



Strategic Plan 2020-2024

EUROPEAN SCHOOL OF ADMINISTRATION

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INTRODUCTION

EUSA's Strategic Plan lays down the School's principle strands of action for the period 2020-24. These actions are instrumental to the accomplishment of its mission: provide the EU staff with high quality learning opportunities to strengthen the skills and knowledge necessary to deliver the political objectives of the EU institutions.

This will include activities aimed at increasing the mutual knowledge and cooperation between staff of the different EU institutions as well as actions furthering the collaboration between EU officials and those of Member States.

These programs will be inspired by EU values and delivered through lean processes to ensure synergies with the training departments in the institutions. The School will cover the needs common to all EU staff, while those specific to an individual institution should be dealt with by that institution.

The School will strive to continue being a centre of excellence to meet the learning needs of the EU staff through differentiated and innovative approaches.

Our broad political context is transforming rapidly. As a result, the Commission President Ursula von der Leyen has called for a **more agile, flexible and** transparent Commission with a **new mind-set and work culture** to embrace the future.

Climate change, migration, epidemic disease and digital transformation are some examples of the new challenges our organization will need to face. There is a call for adaptable organisational models and leadership cultures to meet them. The School will support the creation of a mind-set for EU managers including key skills such as creativity, critical thinking or managing uncertainty.

The adequate use of new technologies will also be crucial to operate in a digital environment particularly in the context of new hybrid teams working both on site and remotely. Therefore, EUSA's online learning offer will increase significantly in the next four years.

The European School of Administration will also contribute to keep staff abreast of developments taking place in the Member States and the rest of the world. To do so the School will invite quality speakers to bring new knowledge and ideas to foster debate and innovation.

PART 1. Delivering on the Commission's priorities

A. Mission statement

The Mission of the European School of Administration is to provide high quality learning opportunities that meet the needs of all EU institutions and their staff in order to:

- Contribute to the **efficiency of the work of the institutions** through the continuous development of the talents of their staff;
- Help **preserve and diffuse the values** that underpin the development of the EU and the work of the European Civil Service;
- Promote **cooperation among staff of the various institutions** by providing opportunities for networking and the exchange of ideas and good practice;
- **Share experience** and provide opportunities for mutual learning by cooperating with the Schools of public administration in Member States;
- Contribute to the **optimal use of resources in the field of learning and development through the synergies** it achieves with the training departments in the institutions and the resulting economies of scale.

B. Operating context

The School is administratively attached to EPSO, and is therefore accountable to the same Management Board as EPSO and forms part of the portfolio of responsibilities of the Commissioner Hahn, responsible for Budget and Human Resources.

It works in close partnership with the learning and development departments of all the institutions to ensure a coherent approach that is responsive to their expectations and needs and to achieve maximum synergies with their own activities in this field. The basic division of responsibilities is that the School offers, in line with what is established by its mandate training to cover needs that are common to staff in all the institutions whilst those that are specific to an individual institution will, as a general rule, be dealt with by that institution. However, the School aims to pursue its policy of satisfying requests it receives from different individual institutions for customised learning and development programmes. The school is in permanent contact with its stakeholders: institutions, regulatory and executive agencies and Member States to ensure that their respective learning needs are served through differentiated and innovative approaches.

C. Strategy

In order for all Institutions, Bodies and Agencies of the EU to function in a modern, high performing and sustainable way and earn the trust of the European citizen, they must ensure that their staff possess the **right skills and attitudes** to meet the challenges of our changing world.

If EPSO is in charge for ensuring the selection of the right people for recruitment, it is the common task of the Institutions Learning & Development services and of the European School of Administration to ensure the development of their skills **throughout their whole career**.

The specific positioning of the European School of Administration entails a particular responsibility for:

- developing and delivering **common relevant learning opportunities for all Institutions'** staff and managers
- acting as a hub and **a platform of collaboration**, between the institutions but also with National Schools or other learning & development bodies in Member States, for whatever concerns learning & development
- promoting the **use of new technologies** in order to increase the reach of its learning offer across all Institutions, Bodies and Agencies

The skills and knowledge needed by the EU staff are not immutable, on the contrary they are in constant evolution in line with the new societal, economic and political challenges facing Europe. Climate change, migration, pandemics and digital transformation are some examples of today's world and our organizations need to adapt and operate in the midst of these fast and unpredictable changes. There is a call for adaptable and agile **organisational models and leadership cultures**.

In her political guidelines, Commission President Ursula von der Leyen called for a more agile, flexible and transparent Commission with a new mindset and work culture to embrace the future. The European School of Administration will contribute by proposing a new management and leadership programme shaped together with stakeholders of all institutions. There will be a substantially revised offer both in terms of content and form of delivery to make certain that current and potential managers receive the best possible assistance to develop their talents.

The School will strive to be a centre of excellence for learning and innovation and ensure that its inter-institutional programmes are fit-for-purpose in the ever-evolving climate in which the institutions work. A new tender will take place during 2020 for the rolling out of new skills-based courses where in addition to the usual themes there will be space for new fields such as creativity, critical thinking or managing uncertainty.

Europe is currently facing a major sanitary and economic crisis and the school will work to shift as much as possible its face to face courses to online versions and create new learning opportunities to adapt to the new working realities.

The School will also continue to reinforce its activities designed to contribute to a better diversity and gender balance in managerial functions by fostering a space of exchange between the different female networks in all institutions

A further key area where the School will intensify its efforts for the foreseeable future is that of staff well-being as initiatives it has already taken in this field have been widely welcomed and will be consolidated and probably expanded in the next two years.

The School will continue offering the training path for the certification program that will be reviewed to ensure it meets the needs of the services.

Staff should be **kept abreast of developments taking place in the Member States and the rest of the world** on order to better serve the citizens. The School will contribute by inviting quality speakers to bring new knowledge and ideas to foster debate and innovation.

Special care will be taken to **foster a satisfactory on-boarding of new staff** so that they can understand the history and achievement of the European project, so they can become proud of the institutions they are joining and can become operational as soon as possible.

The School will continue offering learning opportunities ensuring that it:

- Maintains the interinstitutional balance of the participants taking place in the learning activities;
- Maintains quality learning through of a high level of interactivity and peer exchange;
- Promote a greater diversity of learning format, and especially develop learning formats allowing distant delivery (online) and activities open to larger audiences

The School will also monitor the impact of its training programmes so that it can modify its offer swiftly in terms of contents and modes of delivery when needed.

General objective 7: A modern, high performing and sustainable European Commission

Impact indicator 1: Staff engagement index in the Commission

Explanation: Staff engagement measures staff's emotional, cognitive and physical connection to the job, organisation and the people within it.

Source of the data: [European Commission](#)

Baseline (2018)	Interim milestone (2021)	Target (2024)
69%	Increase	Increase

Impact indicator 2: Percentage of female representation in management in the Commission.

Explanation: This indicator gives the percentage of female representation at middle and senior management level in the European Commission

Source of the data: DG HR

Baseline (2019)	Interim milestone (2022)	Target (2024)
40.5%	Increase	50%

Specific objective 1.1: Leadership and management skills and behaviours in the EU institutions are improved for greater effectiveness

Result indicator 1: Perceived usefulness of the learning activities for the improvement of the management skills, behaviours and effectiveness of our EU managers

Explanation: The perceived relevance of the learning activities for the participants' work as a manager. Unit of measurement: question "How useful was the course for your work?" assessed by participants through evaluation forms. % of answers 4 (good) and 5 (very good) on a scale from 1 to 5.

Source of data: EU learn evaluations

Baseline	Interim milestone	Target
(2020) 93 %	(2022) 94%	(2024) 95 %

Specific objective 1.2: General skills of all staff are improved to promote efficiency in modern, high-performing and sustainable EU institutions

Result indicator 1: Perceived usefulness of skills development training courses

Explanation: The perceived usefulness of the learning activities for the participants' work. Unit of measurement: question "How useful was the course for your work?" assessed by participants through evaluation forms. % of answers 4 (good) and 5 (very good) on a scale from 1 to 5.

Source of data: EU learn evaluations

Baseline	Interim milestone	Target
(2020) 94%	(2022) 94%	(2024) 95 %

Result indicator 2: Perceived usefulness of wellbeing initiatives

Explanation: The perceived usefulness of the initiatives for the participants' well-being at work. Unit of measurement: question "How useful was the course for your work?" assessed by participants through evaluation forms. % of answers 4 (good) and 5 (very good) on a scale from 1 to 5.

Source of data: EU learn evaluations

Baseline	Interim milestone	Target
(2020) 93%	(2022) 94%	(2024) 95 %

Specific objective 1.3: Staff's understanding of the working environment of the EU institutions, the *raison d'être* of the European project is improved and better inter-institutional cooperation is fostered

Result indicator 1: Perceived usefulness of EU-related training courses

Explanation: The perceived usefulness of the learning activities for the participants' understanding of the EU context. Unit of measurement: question "How useful was the course in developing a better understanding of the EU?" assessed by participants through evaluation forms. % of answers 4 (good) and 5 (very good) on a scale from 1 to 5.

Source of data: EU learn evaluations

Baseline	Interim milestone	Target
(2020) 95 %	(2022) 95.5%	(2024) 96 %

Specific objective 1.4: The role of the European School of Administration as a hub for cooperation between EU institutions and with Member States is reinforced

Result indicator 1: Number of inter-institutional events and meetings organised by the EUSA

Explanation: Number of events aiming at fostering cooperation between EU institutions.

Source of data: Event reports and minutes.

Baseline	Interim milestone	Target
(2020) 6	(2022) 8	(2024) 9

Result indicator 2: Level of support to the DISPA Network (Directors of Institute and Schools of Public Administration)

Explanation: Number of meetings and events organised to support the DISPA network.

Source of data: Event reports and minutes.

Baseline	Interim milestone	Target
(2020) 4	(2022) 5	(2024) 6

Result indicator 3: Satisfaction rate for Erasmus Public Administration Programme

Explanation: Participant satisfaction rates on Public Administration Erasmus programme

Source of data: Questionnaire completed by participants

Baseline	Interim milestone	Target
(2019) 95%	(2022) 95.5%	(2024) 96%

Result indicator 4: Inter-institutional attendance in learning activities

Explanation: Participants coming from all EU institutions

Source of data: EU Learn statistics

Baseline	Interim milestone	Target
(2019) 37%	(2022) 38%	(2024) 39 % of participants come from other institutions than the Commission

Specific objective 1.5: A high quality Certification training programme is provided to the institutions to help them develop the talents of assistant grade staff with the potential to become administrators

Result indicator 1: Perceived usefulness of the Certification training programme after appointment as administrator

Explanation: % of participants declared use of the skills learned in the training programme after the appointment as administrator.

Source of data: EU Survey

Baseline	Interim milestone	Target
(2019) 96,5 %	(2022) 96.75	(2024) 97 %

D. Key performance indicators

1. **The perceived usefulness of the School's training activities in the field of leadership and management skills**
Specific objectives n° 1.1 (result indicator 1)
2. **The perceived usefulness of the School's training activities in the field of general skills development**
Specific objective n°1.2 (result indicator 1)
3. **The perceived usefulness of the School's training activities in the field of understanding and knowledge of the EU activities**
Specific objective n° 1.3 (result indicator 1)
4. **Inter-institutional attendance in learning activities** Specific objective n° 1.4
(result indicator 4)
5. **The perceived usefulness of the School's training activities in the field of Certification**
Specific objective n° 1.5 (result indicator 1)

PART 2. Modernising the administration

As a modern public administration, the Commission implements an internal control framework inspired by the highest international standards. The Commission's system covers all the principles of internal control identified in the Committee of Sponsoring Organizations of the Treadway Commission 2013 Internal Control framework, including financial control, risk management, human resource management, communication and the safeguarding and protection of information. EPSO/EUSA has established an internal control system tailored to its particular characteristics and circumstances and regularly assesses its implementation and overall functioning. This assessment is based on indicators, the most strategic of which are listed in this section of the strategic plan.

This is covered in the EPSO Strategic Plan.

A. Human resource management

In order to ensure the effective management of human resources and to optimise the capacity to deliver on priorities in this strategic plan, EPSO/EUSA will develop a local HR strategy with a medium to long-term outlook (3–5 years) consistent with the overall corporate HR strategy.

This is covered in the EPSO Strategic Plan.

B. Sound financial management

This is covered in the EPSO Strategic Plan.

C. Fraud risk management

This is covered in the EPSO Strategic Plan.

D. Digital transformation and information management

This is covered in the EPSO Strategic Plan.

E. Sound environmental management

This is covered in the EPSO Strategic Plan.

ANNEX [if applicable]: Performance tables

N/A