



**eusa**

**Annual Activity Report 2022**  
**EUROPEAN SCHOOL OF ADMINISTRATION**

# Table of Contents

- THE SCHOOL IN BRIEF.....3
- EXECUTIVE SUMMARY .....4
- A. Key results and progress towards achieving the corporate general objectives and EuSA’s specific objectives (executive summary of section 1).....5
- B. Key performance indicators .....7
- C. Key conclusions on Financial management and Internal control (executive summary of section 2.1) .....8
- D. Provision of information to the EPSO/EuSA Management Board and the Commissioner .....9
- 1. KEY RESULTS AND PROGRESS TOWARDS ACHIEVING THE CORPORATE GENERAL OBJECTIVES AND EuSA’S SPECIFIC OBJECTIVES.....10
- 2. MODERN AND EFFICIENT ADMINISTRATION AND INTERNAL CONTROL .....15

## THE SCHOOL IN BRIEF

The **mission of the European School of Administration (EuSA)** is to provide high quality training and learning opportunities, within the remit of the School, which 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 their staff;
- **Foster cooperation** among staff of the various institutions by providing opportunities for networking and the exchange of ideas and good practice;
- Promote the **values of the EU** and the work of the European Civil Service;
- **Share experience** and learn by cooperating with the Schools of public administration in EU Member States;
- Contribute to the **optimal use of resources** in the field of learning and development.

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

Ever since its establishment, the School has been working continuously to improve skills for a high performing civil service in a fast changing and complex environment, for staff and for managers, and to integrate promptly and effectively new staff into the public sector.

In the delivery of its mission, the School works in close partnership with the learning and development services of all EU institutions to ensure that its offer is responsive to their expectations and needs and that the best possible synergies and economies of scale are achieved with their own activities in this field. To further promote these synergies, EuSA also organises interinstitutional Calls for tender, to which the institutions, agencies and bodies have access.

## **EXECUTIVE SUMMARY**

The Annual Activity Report (AAR) is a management report of the Head of the European School of Administration to the College of Commissioners (by virtue of its administrative attachment via EPSO) and EPSO's Management Board. Annual Activity Reports are the main instrument of management accountability within the Commission and constitute the basis on which the College takes political responsibility for the decisions it takes as well as for the coordinating the executive and management functions it exercises, as laid down in the Treaties.

## A. Key results and progress towards achieving the corporate general objectives and EuSA's specific objectives (executive summary of section 1)

2022 was yet another intensive year, bringing new challenges for the European School of Administration. With the departure of the Head of School and 3 colleagues during the year, the School had to cope with **organisational changes** and heavier workload.

The new way of working and **teleworking** has had a significant impact in terms of course organisation in finding the right balance between online, face-to-face and hybrid courses.

The School's **management offer** has been redesigned with a view to optimising format, structure, organisation, time savings and investment.

In 2022, the School has submitted and seen the adoption by the EPSO-EuSA Management Board of its **vision document** 'Shaping EPSO-EuSA orientations for a fast changing world' **based on** strategic discussions with all institutions about their specific and collective needs and expectations of the School in the area of learning and development (L&D).

The School's ambition to be a 'Centre of excellence' in learning requires to invest time and resources into understanding and predicting global trends and needs and includes exploring '**skills of the future.**' This has led to the re-design of a new and updated training offer available for all EU staff. Workshops have been organised for the L&D community especially on hybrid learning.

Further achievements during the past year worth highlighting are:

- The successful delivery of the 17<sup>th</sup> annual **Certification** programme for 72 assistant-grade staff with the potential to become administrators. With the positive evolution of the sanitary situation, the exercise could be organised in physical format in the premises of the Philippe le Bon building in Brussels and in the Fischer building in Luxemburg. This allowed to make savings, compared to 2019 when the courses were organised in external premises. The overall satisfaction rate of the training programme in 2022 was 100%. The overall rate of transfer and application of learning by newly appointed ADs was 98% (47 replies out of 61 newly appointed ADs from all institutions - EU Survey).
- The organisation of the **ERASMUS** exchange for public administration enabled 59 participants to meet and learn in Brussels. Due to COVID incidents during the first session in June and a decrease of the budget, the programme was reshaped and focused on presentations and activities only in Brussels.
- The EuSA has played a central role as a platform of exchange and learning for the so called **DISPA** network, bringing together Directors of Institutes and Schools of Public Administration in Member States and beyond.
- The design and organisation of a programme of **66 Online Talks** with speakers on topics of general interest covering politics, economics, societal and health topics.

All events and achievements are directly aligned with the general objective of EuSA to contribute to modern, high performing and sustainable Institutions, as well as the specific objectives set for the School.

## B. Key performance indicators

For 2022, the School identified the following five key performance indicators in its Strategic and Management Plans, four of them on core learning activities ('what we offer?') and one stemming from the horizontal activity ('how we deliver?'): <b>Key Performance Indicator</b>	<b>Baseline</b>	<b>Target 2022</b>	<b>Situation at the end of 2022</b>
The perceived usefulness of the School's training activities in the field of leadership and management skills S.O. 1.1 result indicator 1	2020: 93%	94%	93% (source: EULearn evaluation reports report 2022)
The perceived usefulness of the School's training activities in the field of general skills development S.O.1.2 result indicator 1	2020: 94% of satisfied participants	94%	93% (source: EULearn evaluation report 2022)
The perceived usefulness of the School's training activities in the field of understanding and knowledge of the EU activities S.O. 1.3 result indicator 1	2020: 95% of courses containing blended learning elements	95.5%	94% (source: EULearn evaluation report 2022)
Interinstitutional attendance in learning activities of participants coming from other institutions than the Commission S.O. 1.4 result indicator 4	2020: 37%	38 %	37% (source: EULearn attendance report 2022)
The perceived usefulness of the School's training activities in the field of Certification S.O. 1.5 result indicator 1	2019: 96.5%	96.75%	98% (source: EULearn evaluation report 2022)

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

In line with the Commission's Internal Control Framework, the European School of Administration has assessed its internal control systems during the reporting year and has concluded that it is effective and the components and principles are present and functioning as intended. Given the nature of the expenditure and the very low level/absence of errors found in the ex-post controls, the Authorising Officer by Delegation has decided to apply a conservative level of 0.5% as per instructions.

In addition, the European School of Administration has systematically examined the available control results and indicators, (including those for supervising entities to which it has entrusted budget implementation tasks), as well as the observations and recommendations issued by the internal auditor and the European Court of Auditors. These elements have been assessed to determine their impact on management's assurance about the achievement of the control objectives. Please refer to Section 2.1 of the EPSO's Annual Activity Report 2022 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. The Director of the European Personnel Selection Office, in her capacity as Authorising Officer by Delegation has signed the Declaration of Assurance.

## **D. Provision of information to the EPSO/EuSA Management Board and the Commissioner**

In the context of the regular meetings during the year between the EPSO and the Commissioner's Hahn Cabinet on management matters, the main elements of this report and assurance declaration have been brought to the attention of Commissioner Hahn, responsible for Budget and Administration.

## 1. **KEY RESULTS AND PROGRESS TOWARDS ACHIEVING THE CORPORATE GENERAL OBJECTIVES AND EuSA'S SPECIFIC OBJECTIVES**

In 2022, the European School of Administration has submitted and seen the adoption of its vision document 'Shaping EPSO-EuSA orientations for a fast changing world'. Its compass for the future lies in anchoring its actions in the values that underpin the development of the EU and the work of the European civil service.

Strategic discussions with all institutions about their specific and collective needs and expectations of the School in the area of L&D underpinned the entire process and fed directly into the final strategy paper.

A full review of the management offer has been carried out in 2022 with a view to optimising format, structure, organisation, time savings and investment, the result of which is presented below.



# EuSA Leadership & Management – Learning Offer 2023

LP Learning Path

Under discussion

## Senior Managers

First 100 Days as Director (F100D) LP

Newly-Appointed Directors Programme (NAD) LP

Leadership Walks for Senior Managers

## Top & Senior Managers

(Project) Leadership Club

## Top Managers

(on hold) Digital Leaders Circle LP

Leadership Walks for Directors-General

## Middle Managers

Also open to Senior Managers

Challenging Times for the EU and its Managers \*\*\*  
Schuman Seminar Verdun & Scy-Chazelles \*\*\*  
Monnet Seminar Bazoche-sur-Guyonnes

Walking Seminar on Purpose-Driven Leadership

4-Seasons Leadership Path: From Purpose to Impact LP

Middle Managers only

New The New Head of Unit: Sustainable Leadership Journey LP

Policy and Service Innovation by Design (HoUs w. 2 staff) LP

Leadership Walks for Middle Managers

To Be or Not To Be a Director? (women and mixed)

Also open to Team Leaders (Deputy HoUs, Heads of Sector...)

Advanced Feedback for Managers

From Conflict to Growth  
How to make disagreement productive

Sustainable Team Management

Plan soon Diversity and Inclusion LP

Unconscious Bias in Management

Unconscious Bias in Selection and Recruitment

Climate Leadership  
The Inner Green Deal LP

The Leadership Lab LP

Plan EU Leaders 3.0 (HoUs with their team) LP

Staff preparing for Middle Management

To Be Or Not To Be A Manager? (ADs w. 3 y. seniority)

Plan Design Essentials of Management

Next Step: Head of Unit

## Team Leaders

Lead Your Team

Project Learning Path for Aspiring Team Leaders LP

New Leadership Walks for Team Leaders

Project Learning Path on Strengthening Team Leadership LP

The global number of courses has decreased from 694 to 534 and the overall number of participants has decreased from 8452 participants to 7247, a figure relatively close to pre-Covid numbers of 7615 participants in 2019.

However, these numbers do not include participants in the vast offer of the so-called 'Online Talks', which have provided staff and managers of the EU institutions with a wide range of weekly lunchtime conferences on variety of topics throughout the year, reaching in total 16 407 participants, with an average of 250 participants per talk.

Screen fatigue combined with a sustained high workload and the continuation of telework – where some staff still hesitate to attend face-to-face training courses – might explain the slight decrease in participation across all institutions. It has in particular been very difficult to find an audience for face-to-face courses in Luxembourg.

It should be noted that some events are not registered in EU Learn and are therefore not included in the statistics, for example:

- Four seasons leadership path (composed of one three day walking seminar and two leadership walks) for nine middle managers
- Leadership walk for Heads of EU Representation (40 middle and senior managers)

Overall the satisfaction rates remain very high for all EuSA courses and events. Evaluations of the participants' perception concerning the transfer of the skills and knowledge acquired to the workplace (impact assessment) also show that a high number of participants find that they are able to transfer their learning into the workplace.

The offer on **Key Skills and Wellbeing** has remained very attractive, gauging from the high and stable number of participants. The courses for newcomers on EU priorities and EU policies in particular have been very popular and filled up very quickly.

During the certification exercise that took place in in-person mode in the wake of the pandemic, some participants tested positive and the School had to find quick and workable solutions. Hybrid solutions were offered to ensure that candidates would not miss out on training content due to confinement rules. The advantage compared to previous years is a much greater overall level of flexibility.

In order to meet the urgent need emerging from the stakeholders in the area of hybrid work, the School prepared and organised four interinstitutional workshops for a broad audience with a view to prototyping, gaining knowledge and experience and testing in order to disseminate best practice throughout the institutions of the new ways of working. The aim of these workshops has been to experiment with new hybrid formats in a controlled environment, learning from mistakes to improve the pedagogical approach in learning in the post-Covid environment. A main ambition has also been to capitalise on all the advantages which online and hybrid can generate in terms of inclusiveness, particularly as regards staff based outside Brussels. All learnings are disseminated to the EU institutions to maximise the investment.

In addition to its traditional activities and offer, and on popular demand from all institutions, the School has provided support for the development of a 'walking community'. Colleagues

from all institutions have been trained to facilitate team walks in their own institutions and/or facilitate strategic and purpose driven walks. The activities proposed cover:

- Four Seasonal walks for Facilitators (93 participants), one walk ‘facilitating in and with nature’ (12 participants)
- Two Team walks Learning path (27 participants)
- One Walking Seminar for Facilitators of 3 days (10 participants)

The School also offers an interinstitutional coaching network, via a dedicated platform in Teams and informal meetings. It organised two days of accreditation for external coaches for Senior management in October 2022. It also created and facilitated a Teams group.

In order to provide a variety of learning formats and support a successful transfer of learning into the workplace, the School has ensured that the courses are based on a blended formula interspersing moments of virtual classroom learning with tasks to do at home, group coaching, etc. Although this makes the courses more challenging to manage administratively, research shows that this approach is more effective and transformative in making the new skills and learning ‘stick’. Besides, such an approach fits better into participants overall agendas and workload.

The School provides and coordinates a joint platform for exchange of best practice, discussions and knowledge sharing for the Learning and Development community at management level.

In May 2022, the School created a ‘Learning Agora’ in Teams, open to the L&D community of all institutions and agencies. 32 colleagues from all institutions participated in an event on team events. Moreover, the School organised three different types of learning events around the hybrid format:

- Short workshop targeted at the L&D community with 32 participants,
- Full day hybrid event in Luxemburg, Brussels and online, involving trainers working via the framework contracts with 150 participants
- Full day ‘Experimentation’ to experiment around hybrid possibilities in learning, with L&D professionals and trainers

EuSA has played a central and coordinating role as a platform of exchange and learning for the DISPA network, bringing together Directors of Institutes and Schools of Public Administration in Member states and beyond with two face-to-face events throughout 2022 under the aegis of the EU rotating presidency. This informal group provides a platform of exchanges, knowledge sharing and information in the field of the Public Administration in Europe.

EuSA has planned and carried out preparations for the following new interinstitutional framework contracts:

- Finalising and attributing the tender for the Certification examinations. Whereas this specific tender is only used by the School, it serves an inter-institutional process.

- Writing the tender specifications, launching and following a call for tender for three lots for the acquisition of training venues (rooms rental + other services)
- Writing the specifications for a call for tender lot on the acquisition of services for leadership and management training
- Writing the specifications for a call for tender lot on the acquisition of services for coaching and 360° feedback

During 2022, the School has curated its online content, by updating all eBooks available on its website. The [new app](#) developed internally in 2021 clusters all the Online Talks and webinars per topic and gives all EU staff and managers the possibility to watch the recordings at any time anywhere on current EU topics.

The newsletter for managers has been continued to provide food for thoughts and inspiration for learning opportunities. Finally, the School has kept its online catalogue continuously updated and used the different communication channels for promotion.

All specific objectives are covered in the annexes.

## 2. MODERN AND EFFICIENT ADMINISTRATION AND INTERNAL CONTROL

This section is covered in EPSO's AAR.