



**2017**

# **Annual Activity Report**

**EUSA**

**(European School of Administration)**

# Table of Contents

<b>THE DG IN BRIEF</b>	<b>3</b>
<b>EXECUTIVE SUMMARY</b>	<b>4</b>
A) KEY RESULTS AND PROGRESS TOWARDS THE ACHIEVEMENT OF GENERAL AND SPECIFIC OBJECTIVES OF THE DG (EXECUTIVE SUMMARY OF SECTION 1)	4
B) KEY PERFORMANCE INDICATORS (5 KPIS)	5
C) KEY CONCLUSIONS ON FINANCIAL MANAGEMENT AND INTERNAL CONTROL (EXECUTIVE SUMMARY OF SECTION 2.1)	7
D) INFORMATION TO THE COMMISSIONER(S)	7
<b>1. KEY RESULTS AND PROGRESS TOWARDS THE ACHIEVEMENT OF GENERAL AND SPECIFIC OBJECTIVES OF THE DG</b>	<b>8</b>
1.1 LEADERSHIP AND MANAGEMENT DEVELOPMENT	8
1.2 INTEGRATION OF NEW STAFF	11
1.3 TALENT MANAGEMENT FOR ALL AND STAFF WELL-BEING	12
1.4 INCREASE THE NUMBER OF WOMEN IN MANAGERIAL JOBS AT ALL LEVELS	14
1.5 CERTIFICATION PROCEDURE	14
1.6 ERASMUS FOR PUBLIC ADMINISTRATION AND DISPA	15
1.7 SEMINARS AND CONFERENCES	17
<b>2. ORGANISATIONAL MANAGEMENT AND INTERNAL CONTROL</b>	<b>18</b>
2.1 FINANCIAL MANAGEMENT AND INTERNAL CONTROL	18
2.1.1 CONTROL RESULTS	18
2.1.2 AUDIT OBSERVATIONS AND RECOMMENDATIONS	18
2.1.3 ASSESSMENT OF THE EFFECTIVENESS OF THE INTERNAL CONTROL SYSTEMS	18
2.1.4 CONCLUSIONS AS REGARDS ASSURANCE	19
2.1.5 DECLARATION OF ASSURANCE	19
2.2 OTHER ORGANISATIONAL MANAGEMENT DIMENSIONS	20
2.2.1 HUMAN RESOURCE MANAGEMENT	20
2.2.2 BETTER REGULATION (ONLY FOR DGs MANAGING REGULATORY ACQUIS)	20
2.2.3 INFORMATION MANAGEMENT ASPECTS	20
2.2.4 EXTERNAL COMMUNICATION ACTIVITIES	20

## THE DG IN BRIEF

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

- contribute to the efficiency and effectiveness 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 the Member States.

In fulfilling its mission, the School also contributes to the optimal use of available 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.

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 responsible for Budget and Human Resources.

The longstanding Director of the School retired at the beginning of the year, and the selection of his successor has not yet been concluded. In the meantime, duties are being carried out by the Deputy Head of Unit, thus reducing the number of available course designers.

The School is working to continuously improve skills for a high performing civil service in a fast changing and complex environment, and to promptly and effectively integrate new staff into the public sector.

In order to do this, it works in close partnership with the learning and development services of all the institutions in order to ensure that its offer is responsive to their expectations and needs and that the best possible synergies can be achieved with their own activities in this field.

## EXECUTIVE SUMMARY

The Annual Activity Report is a management report of the Head of the European School of Administration to the College of Commissioners. Annual Activity Reports are the main instrument of management accountability within the Commission and constitutes the basis on which the College takes political responsibility for the decisions it takes as well as for the coordinating, executive and management functions it exercises, as laid down in the Treaties<sup>1</sup>.

### a) Key results and progress towards the achievement of general and specific objectives of the DG (executive summary of section 1)

2017 was a year of **turbulence** for the School, not least because its long-serving Director retired on 31 December 2016.

The introduction of the new Learning management system EULearn, the restructuring of the training managers network and general pressures on staff had noticeable **negative effects on attendance rates**, especially for conferences and management programmes, in particular in Luxembourg. This led to the cancellation of a significant number of planned courses at the beginning of the year and a generally lower rate of participation. An intensive **communication effort** gradually stabilised the situation, but lack of visibility remained an issue throughout the year. However, the variety and quality of the courses offered enabled the School to reach most of its targets, with the exception of the rate of attendance.

It was the first full year of operation of the **new management programmes**. The offer is dynamic, so the year saw some courses being stabilised and firmed up, some courses being phased out and some new ones coming on stream; notably an immediately successful series of conferences with high-level in-house speakers called **EU in the making** was launched.

A **new contract for Key Skills** was signed, which was made available for direct use by all contracting authorities. One new inter-institutional programme, Facing Change, was added to the highly popular existing skills courses.

The **well-being** programme continued to attract large audiences, and is expanding with new workshops on mindfulness and burnout.

Further achievements during the past year that are worth summarising here are:

- delivering the compulsory training programme for the 12<sup>th</sup> annual certification exercise for assistant-grade staff with the potential to become administrators;
- organising three sessions of the Public Administration Erasmus traineeships for young national civil servants dealing with EU affairs;
- assisting the institutions and Agencies with the organisation of 32 days of customised learning and development programmes, including, for the third year running, a number of sessions for the Court of Auditors' Training Day.

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<sup>1</sup> Article 17(1) of the Treaty on European Union.

## b) Key Performance Indicators (5 KPIs)

Key Performance Indicator	Baseline	Target 2017	Situation at the end of 2017
<b>1.</b> The inter-institutional character of our training activities which is part of the fundamental raison d'être of the School	<b>2012:</b> 29 % of non-Commission participants	30 % of non-Commission participants	37% (source: EULearn attendance report 2017)
<b>2.</b> The level of satisfaction expressed by participants	<b>2012:</b> 96 % of satisfied participants	≥ 90 % of satisfied participants	96 % (source: EULearn evaluation report 2017)
<b>3.</b> The degree to which we introduce more blended learning elements in our training programmes	<b>2013:</b> 17 % of courses containing blended learning elements	≥ 30 % of courses containing blended learning elements	74% (source: course description published by the School)
<b>4.</b> The rate of attendance	<b>2012:</b> 90 %	≥ 90 %	83% (source: EULearn attendance report 2017)
<b>5.</b> The evaluation of the impact of our training activities	<b>2013:</b> 2 pilot projects for the measurement of learning transfer and impact of training programmes	10 programmes to be analysed	22 programmes (source: Impact evaluation survey published via EUSurvey 2017)

These results indicate that with only one exception the School met, and even surpassed, its key performance indicators in 2017.

As can be seen from the performance indicators above, the School ensured a fair interinstitutional balance as regards participant numbers whilst at the same time making sure that whenever an individual institution needed a larger than usual number of places its demand was always satisfied. An example in 2017 is the Essentials of Management course, for which demand soared when it was made obligatory for newly appointed Heads of Unit by the Commission. The School kept adding courses until the offer was level with demand. The extremely high level of cooperation between the School and the institutions over the years has meant that it has never been necessary to trigger the formal and potentially cumbersome quota system envisaged when the School was founded. The School will continue its efforts in cooperation with the learning and development services of the institutions to eliminate any residual duplication that may exist in their specific offer.

The School is continuously fine-tuning its internal arrangements in order to improve the efficiency and economy of its operations. One important example was the decision to open the inter-institutional "Key Skills" contract, signed in March 2017, to participation from all institutions, European Union offices, bodies and agencies, in the same way as for the contracts for management training and coaching in 2014-15. For both

framework contracts, the contracting authorities did not have to organise their own tender, but could benefit from the School running the procedure on their behalf, resulting in significant savings of effort and time for each participating authority. This approach requires the contracting authorities to share information and respect their allocated ceiling, but as long as they do so they no longer need to pass through the School to use the contract – a procedure which adds no real value – but can deal directly with the contractor, although they can benefit from the School's expertise if they so wish.

Participants continued to be extremely satisfied with the School's programmes. More importantly, 94% of them found the programmes to be relevant to their work and this, coupled with the results of the School's extended impact evaluation activities, is very reassuring. Satisfaction statistics are important, but high ratings for relevance take evaluation one step further, and strongly suggest that the learning will be effectively transferred to the workplace. For this reason, the School has for several years been moving from general "satisfaction" questions asked in its online evaluation forms towards an evaluation linked to the participants' perception of how their actual learning has been helped by the training they have received, and how they have been able to implement their learning in the workplace.

The School is particularly pleased with the extent to which it has been able to diversify its delivery with an increasingly blended approach, reflecting the latest research on the way people learn. This has been a significant feature in the redesign of its leadership and management training programmes. In this area, it should also be noted that the School has introduced e-books for all its "Key Skills" modules, and is in the process of doing the same for its management programmes.

At the same time, there is clear evidence that a large part of the added value of the School's programmes stems from the opportunities they afford participants from different institutions and with different professional experience to meet in person. It is for this reason that the "classroom-based" element of its programmes will not disappear; rather they will be reduced in length and completed with a larger variety of learning methodologies.

2017 was in some respects a turbulent year and a significant drop in numbers of participants could be registered for some of the School's courses, in particular in Luxembourg. This phenomenon can be ascribed to a number of concurrent events, and it can be noted that the same trends and problems can be felt in other services.

Firstly, as already flagged in the 2016 Annual Activity Report, the transition from Syslog to the new learning management system, EULearn, took place at the end of 2016. Any new process inevitably brings teething problems, and as expected, the introduction of EULearn presented a challenge for course managers and participants alike, with the result that participants struggled to find our courses.

Secondly, the pressures of several years of staff cuts on the organisation are becoming apparent. Staff may feel they have less time to participate in training, are under more pressure from their hierarchy to get back to the office, and are occasionally discouraged from attending any training at all. These developments are worrying, and it is important that the immediate needs of the service are not allowed to hamper the long-term development of staff skills and competencies, or indeed their well-being.

Additionally, with the Commission's reorganisation of its HR delivery model the School's well-established communication channels were severely disrupted. The information and communication network had to be recreated, and the School had to spend considerable time and energy on improving its communication, both with L&D services and directly with potential participants. This was done through the creation and dissemination of flyers, making presentations to institutions and services, and participating in various fairs and events. Lack of visibility remains an issue for the School, however, and the communication effort is still ongoing.

An additional issue in Luxembourg is the increasing reluctance of staff working on the plateau de Kirchberg to travel to Drosbach for a training course, especially a lunchtime conference, with the existing traffic and parking problems. Luxembourg is still the target of special efforts, and there are plans in 2018 to try to relocate some courses to buildings on Kirchberg.

Each of these factors alone would have had a certain effect on attendance. Taken together, they have significantly affected participation rates. The School is working hard to find new ways to reach participants and deliver learning in a format, which they feel they can afford to attend. Full details of the School's output in terms of its training programmes are contained in the annex to this Report.

### **c) Key conclusions on Financial management and Internal control (executive summary of section 2.1)**

In accordance with the governance statement of the European Commission, the staff of the European School of Administration conducts its operations in compliance with the applicable laws and regulations, working in an open and transparent manner and meeting the expected high level of professional and ethical standards.

The Commission has adopted a set of internal control principles, based on international good practice, aimed to ensure the achievement of policy and operational objectives. The financial regulation requires that the organisational structure and the internal control systems used for the implementation of the budget are set up in accordance with these standards. The European School of Administration has assessed the internal control systems during the reporting year and has concluded that the internal control principles are implemented and function as intended. Please refer to AAR section 2.3 for further details.

In addition, the European School of Administration has systematically examined the available control results and indicators, including those aimed to supervise entities to which it has entrusted budget implementation tasks, as well as the observations and recommendations issued by internal auditors and the European Court of Auditors. These elements have been assessed to determine their impact on the management's assurance as regards the achievement of control objectives. Please refer to Section 2 for further details.

In conclusion, management has reasonable assurance that, overall, suitable controls are in place and working as intended; risks are being appropriately monitored and mitigated; and necessary improvements and reinforcements are being implemented. The Director of EPSO, in his capacity as Authorising Officer by Delegation has signed the Declaration of Assurance.

### **d) Information to the Commissioner(s)**

In the context of the regular meetings during the year between the DG and the Commissioner(s) on management matters, also the main elements of this report and assurance declaration have been brought to the attention of Commissioner Günther Oettinger, responsible for Budget & Human Resources.

# 1. KEY RESULTS AND PROGRESS TOWARDS THE ACHIEVEMENT OF GENERAL AND SPECIFIC OBJECTIVES OF THE DG

## 1.1 Leadership and Management development

<p><b>Specific objective 1:</b> To equip staff who exercise or who may exercise management responsibilities with the necessary skills and attitudes thereby helping them and their institution achieve greater effectiveness.</p>		
<p><b>Result indicator:</b> Perceived usefulness.  <b>Source of data:</b> Questionnaires completed by participants.</p>		
<p><b>Baseline 2012:</b> 96 %.</p>	<p><b>Target in 2020:</b> 90 %<sup>2</sup>. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.</p>	<p><b>Latest known results:</b> (EULearn - 2017) 92%</p>
<p><b>Result indicator:</b> Perceived impact and learning transfer.  <b>Source of data:</b> Questionnaires completed by participants.</p>		
<p><b>Baseline 2016:</b> 50 %</p>	<p><b>Target in 2020:</b> At least 50 % of participants reporting a level 2 impact for each course (Generally, a course includes several competencies to be developed. The figure to take into account is the average for all the competencies included in a course).</p> <p>At least 2 months after a course participants are requested to give an estimate of:</p> <ol style="list-style-type: none"> <li>1. their level of competency in the field on which they were trained before and after the course (on a scale from 0 to 10),</li> <li>2. frequency of use of what they have learnt (on a scale from 0 ("never or almost never") to 2 "often or very often"),</li> <li>3. importance of what they have learnt for their job (on a scale from 0 ("not really important") to 2 ("very important").</li> </ol>	<p><b>Latest known results:</b> (Impact evaluation survey - 2017) 89%</p>

<sup>2</sup> During the first year of a new training programme this rate is set at 85 % and at 90 % for the following years. However, given the importance of this objective both for the institutions and their managers, the School has decided to set the rate at 90 % from the outset despite some of these programmes still being new.



	<p>An indicator is calculated by multiplying the difference of level of competency before and after the course with the frequency and importance of the topic.</p> <p>An indicator between 2 and 4 is considered as showing a satisfactory level of impact; between 4 and 8, a fairly high level of impact; and above 8 a high level of impact.</p>	
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### Main policy outputs in 2017:

<b>Description and indicator:</b>	<b>Target date:</b>	<b>Latest known results:</b> <i>(EULearn - 2017)</i>
<ul style="list-style-type: none"> <li>• 110 one to two-day workshops around the three "clusters" of Managing Myself, Managing My Team and Managing My Organisational Environment</li> </ul>	<ul style="list-style-type: none"> <li>• 31/12/2017</li> </ul>	<ul style="list-style-type: none"> <li>• 108 courses and workshops</li> </ul>
<ul style="list-style-type: none"> <li>• 15 courses to prepare people before they apply for a Head of Unit position</li> </ul>	<ul style="list-style-type: none"> <li>• 31/12/2017</li> </ul>	<ul style="list-style-type: none"> <li>• 37 courses<sup>3</sup> to prepare for a Head of Unit position</li> </ul>
<ul style="list-style-type: none"> <li>• 7 courses for newly-appointed Heads of Unit</li> </ul>	<ul style="list-style-type: none"> <li>• 31/12/2017</li> </ul>	<ul style="list-style-type: none"> <li>• 9 courses "Licence to Lead" for new Heads of Unit</li> </ul>
<ul style="list-style-type: none"> <li>• 2 editions of the development programme for newly-appointed Directors</li> </ul>	<ul style="list-style-type: none"> <li>• 31/12/2017</li> </ul>	<ul style="list-style-type: none"> <li>• 2 editions of the Newly Appointed Directors Programme, plus 2 free-standing sessions from the Programme offered separately</li> </ul>
<ul style="list-style-type: none"> <li>• 6 editions of the Leadership Club for senior management</li> </ul>	<ul style="list-style-type: none"> <li>• 31/12/2017</li> </ul>	<ul style="list-style-type: none"> <li>• 3 editions of the Leadership Club</li> </ul>
<ul style="list-style-type: none"> <li>• 2 two-day courses for Heads of Unit at the Jean Monnet House</li> </ul>	<ul style="list-style-type: none"> <li>• 31/12/2017</li> </ul>	<ul style="list-style-type: none"> <li>• 2 courses at the Jean Monnet House</li> <li>• 5 editions of</li> </ul>

<sup>3</sup> This includes Essentials of Management, which also is obligatory for all new Commission Heads of Unit within the first 3 months of appointment

		<p>Managers on the Move, for Heads of Unit in mobility</p> <ul style="list-style-type: none"> <li>• 1 cycle of 6 conferences "EU in the Making", featuring high-level in-house practitioners, for Heads of Unit and above.</li> </ul>
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2017 was the first year of full deployment of the School's new management training offer, grouped in 3 "clusters", Managing myself, Managing my team, and Managing the environment, instead of by level of hierarchy. The offer is dynamic, so the year saw some courses being stabilised and tightened up, some courses being phased out and some new ones coming on stream.

The radically changed structure of the offer, with its greater freedom of choice, removed the "automaticity" for managers in the selection of which courses to attend, which proved challenging for some. As already stood clear at the end of 2016, the combination of the fundamental overhaul of the offer, the transition to a new Learning Management System, EULearn, and the Commission's restructuring of the HR service delivery was affecting attendance to the management courses. Not only were the courses unfamiliar, but participants did not know how to look for them, and were not always certain about who to turn to for advice. For this target audience in particular, this matters, and consequently the beginning of the year saw an unprecedented number of postponed or cancelled courses due to lack of participants, in particular in Luxembourg.

In response to this, the School ramped up its communication activities, issued new, attractive flyers, did numerous presentations for individual DGs, agencies and Institutions, and organised "management topic taster days" in Brussels as well as in Luxembourg. This helped boost attendance, and towards the end of the year, the situation had stabilised. Overall, the School organised a total of 174 management development programmes and workshops (an increase from 140 the previous year), which were attended by 1948 participants (up from 1710 the previous year).

Despite the turbulence in course attendance, the School continued to innovate. In line with the School's efforts to support career transitions of staff, a new course for experienced Heads of Unit in mobility was developed in response to requests from the Institutions. This course was originally deployed to support managers in obligatory mobility or rotation, but will from 2018 be offered to any Head of Unit changing units, whether in obligatory or voluntary mobility.

In 2018, "Essentials of Management" was chosen by the Commission as the basic management course all newly appointed Heads of Unit are required to attend within 3 months after appointment. This made demand increase rapidly, which the School was able to fulfil by adding extra courses to those already planned. In the end, a record number of 28 "Essentials of Management" courses were delivered in 2017.

For senior managers there have also been innovations. Only 3 "traditional" sessions of the Leadership Club, featuring speakers from areas generally outside EU matters, took place, but the School launched a completely new concept for Heads of Unit, Directors and Directors-General: a series of lunchtime conferences on different EU policies, called "EU in the making", featuring high-level practitioners almost exclusively from inside the Institutions. This format proved hugely successful, and the 6 sessions attracted over

200 participants. New cycles will be launched in 2018.

The programme for newly-appointed Directors continues to attract participants and very positive reviews. Its popularity means we run two editions per year, and 2017 saw the launch of the eighth and ninth editions. For the first time the School also offered, on a trial basis, two modules from the programme as stand-alone sessions, for senior managers who were not on the programme or missed those particular sessions.

## 1.2 Integration of new staff

**Specific objective 2: To help new staff understand the working environment of the EU institutions, the raison d'être of the European project and to contribute to their successful integration.**

**Result indicator:** Perceived usefulness.

**Source of data:** Questionnaire completed by participants.

<b>Baseline 2012:</b> 95 %	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.	<b>Latest known results:</b> (EULearn - 2017) 99%
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### Main policy outputs in 2017:

<b>Description and indicator:</b> • 64 seminars for newly-arrived staff covering the way in which European integration has developed; the institutions' key missions and procedures; their own transition into their new environment; information sessions on their social security and pension entitlements; and "Discover Brussels" lunchtime conferences.	<b>Target date:</b> 31/12/2017	<b>Latest known results:</b> (EULearn - 2017) 50
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Since 2015, to take account of the various profiles of new arrivals as well as the Commission's new induction programme, the School's "newcomers" programme, Transitions, caters for staff who are not only new in the institutions, but who have also had to change countries to take up their posts, with the attendant challenges that can bring. The number of induction courses offered is adapted to demand, and the reduction in output (11 seminars in 2017, down from 12 the previous year) mirrors the reduction in recruitment in the Institutions overall. The satisfaction rates for this course, which includes individual coaching, are extremely high at 100%.

The inter-institutional courses on EU History and the courses on the institutions' key missions and procedures (called "EU4U") have also seen a drop in demand. On the other hand, the level of requests for tailor-made sessions on EU-specific themes for individual services or agencies remains high. These courses are delivered by the School's own staff, who in addition to our inter-institutional offer, also deliver short versions of the "History" and "EU4U" seminars on the first day of the Commission's new induction programme.

## 1.3 Talent management for all and staff well-being

**Specific objective 3:** To help staff develop their talents across a range of skills they need to be effective in their current and future jobs.

**Result indicator:** Perceived usefulness of skills development initiatives.

**Source of data:** Questionnaire completed by participants.

**Baseline 2012:**

97 %

**Target in 2020:**

90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.

**Latest known**

**results:**

(EULearn - 2017)

95%

**Result indicator:** Perceived impact and learning transfer of skills development initiatives.

**Source of data:** Questionnaires completed by participants.

**Baseline 2016:**

50 %

**Target in 2020:**

At least 50 % of participants reporting a level 2 impact for each course (Generally, a course includes several competencies to be developed. The figure to take into account is the average for all the competencies included in a course)

At least 2 months after a course participants are requested to give an estimate of:

1. their level of competency in the field on which they were trained before and after the course (on a scale from 0 to 10),
2. frequency of use of what they have learnt (on a scale from 0 ("never or almost never") to 2 "often or very often"),
3. importance of what they have learnt for their job (on a scale from 0 ("not really important") to 2 ("very important").

An indicator is calculated by multiplying the difference of level of competency before and after the course with the frequency and importance of the topic.

An indicator between 2 and 4 is considered as showing a satisfactory level of impact; between 4 and 8, a fairly high level of impact; and above 8 a high level of impact.

**Latest known**

**results:**

(Impact evaluation survey 2017)

87%

**Main policy outputs in 2017:**

**Description:**

Key Skills development

- 150 courses on a wide

**Target date:**

31/12/2017

**Latest known**

**results:**

(EULearn - 2017)

153

range of skills that allow every member of staff, whatever their grade or function, to perform more effectively.		
<b>Result indicator:</b> Perceived usefulness of wellbeing initiatives.		
<b>Source of data:</b> Questionnaire completed by participants.		
<b>Baseline 2015:</b> 90 %	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training and learning opportunities	<b>Latest known results:</b> (EULearn - 2017) 91%
<b>Main policy outputs in 2017:</b>		
<u>Well-being workshops and Resilience</u> • 110 courses and workshops on resilience, and physical, emotional and mental well-being.	<b>Target date:</b> 31/12/2017	<b>Latest known results:</b> (EULearn - 2017) 113

The Key Skills are probably the most widely known of the School's programmes, and were indeed also least affected by the turbulence affecting other sectors. The number of workshops delivered over the year (for Key Skills and Wellbeing combined) stayed virtually identical, going from 267 to 266; however, the number of participants dropped, from 3666 in 2016 to 3106 in 2017.

A new contract was signed for the Key Skills in March, but the programme was kept unchanged, with only one new addition in 2017: the one-day course "Facing Change". Other new courses are planned for 2018.

Although the number of "Resilience" courses dropped from 46 in 2016 to 38 in 2017, the demand for the lunchtime "Wellbeing" workshops continued to grow. Demand for these workshops had increased exponentially from 10 in 2015 to 66 in 2016, and expanded even further to reach 80 in 2017. Some of the longer-serving workshops are now slowing down somewhat and potentially due for renewal, but the interest from both staff and the institutions for new offerings in the area of wellbeing shows no sign of abating; quite to the contrary. The School trialled two new workshops, on burnout and mindfulness, towards the end of 2017, which raised so much interest that extra workshops had to be planned even before the official launch.

## 1.4 Increase the number of women in managerial jobs at all levels

<b>Specific objective 4:</b> To contribute to the efforts of the institutions to increase the representation of women in management positions at all levels.		
<b>Result indicator:</b> Perceived usefulness. <b>Source of data:</b> Questionnaire completed by participants.		
<b>Baseline 2016:</b> 90 %	<b>Target in 2020:</b> 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.	<b>Latest known results:</b> (EULearn - 2017) 100%
<b>Main policy outputs in 2017:</b>		
<b>Description:</b> <ul style="list-style-type: none"> <li>• 6 seminars to prepare women to apply for a managerial position</li> <li>• 4 seminars to prepare women for a Head of Unit position</li> </ul>	<b>Target date:</b> 31/12/2017	<b>Latest known results:</b> (EULearn - 2017) 4 "To be a manager" seminars for women 1 "Next Step Head of Unit" course 2 courses "Non-conscious bias"

The School's offer to support women's career development, and in particular to encourage women to consider applying for a management position, was fundamentally restructured in 2017, in order to support the efforts made by the institutions in this respect. The School's long-running and highly appreciated programme To Be Or Not To Be A Head of Unit, which has been offered since 2008, was remodelled in 2016, and in 2017 was delivered in a women-only as well as a "mixed" version. The School also launched two completely new programmes, Next Step - Head of Unit and Non-Conscious Bias, with the same basic aim: to increase female participation in management. The pilots were not conclusive, so both programmes were redesigned, and could finally only be relaunched at the end of the year, which meant that the target in numbers of seminars could not be reached. However, as can be seen from the indicator above, participants' satisfaction with those programmes that were run was extremely high.

## 1.5 Certification procedure

<b>Specific objective 5:</b> To help the institutions develop the talents of assistant grade staff with the potential to become administrators by providing them with a high-quality certification training programme.		
<b>Result indicator:</b> Perceived usefulness of training programme. <b>Source of data:</b> Questionnaire completed by participants.		
<b>Baseline 2012:</b> 98 %	<b>Target in 2020:</b> 95 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace.	<b>Latest known results:</b> (Participant survey - 2017) 97%

<b>Result indicator:</b> Rate of appointment of successful candidates since the introduction of the Certification procedure <sup>4</sup> .		
<b>Source of data:</b> Regular statistics provided by Institutions.		
<b>Baseline 2013:</b> 74 % relating to the first 8 exercises <sup>5</sup> .	<b>Target in 2020:</b> 80 %	<b>Latest known results:</b> 83% relating to the first 10 exercises (source: data received from the Institutions)
<b>Main policy outputs in 2017:</b>		
<b>Description:</b> 25 days classroom-based training for the 2016/2017 exercise plus individual study plus refresher training for re-sitting candidates.	<b>Target date:</b> 30/09/2017	<b>Latest known results:</b> (2017) Target reached

Certification represents a powerful demonstration on the part of the institutions of their willingness to invest significantly in their serving staff: it is in fact a highly effective talent management programme and as yet the only structural one in existence in the institutions.

2017 saw the 12<sup>th</sup> certification procedure and once again the School successfully delivered the compulsory training programme that selected candidates have to follow before being admitted to the examination stage. Satisfaction rates remained extremely high.

The pass rate in the examinations in 2017 was 56.25% (new and re-sitting candidates combined) Overall 72 candidates were certified (46 new ones and 26 re-sitters). After 10 years, around 940 AST staff had been appointed to the AD function group since the introduction of the certification procedure in 2006. This represents 83% of the total number of successful candidates in the first 10 exercises.

As a demonstration of its commitment to continuous improvement, the School initiated in 2017 a reflection with representatives from the institutions, aiming to look at the certification process as a whole and suggest improvements. This work will continue in 2018, with a view to implementation of any changes agreed upon in the 2018-2019 procedure.

## 1.6 Erasmus for Public Administration and DISPA

<b>Specific objective 6:</b> To foster better understanding of the European institutions and their learning and development strategies among national administrations and their Schools and Institutes of Public Administration (DISPA).		
<b>Result indicator:</b> Participant satisfaction rates on Public Administration Erasmus programme.		
<b>Source of data:</b> Questionnaire completed by participants.		
<b>Baseline 2012:</b>	<b>Target in 2020:</b>	<b>Latest known</b>

<sup>4</sup> Only marginally influenced by the School.

<sup>5</sup> The two most recent exercises are excluded because of the lead-time between the announcement of the results and the opportunities for actual appointment as an administrator. The 2020 target will be measured in the same way.

100 %	95 %. Rate set as part of the School's mission to provide high quality training and learning opportunities.	<b>results:</b> (Participant survey -2017) 96 %
<b>Result indicator:</b> Satisfaction rates from Member States Permanent Representations. <b>Source of data:</b> Questionnaire completed by Permanent Representations.		
Baseline 2010: 90 %	<b>Target in 2020:</b> 90 %.	<b>Latest known results:</b> (Participant survey - 2017) 95%
<b>Result indicator:</b> Number of participants attending the School's courses via the DISPA network. <b>Source of data:</b> Internal statistics.		
<b>Baseline 2015:</b> 14	<b>Target in 2020:</b> 20	<b>Latest known results:</b> 1 <sup>6</sup> (source: specific enrolment data)
<b>Main policy outputs in 2017:</b>		
<b>Description and indicator:</b> • Three 8-day "Public Administration Erasmus" traineeships. • Acting as the informal coordinating body and secretariat of DISPA and preparing the record of their meetings.	<b>Target date:</b> 31/12/2017	<b>Latest known results:</b> (2017) • 3 "Public Administration Erasmus" traineeships  • Target reached

The School organised three editions of the "Public Administration Erasmus" programme. National administrations' enthusiasm for this programme is undimmed, and the satisfaction of participants remains very high.

Extra places continued to be offered to Member States that would be assuming the rotating Presidency in the near future: these were gratefully taken up as they use this traineeship as a small but important part of their preparations.

The School plays an important role in the network of Directors of Institutes and Schools of Public Administration (DISPA). In 2017, the School not only participated actively in the meeting in Malta on 31 May-2 June, but also helped plan the content of the DISPA meeting on 14-16 November in Tallinn, and facilitated one of the plenary sessions. The School also wrote the minutes for the latter of these meetings.

It should also be mentioned that the School regularly receives visits from outside groups for briefings on its activities and other learning and development issues. Of note in 2017 was a visit from representatives from the African Union, to continue the discussions (started in 2015) about their Learning and Development Academy.

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<sup>6</sup> The low number of DISPA participants on School programmes for 2017 is because the National Schools only received the invitation with details of courses late in the year. Participants have signed up, but generally preferred to attend in spring 2018.



## 1.7 Seminars and Conferences

<b>Specific Objective 7:</b> To help staff acquire or extend their knowledge on their external environment, pension scheme and on the role of the EDPS, OLAF and the European Ombudsman.		
<b>Result indicator:</b> Participant satisfaction rates on lunchtime conferences. <b>Source of data:</b> Questionnaire completed by participants.		
<b>Baseline 2016:</b> 96%	<b>Target in 2020:</b> 90% Rate set as part of the School's mission to provide high quality training and learning opportunities.	<b>Latest known results:</b> <i>(EULearn - 2017)</i> 97%
<b>Main policy outputs in 2017:</b>		
<ul style="list-style-type: none"> <li>• 2 "Brussels for Europe" Master Classes</li> <li>• 45 lunchtime conferences on key European bodies and pension scheme.</li> </ul>	<b>Target date:</b> 31/12/2017	<b>Latest known results:</b> <i>(EULearn - 2017)</i> <ul style="list-style-type: none"> <li>• 3 "Brussels for Europe" Master Classes</li> <li>• 18 lunchtime conferences</li> </ul>

The lunchtime conferences have been the biggest victim of the drop in participation rates described above. From the 45 lunchtime conferences organised in 2016, the School only ran 18 in 2017. This reduction in demand meant that, consequently, a large number of the planned sessions had to be cancelled or postponed, again particularly in Luxembourg. For the time being, the School is continuing these conferences at a reduced pace, but is reviewing the concept, which, despite the popularity of the lunchtime format per se, is perhaps due for renewal.

Due to delays in the procurement process for the new framework contract, it was only possible to run one series of "Master Classes: Brussels for Europe" in 2016. The School made up for lost time in 2017, however, by running three editions of the programme. This brought the total number since the inception of this initiative to 19. Since this programme was first introduced in 2008 it has been followed by 476 officials of the institutions, and thanks to periodic events for the "alumni" that are run by the organisers, at their own cost, a long-lasting network has emerged. Many participants have also been able to establish contacts in the Brussels administration, which are very useful to them professionally.

## **2. ORGANISATIONAL MANAGEMENT AND INTERNAL CONTROL**

### **2.1 Financial management and internal control**

#### **2.1.1 Control results**

This is covered in the EPSO activity report.

#### **2.1.2 Audit observations and recommendations**

This section reports and assesses the observations and conclusions reported by auditors which could have a material impact on the achievement of the internal control objectives, and therefore on assurance, together with any management measures taken in response to the audit recommendations.

The School is generally audited by both internal and external independent auditors: the Commission internal audit service (IAS) and the European Court of Auditors (ECA). An audit was carried out by the IAS on the School's procurement process in 2016, with the objective of assessing the adequacy of the School's internal control system with regard to compliance with the Financial Regulation and its Rules of Application. The auditors found that the internal control system in place for the procurement process provided reasonable assurance regarding this compliance. The IAS made two recommendations; one Important recommendation which led EUSA to revise and update its procurement process for low-value contracts, and one Desirable recommendation, target date 30/06/2017, which has been implemented, on behalf of the School, under the lead of EPSO. Neither of these recommendations were of enough consequence to affect the assurance of the IAS.

#### **2.1.3 Assessment of the effectiveness of the internal control systems**

The Commission has adopted an Internal Control Framework based on international good practice, aimed to ensure the achievement of policy and operational objectives. In addition, as regards financial management, compliance with the internal control framework is a compulsory requirement.

The European School of Administration has put in place the organisational structure and the internal control systems suited to the achievement of the policy and control objectives, in accordance with the standards and having due regard to the risks associated with the environment in which it operates.

The functioning of the internal control systems has been closely monitored throughout the year by the systematic registration of exceptions. Only one exception was registered for 2017, the amount (0.7kEUR) was very small and the impact not material.

The School considers that in general its internal control system functions satisfactorily.

This statement is based on the assessment that was carried out using a self-assessment questionnaire (iCAT questionnaire).

With regard to non-financial control systems, the School carries out regular reviews of participants' course evaluations to ensure that the quality and number of courses provided for the target audiences is optimised and that the School adjusts its offer accordingly. It also observes courses to ensure that the quality of the delivery and content of courses is of the appropriate level and to evaluate if the content needs to be adjusted. Trainers' feedback is also obtained to ensure that the courses meet the needs

of the services.

The School continues to take account of the risks involved in its activities and addresses them in its regular team meetings as and when appropriate.

The School mainly buys services/supplies in the area of training and training facilities. The contractors are mainly suppliers of training services in small to medium-sized companies within Europe. Procurement needs are clearly defined and justified from an economic or operational point of view and approved by the AOD. In this area no significant risks have been identified.

In conclusion, the internal control standards are effectively implemented and functioning.

#### **2.1.4 Conclusions as regards assurance**

This is covered in the EPSO activity report.

#### **2.1.5 Declaration of Assurance**

This is covered in the EPSO activity report.

## 2.2 Other organisational management dimensions

### 2.2.1 Human resource management

This is covered in the EPSO activity report.

### 2.2.2 Better regulation (only for DGs managing regulatory acquis)

N/A

### 2.2.3 Information management aspects

This is covered in the EPSO activity report.

### 2.2.4 External communication activities

As the activities of the School are targeted to internal customers (officials and other servants of the EU civil service) this section does not apply.

*If a DG chooses not to report in this section on at least one of those four components, the title of the relevant subsection should not appear and the DG should insert the following standard text:*

***This section covers also the [missing component(s) name(s)] component(s). For an extensive reporting on all components, please refer to Annex 2.***