



Annual Activity Report 2022

EUROPEAN SCHOOL OF ADMINISTRATION

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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 the talents of their staff;
- Help **preserve and promote 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 EU 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.

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 inception, 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 order to do this, it 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, it also organises interinstitutional Calls for tender, to which the institutions, agencies and bodies have access. The 20 colleagues working at EuSA are divided in different teams to implement all these activities.

EXECUTIVE SUMMARY

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

The year 2022 was yet another turbulent year, bringing new challenges for the School. With the departure of the Head of School and 3 colleagues during the year, the School faced significant structural and resource related changes with a particularly heavy workload as a result.

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

The overall number of participants decreased in 2022, from 8452 participants to 7247, a figure relatively close to pre-Covid numbers of 7615 participants in 2019. However, these figures 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 conferences on many different topics throughout the year. Some courses have had to be cancelled due to lack of participants. Screen fatigue combined with the continuation of telework – where some staff still hesitate to attend face-to-face training courses – could also explain the slight decrease in participation across all institutions.

The School's **management offer** has been redesigned with a view to optimising format, structure, organisation, time savings and investment. 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 document. An overview of the specific offer for managers is presented below.



The School's position as a Centre of excellence in learning requires research and time investment into understanding and predicting global trends and needs and includes exploring **'skills of the future'** which has lead to the re-design of a new and updated training offer available for all EU staff.

Further achievements during the past year worth highlighting are:

- The organisation and delivery of the 17th **annual Certification exercise** for assistant-grade staff with the potential to become administrators. With the positive evolution of the sanitary situation, it has been decided to organise this exercise in presential in the premises of the Philippe le Bon building in Brussels and in the Fischer building in Luxemburg. This allowed 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% (EU Survey).
- The organisation of the ERASMUS for public administration enabled 59 participants to meet and learn in Brussels. Due to some COVID incidents during the first session in June and decrease of the budget, it was decided to reshape the programme and to concentrate the presentations and activities only in Brussels in 2022.
- The design and organisation of a programme of 66 Online Talks with speakers on topics of general interest covering politics, economics, and societal and health topics. The video recordings are available at the School [e-library](#).

All these 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?'): Key Performance Indicator	Baseline	Target 2022	Situation at the end of 2022
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)
Inter-institutional 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. Please refer to section 2.1.3 in EPSO's Annual Activity report 2022 for further details.

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 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**

The global number of courses decreased from 694 courses to 534 courses in all areas during 2022 – some face-to-face courses have been challenging to fill in and the format had to be changed. It has been in particular very difficult to find an audience for face-to-face courses in Luxemburg.

The number of participants in EuSA training courses decreased from 8452 to 7247 participants - to reach the same level of participants as in 2019. However, the online talks reached 16407 participants, with an average of 250 participants per talk.

It should also be noted that some events have been organised outside EU learn and are therefore not included in the statistics like:

- 4 seasons leadership path (composed of one 3 day walking seminar and 2 leadership walks) for 9 middle managers
- Leadership walk for heads of EU representations (40 middle and senior managers)

The participation from all institutions in the courses slightly decreases but remains overall stable with no major incidents. Participants continued to be highly satisfied with the School's programmes. 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 to 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.

The School had to demonstrate its agility and reactivity. During the certification exercise that took place in presential, in the wake of COVID, some participants tested positive during the training programme. Hybrid solutions were offered in the cases when participants were sufficiently well to take part in the courses, to ensure that they would not miss out on training content due to confinement rules. The advantage compared to previous years is a much greater flexibility.

Looking at Skills for the future, to meet the urgent need emerging from the stakeholders, the School prepared and organised 4 inter-institutional 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: one workshop on team events, and 3 workshops on hybrid learning, a combination of on-site and online participants with a varied and broad audience (one for the EU LD community only, one for the community and external trainers and finally including project teams), also

scaling the workshops in terms of participants numbers. The aim of these workshops was to experiment on new hybrid formats in a controlled environment, learning from mistakes to improve the pedagogical approach in learning in the post Covid environment and to capitalise on all the advantages which online and hybrid can generate in terms of inclusiveness, particularly as regards staff who are based outside Brussels.

Besides, the School supports the development of the walking community. Colleagues from all institutions have been trained to facilitate team walks in their own institution and/or facilitate strategic walks. The activities proposed covered:

- 4 Seasonal walks for Facilitators (93 participants), 1 walk ‘facilitating in and with nature’ (12 participants)
- 2 Team walks Learning path (27 participants)
- 1 Walking Seminar for Facilitators 13-16 March: 10 participants

The School also acts as a platform for the inter-institutional coaching network, via a dedicated platform in Teams and informal meetings. The School organised two days of accreditation for external coaches for Senior management in October 2022. It also created and facilitated a Teams group.

The School is proud of the diversity in its delivery of different course formats and the increasing use of a blended approach. In order to support a successful transfer of learning to the workplace, the School has ensured that many of its most recent courses are modular, blended, 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’.

Moreover, the School has a leading role as a common platform for learning where all LD colleagues from all institutions can learn together. The School has continued to act as a Laboratory to develop new ways of learning, via hybrid workshop or a pilot project EU Leaders 3.0.

In May 2022, the School created a ‘Learning Agora’ in Teams, open to the LD community of all institutions and agencies. 32 colleagues from all institutions participated in an event on team events. Moreover, the School organised 3 different types of learning events around the hybrid format:

- a short workshop targeted at the LD community with 32 participants,
- a full day hybrid event in Luxemburg, Brussels and online, involving trainers working via the framework contracts with 150 participants
- a full day ‘Experimentathon’ to experiment around hybrid possibilities in learning, with LD professionals and trainers

The School also played a role as a platform of exchange and learning. Two meetings of the DISPA network (the network of Directors of Institutes and Schools of Public Administration) took place in face-to-face under the aegis of the EU rotating presidency. This informal group is a platform of exchanges, knowledge sharing and information in the field of the Public Administration in Europe.

Besides, the School worked on 6 new framework contracts in 2022, in:

- 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 3 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

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 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 updated regularly its online catalogue and used the different communication channels for publicity.

The School staff participated in various learning events in different institutions, such as the Commission's Career Day.

All specific objectives are covered in the annexes.

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

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

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

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

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.

2. MODERN AND EFFICIENT ADMINISTRATION AND INTERNAL CONTROL

This section is covered in EPSO's AAR.