also Accredited European Schools. Accredited European Schools are schools which offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States. Accredited European Schools are thus outside the legal, administrative, and financial framework to which the European Schools are compulsorily subject. See list and locations here:

<https://www.eursec.eu/en/Accredited-European-Schools/locations>

The tenderers will commit to equivalent financial terms and conditions, should an Accredited European School also wish to acquire the SIS.

The SIS should be able to decentralize key data and operations related to pupils and the schools' overall functioning while allowing the Office of the Secretary-General (OSGES) to oversee all management aspects for which it is responsible across all the schools in the system.

A SIS improves the efficiency, accuracy, traceability, accountability, and transparency of school operations by providing comprehensive management of all key activities. The SIS should:

- **Enhance Administrative Efficiency:** Automate routine tasks to reduce the workload on staff.
- **Improve Communication:** Provide a transparent and efficient means for schools to interact with pupils, parents / legal representatives, and staff.
- **Support Decision-Making:** Offer insights and analytics for better strategic planning and performance monitoring.
- **Ensure Compliance:** Facilitate adherence to the European School Regulations and other relevant national and European regulations such as GDPR.
- **Boost Engagement:** Empower pupils and parents / legal representatives with easy access to academic and administrative information.

Therefore, the SIS will be provided as a **Software as a Service (SaaS) solution.**

It will:

- Support multiple entities – provide a multi-school environment. (Currently there are 13 schools in the system, located on 15 different sites.)
- Support the management of around 30.000 pupils with around 3200 teachers involved in their education.
- Be available at least in the following languages: EN, FR, DE.
- Be able to deal with all types of alphabets (Latin, Cyrillic, Greek) and accept all special characters (like for example ñ, ü, ß, â, ş, accents, etc.) that can be found in the languages of the countries of the European Union. For names of pupils in

Greek or Cyrillic alphabet, both the Latin alphabet name will be stored and will be consistent with the language in which the pupil's reports are issued.

PUPILS' POPULATION FOR 2024-2025:

PUPILS (rounded to nearest 10)	Nursery	Primary	Secondary	TOTAL
Alicante	100	360	630	1090
Bergen	50	130	320	500
Bruxelles I	140	840	2470	3450
Bruxelles I (Berkendael's site)	170	830		1000
Bruxelles II	120	760	2200	3080
Bruxelles II (Evere's site)	160	620		780
Bruxelles III	170	880	2160	3210
Bruxelles IV	150	850	2230	3230
Frankfurt	160	630	860	1650
Karlsruhe	90	380	510	980
Luxembourg I	270	1100	1950	3320
Luxembourg II	210	930	1700	2840
Mol	80	210	430	720
München	110	630	1350	2090
Varese	100	380	830	1310
<b>TOTAL</b>	<b>2050</b>	<b>9520</b>	<b>17620</b>	<b>29250</b>

TEACHERS' POPULATION FOR 2024-2025

	Nursery	Primary	Secondary	TOTAL
Alicante	25	45	95	165
Bergen	5	25	60	90
Bruxelles I	10	85	250	345
Bruxelles I (Berkendael's site)	10	80		90
Bruxelles II	25	90	230	345
Bruxelles II (Evere's site)	15	20		35
Bruxelles III	10	85	200	295
Bruxelles IV	10	100	205	315
Frankfurt	30	75	115	220
Karlsruhe	10	45	75	130
Luxembourg I	25	105	200	330
Luxembourg II	20	90	180	290
Mol	5	25	65	95
München	25	75	145	245
Varese	15	55	115	185
<b>TOTAL</b>	<b>240</b>	<b>1005</b>	<b>1940</b>	<b>3175</b>

The tenderer shall provide **a clear, comprehensive, detailed, and complete description of the full SIS solution** proposed, which respect the requirements and functionalities needed that are described in the document.

## B.- General Requirements

The SIS must have the following features:

### B.1.-Compliance with European Schools' regulations

Adhere to the General Rules, Language Policy, Educational Support regulations and Curriculum structures of European Schools. These compliance mechanisms must be enforced through configurable rules, including automatic validation of input data against regulatory frameworks based on the following **main documents**:

- General Rules:  
<https://www.eursc.eu/BasicTexts/2014-03-D-14-en-14.pdf>
- Language Policy:  
<https://www.eursc.eu/BasicTexts/2019-01-D-35-en-8.pdf>
- Educational Support Regulations:  
<https://www.eursc.eu/Documents/2012-05-D-14-en-10.pdf> and  
<https://www.eursc.eu/Documents/2012-05-D-15-en-14.pdf>
- Curriculum structures:  
<https://www.eursc.eu/BasicTexts/2019-04-D-13-en-9.pdf>

Some of those rules are summed up in the following Welcome Guide:

<https://www.eursc.eu/Documents/Welcome-Guide-for-new-Educational-Staff-Edition-2024-v1.pdf>.

The SIS should have the basic necessary features to accommodate complex educational setups, such as SWALS (Pupils Without A Language Section), SEN (Special Educational Needs), Pupils' Mobility...

### B.2.- Data protection / GDPR compliance

The SIS (all modules) must be compliant with the General Data Protection Regulation (GDPR). Nice to have: Any certification and/or Code of Conduct relevant in the context of data protection is considered as an advantage.

**The contractor must respect Article II.9 of the general conditions and Annex I of the Framework contract.**

The contractor must respect:

- Process the data solely for the purpose or purposes alone that is/are the object of the processing.
- Process the data in accordance with the controller's documented written instructions.

The contractor must refer to annex I of the Framework contract for the full description of its obligations:

- in assisting the controller in fulfilment of the controller's obligations.
- in respecting confidentiality requirements. Please refer also to Article II.8 of the Framework contract for confidentiality.

- In supporting the controller in case of data breach.
- In terms of data storage, maintenance of a record of all the data processing activities carried out on behalf of the controller, other documentation and disclosure of data.

As provided in Article II.9 of the general conditions and Annex I of the Framework contract, the contractor must take appropriate technical and organisational measures, having regard to the risks inherent in processing and to the nature, scope, context and purposes of the processing. We highlight here in particular:

- Pseudonymisation of personal data must be possible especially for special category of data.
- Encryption of data at rest and in transit (see part C.2. Data, information and IT security).
- A process for regularly testing, assessing and evaluating the effectiveness of technical and organisational measures for ensuring the security of the processing.

We refer you to Annex I and the general conditions of the Framework contract for the other mandatory requirements.

The contractor must comply with data localisation and access rules provided in Annex I.

- The personal data shall only be processed within the territory of the European Union and the European Economic Area and will not leave that territory;
- The data shall only be held in data centres located with the territory of the European Union and the European Economic Area;
- No access shall be given to such data outside of the European Union and the European Economic Area;
- The contractor may not change the location of data processing without the prior written authorisation of the contracting authority.

Specifically, the contractor must:

- Provide solutions for archiving documents and data, in compliance with the retention periods (legally required and according to Schools and OSGES policies).
- Provide automated deletion of data and supporting documents after a determined retention period. The SIS must offer solutions to enable different retention periods from data to data.
- Provide and maintain detailed logs of user activities (including possibility to set up trail on data changes to be able to see who modified a data/document) to support compliance and accountability. These logs should be exportable for security audits and investigations (see part C IT related requirements).
- The SIS must ensure granular and role / profile-based access rights to users (pupils, parents / legal representatives, teachers, class teachers, education advisors, career guidance teachers, directors, deputy directors, assistant deputy directors, secretaries, mobility coordinators, education support coordinators, work experience coordinators, inspectors, etc.), in compliance with the legal requirements in terms of privacy and GDPR, but also in line with the specific needs of the schools. The platform must be able to even limit access to specific data, document and fields for some profiles. Data access must be on a need-to-know basis (See part B.5).

The SIS must assist and support the controller with **“Privacy by Design and Default” according to Art. 25 GDPR** for example by facilitating granular RBAC and data minimization techniques (particularly for special category of data), limiting data access, automatic system for deletion of data, effective audit trails, clear privacy notice and transparency, **warning before exporting and printing data**, limiting open comment fields, preferring dropdowns, checkboxes, and predefined categories.

The SIS must assist and offer solutions for the schools in fulfilling their duty to respond to requests made to them by data subjects or their legal representative to exercise their **rights under chapter 3 GDPR**, in particular:

- To access their data.
- To rectify their data.
- To ask to erase their data.
- About the portability of their own data.

The SIS must offer a function under **Parental Portal to enable parents / legal representatives to manage GDPR-related authorizations for their children**. This module must offer the ability for the parent/legal representative to grant, withdraw, or update consent for data processing, in line with the above-mentioned GDPR regulations, for example:

- **Granting or Withdrawing Consent for Photos and Videos:** Parents or legal representatives can manage their consent for the use of photographs or videos of their child during school activities or field trips, including deciding if the images can be shared on the school’s website.
- **Control Over Health and Emergency Data:** Parents can provide or revoke consent for their child’s sensitive health data to be shared with school staff, such as the nurse, in case of emergencies or for participation in health-related activities.
- **Managing Participation in Extracurricular Activities:** Parents can grant or withdraw consent for their child to join specific extracurricular activities, like sports or clubs, and control whether their child’s data is shared with third-party providers associated with these activities.

These examples are not exhaustive, and further consents may be required.

A nice-to-have functionality would be to provide flexibility and enable each School to adapt the consent request form to their specific needs.

The interface must allow parents / legal representatives to view and modify authorization settings securely, with clear instructions and confirmation of their choices. All changes must be tracked and auditable to ensure compliance with GDPR requirements.

### B.3.- Customisability

The SIS must be **highly parametrizable and customisable** since the European School system is a unique education system with a particular structure and a specific set of regulations that need to be supported and automatized through the SIS.

**Interface:** The SIS should offer multilingual interfaces in as many official languages of the European Union possible, being English, French, and German (essential), Dutch, Italian and

Spanish (especially important). Pupils' reports and transcripts must be customisable to include translations into all official European languages. Templates and translations will be provided by the OSGES and can be improved by the service provider.

**Modular Architecture:** Allow customisation of modules. Schools should be able to activate or deactivate features based on local requirements subject to OSGES validation.

The tenderer shall provide a clear, comprehensive, detailed, and **complete description of each module** offered in respect to the requirements and functionalities described in this document. The tenderer can also include in a separate Annex a description for each **OPTIONAL module** proposed, such as European Baccalaureate management (see E.10), Educational Support Management (see E.11) Exchange management (see E.12) or a Learning Management System (See E.13).

**User-defined Fields:** Enable administrators to create and modify data fields for local requirements subject to an approval workflow with DPO consultation as for what profiles the data will be available and final decision with the OSGES.

**Parameterization:** Offer configurable features to suit the specificities of the European Schools system and its regulatory framework.

Ensure that all modules of the SIS offer a high degree of parametrisation, enabling the customisation of functions to meet the specific needs and workflows of the schools, as well as the specific configuration of studies of the ES system. This flexibility should allow for tailored configurations without requiring extensive development efforts.

Provide a centralized platform for managing multiple schools within the network, while allowing certain level, for individual school-specific, customisations. It should also support teachers and staff working across multiple schools, ensuring streamlined management of staff assignments, schedules, and roles across the network. The platform must enable administrators to configure and oversee both school-level and cross-school operations efficiently, ensuring flexibility, scalability, and compliance with each school's requirements.

- **Centralised Parameterisation:** the SIS supports centralized parameterization managed by the Office of the Secretary-General of the European Schools (OSGES). This includes the creation and update of standardized codes for subjects, pre-set roles, and permissions, etc.
- **School-Level Parameterisation:** the SIS enables schools to define, enable or disable certain features subject to a two-step validation with the OSGES.

The service provider will also be ready to take care of the necessary parametrization, make the necessary adaptations to the programme or to develop specific features or modules if needed with timely and market-competitive conditions.

#### B.4.- Security

Strict security measures must be in place to support best in class data and information security and to prevent the loss of data and unauthorized access. These security measures will be in accordance with the criticality and maximum sensitivity of the data managed. The system must meet the highest requirements of security in access to information and handling, data integrity and the ability to

recover in case of failure. Compliance with European and national standards. (See also below on section C.2. – Data & Information Security)

The service provider should provide guarantees for secure storage of data. Comply with data localisation and access rules provided under GDPR administrative specifications section 5.2 and the Data Protection Agreement. The SIS should implement geo-fencing for access outside these regions.

The system should regularly audit and generate compliance reports.

#### B.5.- User Roles and Access

- **Role-based Access Control (RBAC):** Define granular permissions for various user roles, such as pupils, parents / legal representatives, teachers, class teachers, educational advisors, career guidance teachers, directors, deputy directors, assistant deputy directors, secretaries, mobility coordinators, educational support coordinators, work experience coordinators, inspectors, timetablers, etc. Ensure role-specific dashboards to optimize user experiences.
- **Integration with Active Directory:** Ensure compatibility with the European Schools' centralized authentication system, including single sign-on (SSO)
- **Audit Trails:** Maintain detailed logs of user activities to support compliance and accountability. These change-logs should be available for security audits and investigations.
- **Badge Management:** the SIS must support the generation of printable badges for pupils, staff, teachers, and management. These badges should include relevant data such as photograph, timetable (if applicable), leave permissions, and other necessary information retrieved from the database.

#### B.6.- Interoperability and Integration. Interaction with other IT systems.

The European School system relies on several IT solutions for different operational, financial, and administrative aspects. The SIS must provide excellent support for system and data integrations – REST API and/or similar solutions. (See also Section C.1.- General IT Specifications). Integrations must be provided through the EURSC integration solution and be fully compatible and connectable through existing solutions to seamlessly communicate with:

- **Timetabling software.** The European Schools currently use UNTIS (Gruber and Petters) for timetabling. A different tool could be used in the future.
- **Financial operations software:** The European Schools currently use SAP for most financial operations. A different tool could be used in the future, especially for fee management and invoicing.
- **Human resources management software.** The European Schools are looking now for a specific software.
- **Reporting tools and analytics software:** Apart from the internal reporting and analytics tools in the SIS, the European School system uses Tableau as Business Intelligence (BI) solution.
- **Learning Management System:** The European Schools are also currently investigating the adoption of a new Learning Management system. The service provider can also add a separate offer for a specific separate module or separate dedicated tool.

- **Messaging software:** Support for email, Text Messaging (SMS, WhatsApp...) based communication.
- **Other software.** Any software that the European Schools decide to use would need to be connected to the SIS, including independently dedicated software to manage the European Baccalaureate. The SIS provider will facilitate interoperability with such systems.

### C.- IT related requirements

The SIS shall fulfil the following minimum IT requirements:

Provided as a Software as a Service (SaaS) solution, it will:

- Provide online portals and preferably also a mobile application that stakeholders (staff members, pupils, parents, etc.), will use to access and manage data.
- Have W3C quality standards or equivalent that should be applied to the interfaces (web portal, mobile devices, etc.).
- Provide support for standard, most common web browsers.
- Provide the possibility of uploading and managing documents.
- Provide reliable backup solution and fail over functionality (See also below on Section C.1. - General IT Specifications).
- Provide support for Single Sign On (SSO) solutions (See also below on section C.2. – Data & Information Security) – E.g.: MS Azure AD.
- Provide excellent support for system and data integrations –solutions. (See also below on Section C.1. - General IT Specifications).
- Ensure responsive interface and excellent user experience (UX).
- Ensure excellent, well documented IT security. Preferably with ISO 2700x certifications. (See also below on section C.2. – Data & Information Security)
- Provide clear and well-defined maintenance and support services contained in an SLA (See also below on section C.2. – Data & information Security).
- Offer searchable audit trail on data and documents, provide detailed overview on data changes (be able to see who has modified a data/ document).

The ICT Unit at the OSGES will collaborate with the tenderer to integrate the SIS platform with the existing applications.

#### C.1.- General IT specifications

Additionally, in a specific **Annex on General IT Specifications**, the following points will be provided as detailed descriptions by the tenderer:

- The **backup** solution and backup policies applied to ensure the continuity of the operations.
- The supported Single Sign On, **SSO**, solutions.
- Detailed description of the **integration solutions** supported and provided.
- Filtering, validation, and data entry controls supported to ensure the quality of the data when entering the system.
- Search capabilities.
- ...

#### C.2.- Data & information and IT Security



Information Security will be a key issue for the tender. The tenderer shall provide a clear, comprehensive, detailed, and complete description related to **Information and IT Security** in a separate **Annex** including:

- **The IT Security solutions and procedures in place** supporting the SIS platform.
- Hosting solutions provided and related IT Security measures implemented.
- IT Security and other **relevant certifications** (such as ISO 2700x etc.), audit reports, etc. indicating providers.
- Load balancing and failover mechanisms implemented and relevant metrics.
- Business Continuity and Disaster Recovery plans in place.
- Encryption solutions employed for encrypting data in rest and under transfer
- ...

To assure business continuity, the European Schools expect that the SIS will have a robust disaster recovery plan with regular backups and that disaster recovery test and drills will be conducted annually.

### C.3.- Maintenance and support

The tenderer should provide description of the provided **maintenance solutions** and available **SLA** levels in an **Annex** that should cover the description of the entire solution, with among other aspects:

- The maintenance and update process.
- Help Desk description: Languages in which the service can be provided (Especially English and possibly French, and German).
- Support for ticket-based issue tracking.
- Escalation procedures for unresolved issues.
- Other live communication channels and solutions for general support, incidents, troubleshooting, and maintenance management.
- The fail-over and disaster recovery solutions in place, including maximum recovery time limits.
- The incident management procedures with specification of reaction delays.
- Annual roadmap with mandatory security upgrades and new releases with a description of release deadlines.
- The procedure/solution proposed and related costs for change management, for introducing new functionalities and or adoptions that might be required by the ES.
- ...

The maintenance period will start on the day following the final acceptance of the SIS platform. The tenderer will guarantee this maintenance for the duration of the contract.

All maintenance provisions, obligations and agreements for the tenderer and the ES, will be set out in an SLA. This SLA describes the performance requirements and indicators defined for the services provided. This contract defines penalty clauses if the agreed level of service is not met.

The expected main, high availability will be from 07:00 to 19:00 hours, Brussels time, Monday to Friday during the official business periods (around 220 days per year) according to the official school calendars of each school and the three weeks before and after the school year. Response

time should be a maximum of 4 hours during this period. Immediate response for high urgency, critical events.

During weekends and school holiday periods the service provider should maintain availability arrangement to deal with critical incidents.

If the content of the SLA is no longer compatible with the actual performance of the services described therein, the service must be corrected to the agreed level, or the SLA must be adjusted. The assessment should be done annually, regardless of whether any problems arise.

The solution provider may only terminate or transfer its maintenance obligations to a third party subject to the prior written consent of the OSGES.

The maintenance will include all services so that the OSGES can use and operate the solution properly. The tenderer shall indicate the non-maintenance services and the rates applicable to their performance.

The tenderer may not use the services of another data processor to conduct specific data processing activities without the prior written authorization of the data controller(s). Any transfer of data over a network must be done over an encrypted connection.

#### C.4.-Parametrization, Implementation and Customisations

Parametrization (initial set-up), implementation (from project to production), and customisations such as development or adaptation of modules, functionalities, and necessary integrations will be part of the project.

Implementation includes the migration (and all related processes) of existing data from the current SIS solution used by the ES.

Customisation means: *“the specification listed that will require a specific development in the Tenderer’s SIS platform to fulfil the needs of the ES.”*

The Tenderer should clearly describe in an **Annex** the **parametrization and implementation services**, as well as all necessary **customisation operations**. The tenderer shall explain its business model to fulfil these requirements. The tenderer must take this aspect into account in its financial offer.

#### C.5.- Use of Artificial Intelligence

The tenderer must respect applicable AI legislation.

If applicable, the tenderer must provide a clear description of the Artificial Intelligence (AI) technology used by the platform. The tenderer must indicate if it is possible to opt out of the AI technology used.

At minimum, the tenderer will describe the following:

- Define the finalities of the IA used.
- List the personal data used and for what purpose.
- Other information necessary for a Fundamental Rights Impact Assessment.
- Instructions for use accompanying the systems.

The tenderer will assist the controllers in their obligations under applicable Artificial Intelligence legislation.

#### D.- Scope of the Tender

This tender's scope focuses on providing a SIS, Software as a Service (SaaS) solution for the European Schools.

The related contract will cover the following aspects:

- Adaptation and customisation of existing commercial software to meet the European Schools' requirements and adequacy to its regulatory framework.
- Installation, tests, and migration to production.
- Recovery and handling of the existing data in the different databases.
- Corrective and evolutive maintenance (upgrading) of the software during and after the guarantee period.
- Training of the staff who will use these applications.
- 'Train the trainers' training for key users and super key users at schools and the OSGES. Specific training of the support and help desk staff.
- Project documentation and operation and maintenance manual/website.
- Training environment.

The implementation phase (from testing to full production for all European Schools) will extend until end of June 2026 and will be carried out under the supervision and with the collaboration of the designated European Schools, the Pedagogical Development Unit, and the ICT Unit at the Office of the Secretary-General. **Tenderers are asked to provide an implementation schedule.**

#### E.- Functional Specifications / Modules.

##### E.1.- Admissions and Enrolment.

**Admissions Portal:** Provide secure online application submissions with captcha validation and email verification. Allow uploading of documents. Track the status of applications in real time and send automated reminders for incomplete applications. Provide tools for generating and managing waiting lists.

**Enrolment Management:** Automate workflows for admissions, re-enrolment, and withdrawal processes. Integrate notifications to alert stakeholders / staff members about pending or incomplete actions.

The Admission and Enrolment procedures are not standardized for the European Schools and differ from school to school based on the specific needs and legal constraints. The support for Admission and Enrolment should be available as an optional module for schools and support customisation to the specific local requirements and workflows.

##### E.2.-Administration and Training.

The administration module should be restricted to staff profiles and have different access permissions depending on the roles. Through this module key users and super-key users will be able to parametrize functionalities and enter / modify data. For sensitive data manipulation and

operations that could impact the overall coherence of data in the system a two-step approval system should be put in place.

The service provider will include in an **Annex a training plan** for super-key users, key users, administrators. It will indicate role-specific training paths and the available modalities such as self-access video tutorials, MOOCs, webinars, in situ and virtual training sessions, complementary materials such as interactive guides, printed materials, etc. It will be indicated for each modality the languages in which they will be available and an itemized cost.

### E.2.1.- Pupil Management.

The creation of pupils in the SIS will not be done manually. Instead, pupils will be pre-created and synchronised with a dedicated Master Data Management (MDM) solution, which acts as the authoritative source for all core identity and relational data. This includes the unique MDM Key that identifies each pupil within the MDM directory and ensures consistent reference across systems.

As such, all identity-related data (e.g., name, date of birth, gender, nationality, legal guardians, address, etc.) will not be managed in the SIS but will be displayed based on synchronisation or integration with the MDM. The relationships between pupils and their parents/legal representatives will also be inherited from the MDM and do not require duplication or re-entry in the SIS.

The role of the Pupil Management module in the SIS will therefore focus exclusively on the academic and operational data needed for school administration, such as:

- **Academic linkage:** connection between the pupil and their class, enrolment and departure dates, reasons for leaving, and internal status tracking (e.g. promotion, repetition, exchange).
- **Course association:** enrolment in courses, status of participation, subject groupings, language section assignments, and SWALS-specific arrangements.
- **Timetable-related logistics:** allocation to bus lines, locker assignments (if applicable), and visibility on classroom and timetable data.
- **Specific academic parameters:** such as the Exit Code, whether the pupil is a SWALS student or not, and the management of educational support tags where relevant.
- **Pupil Categories:** The pupil categories relevant for financial purposes (e.g., school fees) will be encoded and owned by SAP.

While financial, HR, and employer-related data will be owned and managed by external systems such as SAP, the SIS must still be able to access relevant elements—particularly those that influence course creation or pupil categorisation (e.g. enrolment/financial category)—through dedicated integrations. However, encoding or modifying this data remains outside the scope of the SIS.

#### *E.2.1.1. Pupils with Special Educational Needs. Educational Support*

Pupils in need of support / with Special Educational Needs require a flexible allocation of teachers, Educational Support assistants (nursing and pedagogical), courses and classes. The SIS system must offer sufficient flexibility to accommodate the European Schools provisions and organisational practices for these pupils.

European Schools' Educational Support Regulations can be found here:

- <https://www.eursec.eu/Documents/2012-05-D-14-en-10.pdf>
- <https://www.eursec.eu/Documents/2012-05-D-15-en-14.pdf>

The following basic functionalities are required for the SIS:

**Educational Support categorisation:** The SIS allows different labelling according to the above-mentioned regulations: including GS (General Support) MS (Moderate Support), ISA (Intensive Support A), ISB (Intensive Support B). It allows entering labels for all accommodations, special arrangements, and tripartite agreements to display a complete pupil's profile.

**Flexible Composition of Courses and Classes:** The SIS allows dynamic creation and adjustment of courses and classes based on evolving educational needs, including temporary course participation. The SIS supports modified curricula dispensations/additions, timetable adaptations with customised timing, enrolment, disenrolment to Educational Support courses and other relevant information. It keeps records of changes throughout the school years. The SIS allows comprehensive tracking for longer progress analysis and reporting (historical records).

**Educational Support reporting:** The SIS allows automated reporting and custom grading / marking for modified curricula. This feature should also include the possibility of rolling over to the next year either “in progression” or in “promotion”. The final decision is taken after human oversight.

**Data Reusability and Automation:** The SIS ensures that information is automatically re-usable and replicable across relevant modules.

See **Annex A** for a list of indicative domains and fields to be managed by the SIS.

#### E.2.2.- Teacher and Curriculum Management.

To manage the European Schools' curriculum, the SIS should provide a course management solution (groups, classes, courses...) compliant with the provisions set in the document “The European School Curriculum: Structure and Organisation of studies and courses in the European Schools” <https://www.eursec.eu/BasicTexts/2019-04-D-13-en-9.pdf>

The SIS will also support the grouping of classes and courses vertically (different year groups, *e.g.* grouping 1<sup>st</sup> and 2<sup>nd</sup> year of nursery) or horizontally (from different language sections, different courses...).

The SIS must be flexible to allow the management of **Educational Support courses** for pupils in need of Support Special Educational Needs (SEN). In nursery and primary, those courses are in parallel to other courses, while in secondary they are most of the time during free periods of pupils.

Courses for SWALS pupils (Students **W**ithout **A** Language **S**ection) may also require flexibility to track and manage language-specific needs and groupings.

**Integration with existing timetabling solution (UNTIS) and its standard modules:** Enable synchronization with the UNTIS timetable system (timetables, course creation, course allocation), and its standard modules to manage ad-hoc events (such as examinations), room reallocations (such as parent/teacher visits), teachers' replacements, etc.

The SIS will provide conflict detection tools to identify inconsistencies with European regulations requirements (minimum and maximum number of periods, pupils' subject choices, overlaps in teachers' schedules or room bookings, etc.)

The SIS will provide some basic features for organization of ad-hoc events like exam management or teacher/parent meeting management.

Courses normally have a unique code built on an established syntax. They start with the cycle (**n**=nursery, **p**=primary, **s**=secondary), the year group (for example: **n1**, **p3**, **s2**) and then an identifier for each subject (for example **CHI** for Chemistry), then the language in which the subject is taught (using the 2 official EU 2 digit code, as for example **ES** for Spanish) and the letters in alphabetical order (A, B, C...) to indicate the group. Therefore, s6CHIENA is the A group of the course Chemistry taught in English in the year 6 of the secondary cycle.

See here for the official EU language codes:

[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Language\\_codes](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Language_codes)

(Please, note that for 5 languages, the language code is different from the corresponding international country code)

See below **Annex B** for a list of subject identifiers.

### E.3.- Mobility Programs. Pupil Exchange Management.

The SIS must allow the management of pupils in exchange within the system of the European Schools (the 13 European Schools) and within the network of Accredited European Schools. Pupils' exchanges only happen in s5 (exceptionally in s4) and always during the 1<sup>st</sup> semester of the school year.

The SIS must offer basic functionalities to support the provisions in the document "Guidelines on Organizing Pupils' Mobility in the European Schools Network":

<https://www.eursec.eu/BasicTexts/2024-11-D-22-en-1.pdf>

### E.4.- Attendance.

The SIS functionalities / module must support the provisions in article 30 of the General Rules of the European Schools. <https://www.eursec.eu/BasicTexts/2014-03-D-14-en-14.pdf>

Teachers need to implement daily attendance logging by checking in every lesson. For the nursery and primary school attendance could be taken by whole day. Reminders are sent when no use of the functionality is made. Teachers need to log absent pupils and pupils arriving late to class.

Parents will be able to request permission for absence and justify pupils' absences. Possibility of uploading supporting documents.

Different customised categorisation of absences (justified / unjustified / ...) will be supported by the SIS.

Automated workflows to inform parents / legal representatives, automated alerts for prolonged absences or accumulation of unjustified absences.

Automated alerts to an educational advisor when inconsistencies in attendance on the same day.

Automated warning of non-promotion if at the end of the first semester, the number of absences seems likely to exceed the threshold of 10% of the periods organised in one or more subjects.

Allow visual analytics, such as heatmaps, for tracking trends in attendance taking (teachers) and absenteeism (pupils).

#### E.5.-Disciplinary issues Management.

The SIS must offer basic functionalities to support the provisions in Chapter VI of the General Rules of the European Schools regarding pupils' discipline management.

<https://www.eursec.eu/BasicTexts/2014-03-D-14-en-14.pdf>

It will provide the possibility of categorisation of disciplinary issues and associated remedies.

#### E.6.- Assessment and Reporting.

**Conformity with European Schools' Regulations.** The SIS assessment module must conform with the European Schools marking system as established in the General Rules of the European Schools, Chapter IX on Assessment. See here: <https://www.eursec.eu/BasicTexts/2014-03-D-14-en-14.pdf>

The Assessment module will determine whether the pupils are promoted to the next school year, repeat the year or follow “in progression” to the next school year.

**Signatures, Logo, and Seal.** School reports should show the signatures of class teachers and managerial staff. The possibility of the use of electronic signatures should be highly valued. Logo and seal must be shown in report cards and transcripts.

**Communication.** Parents / legal representatives and pupils of legal age should receive communication that school reports are ready to be consulted. Reminders should be sent with a system of acknowledgement of consultation / receipt.

**Access to reports.** Parents / legal representatives and pupils of legal age should be able to access the school reports and print them locally.

**Transcripts.** Parents / legal representatives and pupils of legal age should be able to access transcripts of grades from several years. This is important for all pupils but particularly for pupils who need to transfer to another system.

Transcripts should also bear logo, seal and signatures.

**Other certifications.** The assessment module of the SIS should also be able to deliver different certifications such as:

- Participation in compulsory school trips
- Participation in large events (Eurosport, Science Symposium, MEC, FAMES...)
- Participation in CAAP and WEX
- Participation in mobility programmes
- Other

It would be interesting that SIS assessment module had an **e-portfolio functionality** to gather all academic results and curricular and extracurricular merits and distinctions.

**Languages of reports.** Report templates should be available in all EU languages. The SIS must support introduction of comments in all EU languages, including those using Greek and Cyrillic alphabets. An integrated spellcheck functionality would be useful.

**Analytics.** The SIS should provide basic results / performance analytics through user-friendly pre-set dashboards:

- Evolution of grades on individual pupils throughout their schooling.
- Comparison to class / year averages.
- Averages of classes / language sections / school, years per year
- ...

**Publishing reports.** There should be a possibility of automating the publication date of the reports. The reports should show with different status “Complete”, “Incomplete”, “Published”. The SIS should issue “Due date” and “Incomplete” tasks reminders for teachers.

Once the reports are published, grades/marks cannot be changed without school management approval.

**Archiving.** Reports will be frozen and saved after class council decisions. There should be a possibility of modification after validation from the management and the OSGES only following the results of class council appeals.

Reports must be archived during the established retention period. Batches should be exportable to different electronic formats.

The Assessment module of the SIS should have an intuitive and user-friendly interface with different screens, menus, and buttons easy to interpret such as for example: “save”, “next”, “cancel”, “exit”, etc. Teachers use the assessment module to introduce their marks, grades and comments according to the European Schools marking system.

**Marking system:** Below the different marking scales applicable to the European Schools are shown. Marks / Grades should be selected from drop down lists or buttons. Special literals for cases when a pupil cannot be graded would need to be defined such as for example “\*Exempted” or “\*Not graded”.

## **PRIMARY SCHOOL**

The Primary School pupils are assessed with a five-grade scale:

- Learning objectives are not yet achieved (+)
- A few learning objectives are partially achieved (++)
- Learning objectives are partially achieved (++++)
- Learning objectives are almost completely achieved (++++)
- Learning objectives are completely achieved (+++++)

Moreover, teachers must be able to add extensive comments regarding the attainment levels of competences in the different areas of the curriculum.



Primary report templates are provided in **Annex C**.

## SECONDARY SCHOOL

In the secondary school for pupils in **years s1-s3** grades are used:

	<b>Grades (s1-s3)</b>
Excellent though not flawless performance entirely corresponding to the competences required by the subject	<b>A</b>
Very good performance almost entirely corresponding to the competences required by the subject	<b>B</b>
Good performance corresponding overall to the competences required by the subject	<b>C</b>
Satisfactory performance corresponding to the competences required by the subject	<b>D</b>
Performance corresponding to the minimum of the competences required by the subject	<b>E</b>
Weak performance almost entirely failing to meet the competences required by the subject	<b>F</b>
Very weak performance entirely failing to meet the competences required by the subject	<b>FX</b>

Moreover, teachers must be able to associate a comment with the grade. The SIS system should suggest different comments to facilitate teachers' assessment. Teachers should be able to build up their own bank of comments.

In years **s4-s6** numerical marks are used on a scale 0-10 with half points.

	<b>Numerical Mark (s4-s6)</b>
Excellent though not flawless performance entirely corresponding to the competences required by the subject	<b>10 9.0-9.5</b>
Very good performance almost entirely corresponding to the competences required by the subject	<b>8.0-8.5</b>
Good performance corresponding overall to the competences required by the subject	<b>7.0-7.5</b>
Satisfactory performance corresponding to the competences required by the subject	<b>6.0-6.5</b>
Performance corresponding to the minimum of the competences required by the subject	<b>5.0-5.5</b>
Weak performance almost entirely failing to meet the competences required by the subject	<b>3.0-4.5</b>
Very weak performance entirely failing to meet the competences required by the subject	<b>0-2.5</b>

Moreover, teachers must be able to associate a comment to the numerical mark. The SIS system should suggest different comments to facilitate teachers' assessment. Teachers should be able to build up their own bank of comments.

In **s7** teachers will introduce marks leading to the preliminary mark in the SIS. These marks will be granular to one decimal.

	Numerical mark Granular to 1 decimal s7 preliminary mark
Excellent though not flawless performance entirely corresponding to the competences required by the subject	9.00-10
Very good performance almost entirely corresponding to the competences required by the subject	8.0-8.9
Good performance corresponding overall to the competences required by the subject	7.0-7.9
Satisfactory performance corresponding to the competences required by the subject	6.0-6.9
Performance corresponding to the minimum of the competences required by the subject	5.0-5.9
Weak performance almost entirely failing to meet the competences required by the subject	3.0-4.9
Very weak performance entirely failing to meet the competences required by the subject	0-2.9

Moreover, teachers must be able to associate a comment to the numerical mark. The SIS system should suggest different comments to facilitate teachers' assessment. Teachers should be able to build up their own bank of comments.

Examples of secondary report templates are provided in **Annex D**.

#### E.7.- Communication module

A Communication Module within a School Information System (SIS) for European Schools would serve as a centralized platform to facilitate seamless communication between various stakeholders. This module should be designed with flexibility, compliance with European data privacy standards (GDPR), and security in mind, while offering features that ensure smooth, efficient, and transparent communication.

The SIS communication module has a customisable role-based access and use management. Permissions can be defined for those who can create and publish announcements, with support for review and approval workflows (especially for sensitive or regulatory content).

The SIS communication module must be able to interoperate seamlessly with other modules such as the Parent portal (see below E.9.), the Pupil portal (See below E.10) and the LMS module in the SIS (if applicable) or with other LMS tools.

These are the expected basic key features for a SIS Communication Module for the European Schools:

- **Languages:** Allow multilingual communication.

- **Email Integration:** Automated email notifications.
- **Text messages (such SMS, chat), Push and App notifications:** For time-sensitive alerts such as exam schedules, school closures, and urgent announcements.
- **Emergency Alerts:** Integration with school safety protocols to send immediate alerts (*e.g.*, weather-related closures, security alerts, emergency drills) via SMS, email, or in-app notifications.
- **Custom Alerts:** Alerts can be set for specific scenarios like absenteeism, grade drops (warning letters), or upcoming events, ensuring stakeholders stay informed.
- **Broadcast Messaging:** Granular bulk messaging depending on roles and permissions such as class announcements, section announcement, school-wide announcements, system-wide announces...
- **Notice/Announcement Boards:** Spaces to post (also automatically) announcements (see point just above) notices and updates, accessible by all users with role-specific visibility settings.
- **Calendar:** A shared school calendar where important dates (exams, school events, meetings) are posted. Event notifications can be sent via email, SMS, or in-app alerts.
- **Video Conferencing Integration:** Integration with third-party tools (*e.g.*, Microsoft Teams)

The SIS communication module must have robust auditing and reporting functionalities. It maintains a communication history register. All messages, announcements, and interactions are stored in a secure log, allowing school administrators to track and review communication history when needed (for accountability and compliance purposes).

Administrators can generate reports on communication activities, number of announcements sent, or message response rates, for continuous improvement and compliance.

This module should provide a solid, reliable, and secure communication platform for the entire school community while maintaining full compliance with the necessary legal and privacy requirements.

#### E.8.- Parental Portal.

The **Parents' Portal** is a **secure, user-friendly** web-based interface integrated into the **School Information System (SIS)** for European Schools. It enables **parents and legal representatives** to access key pupil information, manage administrative tasks, and communicate with school staff while ensuring compliance with **GDPR and European School regulations**.

The SIS provides a personalized dashboard with an overview of:

- Pupil's timetable, attendance records, grades, and discipline history.
- Notifications for school events, upcoming exams, and announcements.
- Quick access to pupil profile and contact details, including permissions and authorisations (consent).
- ...

**Attendance & Absence Management:** The SIS allows real-time attendance tracking. It contains an absence reporting system through which parents can notify the school about a pupil's absence and upload supporting documents (*e.g.*, medical certificates).

**Secure messaging system:** The SIS allows communication between parents, teachers, and school administration. It supports group / mass messages from the school (*e.g.*, school-wide announcements, class messages, etc.)

**Parent / Teacher meetings:** The SIS supports the scheduling of meetings with teachers and school management.

**Marks / Grades & Report Cards:** The SIS allows parents / legal representatives to access pupil report cards as they are published. Reports are downloadable and printable. Performance trend visualization with respect to class / year group and basic analytics should be provided.

**Document Upload & Management:** The SIS should provide secure document storage and submission. Parents can upload required documents (*e.g.*, proof of residence, authorization forms...) They can also download school policies, consent forms, and pupil-specific reports.

**Pupil Course Choices:** The SIS should allow parents / legal representatives to select optional courses for their children. Options will be contrasted against the European Schools regulations and alerts will be issued in case of non-conformity.

**Household Information & Directory:** Parents will be able to manage initial information provided in case of inaccuracies or changes. Parents can update contact details, emergency contacts, and authorized pickup persons. The SIS allows granular data access permissions (*e.g.*, for divorced/separated parents based on custody agreements).

**Exit Codes & Permissions:** Parents can define pupil exit permissions. They can specify who can pick up the pupil (authorized persons list). They can define self-exit permissions based on age, timetable, use of canteen and / or transport services, etc.

**Security & GDPR Compliance:** Role-based access control (RBAC) ensures that parents can only access authorized pupil data.

**Access levels:** Customisable access level for different legal situations, including when pupils turn 18.

**Parental consent functionality:** The parental portal must have a functionality enabling the parent to give, refuse or withdraw consent on different activities or processing of personal data of their children. Please refer to description under [B.2.- Data protection / GDPR compliance](#).

**Enhancements:** AI-driven insights on pupil performance for early intervention. Integration with a mobile app for real-time notifications and updates.

This Parents' Portal must ensure effective collaboration between schools and families while maintaining security, GDPR compliance, usability, and adherence to European Schools' provisions.

### E.9.- Pupils' Portal.

The **SIS Pupils' Portal** is a **secure, user-friendly, multilingual** web-based interface, with the possibility of accessibility through handheld devices such as smartphones (if allowed by the individual school polices). It enables **pupils** to access essential academic information while ensuring **GDPR compliance**.

The SIS needs to **provide excellent usability and support for overview** so that different information can be visualized in customisable **personalized pupil dashboards** considering pupils' age, pupils' preferences and schools' local policies etc.

The Pupils' Portal shows an overview of the **pupil timetable** with automated validation checks to ensure consistency with European School regulations on course selections, minimum / maximum number of periods required, etc.

It shows class schedules (course, teacher) and locations (classroom, gym, study room, ...) It reflects teachers' **replacements and changes** in the regular timetable (change of room, attendance to library, study rooms) in real time.

It shows pupils' **academic progress** in the form of downloadable report cards in PDF format (marks entered by the teachers following assessment). Performance trend visualization with respect to class / year group and other basic analytics regarding progress over the years (cycles / sub-cycles in the secondary) would be an interesting feature. An associated **e-portfolio** (or connection with an external tool) containing different certifications concerning pupils' awards and merits would be an interesting feature.

The SIS shows **attendance** records (real-time tracking). It shows warnings for accumulated absences.

The SIS may be customised to show **discipline records** and notifications for associated required actions by the pupil, depending on each school's approach and subject to OSGES validation.

The SIS shows **notifications** for assignments, homework, (with tracking options such as due date, status indicators like "submitted", "pending" or "graded") upcoming tests / exams and other assessment tasks (linked to a Learning Management System or separate LMS module offered with the SIS as an option) school events, class / school announcements, meeting with teachers, school trips, outings, deadlines for handing in different documents and other important reminders. (Linked to other modules, such as a communication module)

Pupils can view their own authorized **exit permissions, bus route, locker use** and other information. This should be customisable to each school's needs, subject to OSGES validation.

The SIS Pupils' Portal ensures effective self-management for pupils while maintaining security, usability, and compliance with European Schools' requirements.

#### E. 10 BAC Supporting Module

The BAC supporting module should support the European Baccalaureate related procedures and workflows. This module should support the European Schools regulatory framework that can be found in the following documents:

<https://www.eursec.eu/BasicTexts/2015-05-D-12-en-44.pdf>

This module should support integration and data exchange with the centralised OSGES BAC management solution. The centralised BAC management solution supports fully and centrally all BAC operations for both European Schools and Accredited European Schools.

The main functionalities for the SIS BAC supporting module should be:

**Management of choice** of BAC subjects – input from pupils

- List of BAC subjects available to be chosen by the pupil.  
According to regulation requirements.
- Status field indicating the status of the pupils' choices (new – updated – approved).

**Special arrangements** – request for special arrangements for the BAC exams. Status and granting of requests.

**Marks and exam results** – managed by teachers / school staff necessary for BAC preparation and final calculations

- List of marks
- List of exam results

The centralised BAC Management Module will provide the following information, data and documents to the SIS to be made available to stakeholders (pupils, parents, teachers):

**BAC results**

- Results of exams originating from other sources than SIS (online assessment tools, etc.)
- BAC results – The final BAC results awarded
- Additional BAC related information

**BAC diploma and certificates and other documents**

- BAC diploma including translations
- Various certificates

E.10.- BAC management module (**OPTIONAL**)

Beside the mandatory BAC Supporting Module, the SIS could provide a BAC management module with support for the European Baccalaureate related **full procedures and workflows**. This optional module should support the European Schools regulatory framework that can be found in the following documents:

<https://www.eursec.eu/BasicTexts/2015-05-D-12-en-44.pdf>

This module should support fully the standalone management of **all** BAC management related workflows and procedures including:

- Management of the pupils' subject choices for the BAC
- Management of pre-BAC workflows and procedures
- Calculation of final BAC results
- Integration with BAC supporting examination tools (Viatique, etc.)
- Generation of BAC related documents, BAC diplomas, certificates including translations
- other additional features according to the regulatory document.

The service provider may provide in an **Annex** an offer for an OPTIONAL module, either off the shelf (describing the necessary customisation) or to be developed, in order to support the management of the European Baccalaureate management as described in the above-mentioned documents. Costs must be specified and detailed for both cases. In any case, the European Schools will not be obliged to acquire the optional modules.

#### E.11.- Educational Support (EdSup) module. **(OPTIONAL)**

Besides including the basic functionalities mentioned above in E.2.1.1. “Pupils with Special Educational Needs. Educational Support”, a separate EdSup module will contain advanced features to comply with the European Schools’ regulatory framework contained in the following documents:

- <https://www.eursec.eu/Documents/2012-05-D-14-en-10.pdf>
- <https://www.eursec.eu/Documents/2012-05-D-15-en-14.pdf>

It will have the necessary interoperability with other modules and additional features such as:

**Multi-Perspective Viewing:** Allow data access from the pupil’s, class’s, year level’s, section’s, teacher’s, subject’s/courses’, school’s, and support measure’s perspectives, ensuring continuous educational career tracking and cross-perspective views. This includes viewing support measures by pupil, class, subject, teacher, section, cycle, and school level, as well as combinations of support measures for comprehensive insight. Intuitive dashboards and analytics to look at trends across the European School system and in each school. Automatic school and system level reporting.

**Strict Access Control:** Implement pre-defined and customisable permissions for data sharing among authorised stakeholders, including specific parental access to relevant plans and reports.

**Uploading of documents such as:** Interdisciplinary reports, tripartite agreements, ILP (Individual Learning Plan), minutes of SAG (Special Advisory Group) ...

**Automatised operations:** Sending of letters, notifications, etc.

**Workflows for:** Request and granting of special arrangements, ILP revisions, signature of documents...

**Parental Access:** Allow parents / legal representatives to upload and access relevant plans and reports.

**Individual Learning Plans (ILP) Creation:** Facilitate ILP creation and follow-up using existing system data.

**Automated Reporting:** Generate specific reports from pre-filled templates, reducing administrative workload.

The service provider can also offer in an **Annex** an OPTIONAL separate EdSup module that goes beyond the basic functionalities described above in E.2.1.1. and adds up other features for an integral management of SEN pupils and pupils in need of Educational Support according to the European Schools provisions. This module can be either off the shelf (describing the necessary customisation) or to be developed. Costs must be specified for both cases. In any case, the European Schools will not be obliged to acquire the optional modules.

### E.12.- Exchange module. (OPTIONAL)

Besides containing the basic functionalities mentioned above in E.3., a separate exchange module will also include advanced features to comply with the provisions in the document “Guidelines on Organizing Pupils’ Mobility in the European Schools Network”

<https://www.eursc.eu/BasicTexts/2024-11-D-22-en-1.pdf>

This module will facilitate school preference matching for exchange pupils regarding language section, curriculum, and other criteria, uploading and management of documents, workflows for approvals and record transfers. It should also generate mobility statistics for reporting.

It will be important to understand that Accredited European Schools may use different SIS systems.

The service provider may provide in an **Annex** an offer for an OPTIONAL module, either off the shelf (describing the necessary customisation) or to be developed, in order to support cross-school mobility for pupils participating in school exchanges as described in the above-mentioned document. Costs must be specified and detailed for both cases. In any case, the European Schools will not be obliged to acquire the optional modules.

### E.13.- Discipline management module. (OPTIONAL)

Besides containing the basic functionalities mentioned above in E.5., a separate Discipline management module will also include advanced features to comply with the provisions in Chapter VI of the General Rules of the European Schools regarding pupils’ discipline management.

<https://www.eursc.eu/BasicTexts/2014-03-D-14-en-14.pdf>.

Automated workflows to inform parents / legal representatives, automated alerts for accumulation of disciplinary issues.

Automated workflows for disciplinary council management. Possibility to upload different documents.

Allow visual analytics, such as heatmaps, for tracking trends in disciplinary issues.

The service provider may provide in an **Annex** an offer for an OPTIONAL module, either off the shelf (describing the necessary customisation) or to be developed, in order to support discipline management according to the European Schools’ provisions.

### E.14.- Learning Management System module. (OPTIONAL)

Here is a general description of the key functionalities that would be interesting of a LMS for the European Schools.

**General Customisation:** Possibility of customisation of interface depending on the age group, language section (multilingual interface), etc.

#### **Learning and Course Management:**

- **Planning:** Teachers can upload their yearly common harmonised forward planning and own individual lesson plans.
- **Learning Paths:** Teachers can use differentiation strategies for their pupils so that they can progress at their own pace with personalised assigned resources and tasks.



- **Course Management:** Allows the setup of online courses with structured modules, assignments, quizzes, and deadlines.

#### **Collaboration & Communication:**

- **Video Conferencing:** Videoconferencing tool or integration with software for live online classes.
- **Group Assignments & Projects:** Enables pupils and teachers to collaborate on shared projects, co-author documents, and communicate in real-time.
- **Messaging & Notifications:** Provides various communication channels for teachers, pupils, and parents.
- **Parent Portal:** Parents can monitor their child's learning progress and engage with teachers.

#### **Assessment & Evaluation:**

- **Assignments & Tests:** Teachers can create online assignments, quizzes, and tests with various question typologies.
- **Correction:** Allows teachers to review and annotate pupils' submissions without downloading files. Allows peer review and self-assessment options.
- **Learning Objectives:** Supports structured assessment criteria aligned with learning outcomes and attainment descriptors in the European Schools' curriculum.
- **Anti-plagiarism:** Contains antiplagiarism functionalities or possible integration with antiplagiarism software.
- **E-portfolio:** The LMS (if not in the SIS) should also be able to have an e-portfolio functionality to gather all curricular and extracurricular merits and distinctions.

#### **Mobile Learning & Accessibility:**

- **Cloud-Based Platform:** Ensures accessibility from any device with an internet connection.
- **Mobile App:** Provides seamless access to course materials, assignments, and notifications on mobile devices.
- **Web-Based Software:** Compatible with all major browsers without the need for specific installations.

#### **Reporting, Data & Analytics:**

- **Reports:** Provides insights into pupils' progress, engagement levels, and performance trends.
- **Customised Reports:** Tailored reports to meet specific needs, such as for SEN pupils.
- **Learning Analytics:** Monitors progress and trends over the years and compares it to determined benchmarks.

#### **Integration with Other Tools:**

- **Timetables:** Compatible with UNTIS.
- **SIS:** Full integration with the SIS solution.

#### **Continuous Professional Development:**

- Training for educators and administrators to enhance platform usage.

# ANNEXES

Annex 1 – Form - Administrative information

Annex 2 - Declaration on the honour on exclusion and selection criteria

Annex 3 – Form – Technical offer

Annex 4 – Form – Financial offer

Annex 5 – Form – Financial identification

Annex A – B – C – D – Technical Annexes