



2015

Annual Activity Report

**European School
of Administration
(EUSA)**



Foreword

The School celebrated its 10th anniversary in early 2015.

It is worth recalling that when it was set up, the institutions only transferred two of their existing training programmes to it and that in its first full year of operation (2006) it organised just 68 training courses for a total of 2100 participants. The development since then has been striking. The institutions have come to recognise on the one hand that the School has developed a justified reputation as a centre of excellence and that, on the other, significant savings can be made by transferring further activities to it or by asking it to develop new learning and development programmes to meet new challenges.

The result is that just over 7300 people attended one of the School's training programmes in 2015. The number of different programmes on offer rose from 35 to 38, and the total number of courses organised during the year went up from 470 to 497, both new records.

Participant satisfaction rates also rose slightly to just above 97% and, more importantly, 98% of participants found the School's programmes relevant to their work.

However, the School has never rested on its laurels and the second half of 2015 saw intensive efforts devoted to designing a wide range of new learning and development programmes for leaders and managers at all levels, which will be rolled out during the first half of 2016. In this way, the School will ensure that its offer continues to adapt to the changing needs of its customers and stakeholders and that it carries on contributing to the overall performance of the institutions through the on-going development of the talents of their staff.

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INTRODUCTION

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 accountable to the same management board as EPSO and, like EPSO, forms part of the portfolio of responsibilities of the Commission Vice-President responsible for Budget and Human Resources.

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 Director of the European School of Administration to the College of Commissioners. It is the main instrument of management accountability within the Commission and constitutes the basis on which the Commission takes its responsibility for the management of resources by reference to the objectives set in the management plan and the efficiency and effectiveness of internal control systems, including an overall assessment of the costs and benefits of controls.

a) Policy highlights of the year (executive summary of section 1)

2015 was a year of both **continuity** and **impending change**.

Continuity was provided through the delivery of more training programmes than ever before. There was one addition to the School's general training offer – an important and significant one – which was the organisation of lunchtime workshops on different aspects of well-being.

The impending change relates to the intensive preparatory work that was undertaken for the School's ambitious plan to overhaul its leadership and management development programmes in 2016. This is not to say that the previous offer was inadequate – far from it – but learning needs have evolved as have the ways in which people learn. The new offer is designed to ensure that the School keeps pace with these changes.

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

- delivering the compulsory training programme for the 10th 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 a record number of 65 customised learning and development programmes;
- advising the European Court of Auditors about a learning and development strategy to accompany the major organisational change it introduced on 1 January 2016.

Finally, the School met or surpassed its key performance indicators, more details of which are contained in the rest of this Report.

b) Key Performance Indicators (5 KPIs)

Key Performance Indicator	Baseline	Target 2015	Situation at the end of 2015
1. The inter-institutional character of our training activities which is part of the fundamental raison d'être of the School	2012: 29 % of non-Commission participants	30 % of non-Commission participants	33%
2. The level of satisfaction expressed by participants	2012: 96 % of satisfied participants	≥ 90 % of satisfied participants	97 %
3. The degree to which we introduce more blended learning elements in our training programmes	2013: 17 % of courses containing blended learning elements	≥ 30 % of courses containing blended learning elements	62%
4. The rate of attendance	2012: 90 %	≥ 90 %	90%
5. The evaluation of the impact of our training activities	2013: 2 pilot projects for the measurement of learning transfer and impact of training programmes	10 programmes to be analysed	11

These results indicate that the School met and, with only one exception, surpassed its key performance indicators in 2015.

Furthermore it added three new workshops in the field of well-being to its overall offer and increased the total number of training programmes it delivered by just under 6%. Although there was a very slight overall decrease in the number of participants (1,4%) this was entirely accounted for by the fall in the number of new staff arriving in the institutions. In the fields of management and general skills-based training participant numbers rose by about 10% and 7% respectively. These figures were achieved despite a further fall of 9,5 % in the School's budget. Full details of the School's output in terms of its training programmes are contained in the annex to this Report.

As can be seen from the performance indicators above, the School ensured a fair inter-institutional 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. Indeed, 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.

Participants continued to be extremely satisfied with the School's programmes. More importantly, 98,2% 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 a useful indicator but it is generally recognised that there can be a degree of subjective appreciation attached to them. When it comes to relevance however, high ratings strongly suggest that the learning will be effectively transferred to the workplace. It is for this reason that the School took the decision towards the end of the year to completely revamp the "satisfaction" questions asked in its online evaluation forms so that they are more directly linked to the participants' perception of how their actual learning has been helped by the training they have received.

The School is particularly pleased with the extent to which it has diversified the format of its delivery with an increasingly blended approach. This reflects developments in the way people obtain knowledge and the shift in their preferred methods of learning. It will be a significant feature in the redesign of its leadership and management training programmes as referred to elsewhere in this Report.

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 and for this reason the "classroom-based" element of its programmes will not disappear but just reduced in length. Many may think that this method is somewhat outmoded but, for the time being at least, it still presents many advantages in the setting of the institutions.

The School is slightly disappointed that despite its best efforts it has not been able to reduce the percentage of late drop outs and "no-shows", which remained stubbornly at 10%. The consolation is that without the dedication of its course managers in finding replacements on courses at short notice, this figure would have certainly been higher.

c) Key conclusions on Management and Internal control (executive summary of section 2)

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)

The main elements of this report and assurance declaration have been brought to the attention of Vice-President Kristalina Georgieva, responsible for Budget & Human Resources.

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

1.1 Management training

Specific objective 1: to provide a range of learning and development opportunities that contribute to an improvement in the performance of staff who exercise or who may exercise management responsibilities thereby helping them and their institution achieve greater effectiveness		
<input checked="" type="checkbox"/> Non programme-based		
Result indicator: Participant satisfaction (source: questionnaire completed by participants)		
Baseline 2012: 96 %	Current Situation: 96 %	Target: 90 %. Rate set as part of the School's mission to provide high quality training and learning opportunities
Result indicator: Perceived relevance (source: questionnaire completed by participants)		
Baseline 2012: 98 %	Current Situation: 99 %	Target: 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace
Result indicator: Non-Commission participation rate (source: internal statistics extracted from the learning management system)		
Baseline 2012: 35 %	Current Situation: 33%	Target: 30 %. Rate set in order to ensure inter-institutional balance amongst participants
Result indicator: Attendance rate (source: internal statistics extracted from the learning management system)		
Baseline 2012: 90 %	Current Situation: 93%	Target: 90 %. Rate set in order to ensure sound financial management
Result indicator: Diversification of delivery (source: internal)		
Baseline 2013: 10 %	Current Situation: 47%	Target: 25 % of our management programme should include non-classroom based activities

Main outputs in 2015:

- 26 3-day courses for non-management staff (AST and AD) who lead teams
- 30 3-day basic management courses for ADs who are not Heads of Unit
- 8 3-day personal development courses for staff about the issues involved in being a Head of Unit (2 for women only and 6 mixed)
- 10 4-day courses for newly-appointed Heads of Unit
- 56 1-day thematic workshops for managers of all levels
- 5 2-day course for Heads of Unit with between 1½ and 4 years' experience
- 7 2-day advanced management courses for experienced Heads of Unit
- 1 2-day course at the Jean Monnet House for Heads of Unit
- 2 editions of the development programme for newly-appointed Directors
- 7 editions of the Leadership Club for senior management

Overall the School organised a total of 152 management development programmes and workshops (up by a little less than 5% on the previous year) which were attended by 1856 participants (up by just over 10% on the previous year). Participant satisfaction rates and the perceived relevance of these programmes remained high.

Specific mention should be made of the ongoing success of the programme for newly-appointed Directors which continues to attract very positive reviews. Many of the participants have formed solid networks among themselves thereby providing further opportunities for mutual support within the group.

Otherwise there is little further of note to report as the School's offer remained unchanged ahead of the significant adaptation planned for 2016 and referred to at various other points in this Report.

1.2 Training for new staff

Specific objective n°2: To help new staff understand the realities, values and specific challenges of working in the multicultural and multilingual environment of the EU institutions, contribute to their speedy integration and help them learn about how the EU has developed and works in practice <input checked="" type="checkbox"/> Non programme-based		
Result indicator: Participant satisfaction (source: questionnaire completed by participants)		
Baseline 2012: 95 %	Current Situation: 97 %	Target: 90 % . Rate set as part of the School's mission to provide high quality training and learning opportunities
Result indicator: Perceived relevance (source: questionnaire completed by participants)		
Baseline 2012: 93 %	Current Situation: 96 %	Target: 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace
Result indicator: Non-Commission participation rate (source: internal statistics extracted from the learning management system)		
Baseline 2012: 31 %	Current Situation: 31%	Target: 30 %. Rate set in order to ensure inter-institutional balance amongst participants
Result indicator: Attendance rate (source: internal statistics extracted from the learning management system)		
Baseline 2012: 88 %	Current Situation: 90%	Target: 90 %. Rate set in order to ensure sound financial management
Result indicator: Diversification of delivery (source: internal)		
Baseline 2013: 20 %	Current Situation: 75%	Target: 20 % of non-classroom based activities
Main outputs in 2015: <ul style="list-style-type: none"> • 16 1.5-days seminars for newly-arrived staff (plus coaching) • 17 1-day seminars on the History and Stories behind European Integration • 31 ½ or 1-day seminars on the institutions' key missions and procedures, and recent policy developments • 7 "Discover Brussels" lunchtime conferences • 10 1-day information sessions on social security rights and the pension scheme 		

As already mentioned in last year's Report, the School substantially reorganised its offer for new staff at the beginning of the year. There were two main reasons for this. Firstly account needed to be taken of the Commission's decision to launch a new induction programme with effect from autumn 2015¹. Secondly, it was felt that the School's previous 3-day programme for all new staff, irrespective of their background and experience, was no longer sufficiently well targeted to meet the needs of the various profiles of new arrivals in the institutions.

Accordingly, an entirely new course was introduced to cater specifically 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.. This is in the form of a short seminar with the possibility of individual coaching for those who feel the need. It is interesting to note that overall, 27 % of participants took up the offer of coaching with a significantly higher number of people doing so in Luxembourg.

¹ Shortened versions of the seminars entitled "The History and stories behind European integration" and "EU4U" are delivered by School staff on the first day of this programme. The School still delivers these seminars on an inter-institutional basis as well.

1.3 "Key Skills"

Specific objective n°3: To help staff acquire or extend the key range of skills they need to be effective in their jobs <input checked="" type="checkbox"/> Non programme-based			
Result indicator: Participant satisfaction (source: questionnaire completed by participants)			
Baseline 2012: 97 %	Current Situation: 97 %	Target: 90 %. Rate set as part of the School's mission to provide high quality training and learning opportunities	
Result indicator: Perceived relevance (source: questionnaire completed by participants)			
Baseline 2012: 99 %	Current Situation: 99 %	Target: 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace	
Result indicator: Non-Commission participation rate (source: internal statistics extracted from the learning management system)			
Baseline 2012: 23 %	Current Situation: 35%	Target: 30 %. Rate set in order to ensure inter-institutional balance amongst participants	
Result indicator: Attendance rate (source: internal statistics extracted from the learning management system)			
Baseline 2012: 92 %	Current Situation: 91%	Target: 90 %. Rate set in order to ensure sound financial management	
Result indicator: Diversification of delivery (source: internal)			
Baseline 2013: 10 %	Current Situation: 86%	Target: 30 % of non-classroom based activities	
Main outputs in 2015:			
2-day seminars unless otherwise indicated			
<ul style="list-style-type: none"> • 26 Analysing and solving problems • 27 Day-to-day negotiation • 32 Oral communication • 25 Writing with impact • 26 Working in teams • 38 Personal effectiveness (1 day plus coaching) • 43 Developing resilience (1 day) • 4 1.5 hours workshop on Emotional wellbeing • 3 1.5 hours workshop on Physical wellbeing • 3 1.5 hours workshop on Mental wellbeing 			

In purely quantitative terms this group of training programmes continued to expand. The number of workshops delivered over the year rose from 218 to 227 whilst the number of participants increased to just over 3100, a rise of nearly 7%.

Last year's Report mentioned the high number of participants attending the School's new "Resilience" workshop and the potentially troubling message this sent to the institutions. This message has been reinforced because in 2015 29% of the total number of participants in the courses listed above attended either one or more of the Resilience workshop and the newly-introduced workshops on different aspects of well-being.

1.4 Seminars and conferences

Specific objective n°4: To help staff acquire or extend their knowledge on their external environment, pension scheme and on the role of the EDPS and the European Ombudsman			
<input checked="" type="checkbox"/> Non programme-based			
Result indicator: Participant satisfaction (source: questionnaire completed by participants)			
Baseline 2012:	Current Situation: 96 %	Target: 90 % . Rate set as part of the School's mission to provide high quality training and learning opportunities	
98 %			
Result indicator: Perceived relevance (source: questionnaire completed by participants)			
Baseline 2012:	Current Situation: 97 %	Target: 90 %. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace	
95 %			
Result indicator: Non-Commission participation rate (source: internal statistics extracted from the learning management system)			
Baseline 2012:	Current Situation: 26%	Target: 30 %. Rate set in order to ensure inter-institutional balance amongst participants	
12 %			
Result indicator: Attendance rate (source: internal statistics extracted from the learning management system)			
Baseline 2012:	Current Situation: 83%	Target: 90 %. Rate set in order to ensure sound financial management	
86 %			
Result indicator: Diversification of delivery (source: internal)			
Baseline 2013:	Current Situation: 33%	Target: 30 % of non-classroom based activities	
10 %			
Main outputs in 2015:			
<ul style="list-style-type: none"> • 2 Master Classes: Brussels for Europe • 2 "European Anti-Fraud office" lunchtime conferences • 6 "European Ombudsman" lunchtime conferences • 7 "European Data Protection Supervisor" lunchtime conferences • 6 2½ hour workshops: "Clear Speaking: Communicating in the Tower of Babel" • 7 ½ day information sessions on pension rights 			

This series of activities continued to attract significant numbers of participants and the lunchtime conference format continued to prove very popular with staff in general.

Conferences on the work of OLAF were added to the offer during the second half of the year and registered very good attendance rates. For the first time lunchtime conferences were also organised in Luxembourg (on the EDPS).

The 2 "Master Classes" brought the total number since the inception of this initiative to 15. About 450 officials of the institutions have followed this programme since it was first introduced in 2008 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.

1.5 Certification training and examinations

Specific objective n°5: a) To enable assistant grade staff selected for the certification procedure to become effective administrators by providing them with the wide range of skills they will need and b) to guarantee the quality of candidates who pass the examinations by ensuring that these are sufficiently demanding <input checked="" type="checkbox"/> Non programme-based		
Result indicator: Candidates' satisfaction of the training programme (source: questionnaire completed by participants)		
Baseline 2012: 98 %	Current Situation: 99 %	Target: 95% ² . Rate set as part of the School's mission to provide high quality training and learning opportunities
Result indicator: Perceived relevance (Learning transfer) (source: questionnaire completed by participants)		
Baseline 2012: 66 %	Current Situation: 69 %	Target: 70%. Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace
Result indicator: Rate of appointment of successful candidates ³ (source: regular statistics provided by Institutions)		
Baseline 2015: 30 %	Current Situation: 36 %	Target: 30 %
Result indicator: Diversification of delivery (source: internal)		
Baseline 2013: 10 days of individual study and feedback sessions	Current Situation: level maintained	Target: maintain the 2013 level
Main outputs in 2015: <ul style="list-style-type: none"> • 25 days classroom-based training for the 2014/2015 exercise plus individual study • 11 refresher courses for previous year's candidates who have failed one or more examinations 		

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 the only structural one in existence in the institutions.

2015 saw the 10th 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.

² In general the School's satisfaction rate targets are set at 90 %. However, given the importance of the training programme for the candidates the School has for some years set a higher target of 95% for this programme.

³ Only marginally influenced by the School. The baseline relates to the successful candidates in the previous year's certification exercise because results are only available in December, leaving no time for appointments to be made until the following year. The target of 30% relates to the percentage of successful candidates who are appointed to an AD post in the 12 months following the publication of results.

The pass rate in the examinations was 50,68% as opposed to the previous year's unusually low rate of 42,86%. Overall 72 candidates were certified (37 new ones and 35 re-sitters). It is interesting to note that, as in the previous year, the Commission pass rate was markedly above the average for all institutions, quite probably reflecting the more stringent selection procedure it put in place two exercises ago, with input from the School.

By the end of 2015 a total of 816 AST staff had been appointed to the AD function group since the introduction of the certification procedure in 2006. This represents 77 % of the total number of successful candidates in the first 9 exercises (see footnote 4 for an explanation).

1.6 Specific requests for assistance or tailor-made training programmes

Specific objective n°6: To respond positively to any specific requests for assistance or tailor-made training programmes made by any of the institutions or EU agencies and bodies		
<input checked="" type="checkbox"/> Non programme-based		
Result indicator: Percentage of requests satisfied		(source: internal statistics)
Baseline 2012: 100 %	Current situation: 100 %	Target: 100 %. Rate set as part of the School's mission to provide services to European bodies
Main outputs in 2015: 65 requests satisfied		

The School continued to respond to all needs for tailor-made training from a wide variety of customers: individual DGs or Directorates in the institutions, Commission Research Centres, agencies etc. and provided a record number of programmes. Furthermore, the School is increasingly asked to play an active role in local initiatives either by providing its expertise or in co-facilitating events.

Mention was made in last year's Report of the "sub-contracting" arrangement between the European Court of Auditors and the School for a number of its training activities. In 2015 this cooperation was reinforced as the Court sought the School's advice for the conception and implementation of a major learning and development programme to accompany the radical changes to the Court's organisational structure that took effect on 1 January 2016.

1.7 Programmes bringing together staff of the institutions and national administrations

Specific objective n°7: To contribute to efforts to reinforce links between officials of the institutions and national administrations (EPA)		
<input checked="" type="checkbox"/> Non programme-based		
Result indicator: Number of participants (source: internal statistics)		
Baseline 2012: 116 (2 sessions)	Current situation: 132	Target: at least 135
Result indicator: Participant satisfaction (source: questionnaire completed by participants)		
Baseline 2012: 100 %	Current situation: 100 %	Target: 95% ⁴ . Rate set as part of the School's mission to provide high quality training and learning opportunities
Result indicator: Perceived relevance (source: questionnaire completed by participants)		
Baseline 2012: 95 %	Current situation: 100 %	Target: 90 % . Rate set as part of the School's mission to provide high quality training that participants can transfer to the workplace
Main outputs in 2015: 3 2-week Erasmus traineeships		

The School organised the first 3 editions of this programme under the new administrative arrangements that were put in place towards the end of 2014. Although these meant that a greater financial burden fell on national administrations (and that there was a reduced number of places – hence the fall in participant numbers), their enthusiasm for this programme remained in general undimmed.

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.

Although not the subject of any specific indicators, mention should yet again be made of the important role played by the School in the network of Directors of Institutes and Schools of Public Administration (DISPA). As the de facto coordinating body for the work of the network it is able to ensure a degree of continuity by participating in the "Trio" meetings that determine the agenda of the twice-yearly meetings. In 2015 the School provided considerable assistance to the Latvian and Luxembourg members of DISPA in the organisation of their respective meetings and wrote and reproduced the minutes for both of them.

As in the past and in the interest of sharing its expertise, the School admitted a small number of participants from Member States, via the DISPA network, to attend a selection of its management training programmes. In 2015, 14 such participants took part.

Finally a number of outside groups visited the School for briefings on its activities and other learning and development issues. Particular mention should be made of 2 visits from representatives of the African Union who wished to tap into the School's knowledge as part of their plans for creating their own Learning and Development Academy.

⁴ In general the target for the satisfaction rate is set to 90 %. However, in order to take into account the financial investment from the Commission it is set to 95 %

2. MANAGEMENT AND INTERNAL CONTROL

2.1 Control results

This is covered in the EPSO activity report.

2.2 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). During the period of reference, no specific audit work has been carried out by the IAS and the European Court of Auditors.

As regards the implementation of recommendations issued in previous years, the relevant actions are implemented as planned. Consequently, the current state-of-play does not lead to assurance-related concerns.

2.3 Assessment of the effectiveness of the internal control systems

The Commission has adopted a set of internal control standards, based on international good practice, aimed to ensure the achievement of policy and operational objectives. In addition, as regards financial management, compliance with these standards 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 (under ICS 8).

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).

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 buys mainly 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.

2.4 Conclusions as regards assurance

This is covered in the EPSO activity report.

3. Declaration of Assurance

This is covered in the EPSO activity report.



2015

ANNUAL ACTIVITY REPORT

**European School
of Administration
(EUSA)**

ANNEXES



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ANNEX 1: Statement of the Resources Director

This is covered in the EPSO activity report.

ANNEX 2: Human and financial resources

This is covered in the EPSO activity report.

ANNEX 3: Draft annual accounts and financial reports

This is covered in the EPSO activity report.

ANNEX 4: Materiality criteria

This is covered in the EPSO activity report.

ANNEX 5: Internal Control Template(s) for budget implementation (ICTs)

This is covered in the EPSO activity report.

ANNEX 6: Implementation through national or international public-sector bodies and bodies governed by private law with a public sector mission (if applicable)

Not applicable to the European School of Administration

ANNEX 7: EAMR of the Union Delegations

Not applicable to the European School of Administration

ANNEX 8: Decentralised agencies

Not applicable to the European School of Administration

ANNEX 9: Evaluations and other studies finalised or cancelled in 2015

Reference No of Annex 4 MP2015	Title	Reason ¹	Scope ²	Type of evaluation or other study			Associated DGs	Costs (EUR)	Comments	Reference	Cancelled
				Focus ³	Author ⁴	Type ⁵					
I. Evaluations finalised or cancelled in 2015											
1.	End-of-course participant evaluation (electronic) of all training programmes run by EUSA.	O	Assess participants' satisfaction, trainers' performance and course relevance.	R	I	I	NO	N/A	Continuous evaluation		
2.	Impact of certification training.	O	for the job of the skills developed during the programme.	P+R	I	I	NO	N/A	Continuous evaluation		
3.	Erasmus for Public Administration - evaluation of participants.	O	Assess participants' satisfaction	R	I	I	NO	N/A	Continuous evaluation		
4.	Impact of training.	O	for the job of the skills developed during the programme.	P+R	I	I	NO	N/A	Continuous evaluation		
b. Evaluations cancelled in 2015											
II. Other studies finalised or cancelled in 2015											
a. other studies finalised in 2015											
b. other studies cancelled in 2015											

¹ L - legal act, LMFF - legal base of MFF instrument, FR - financial regulation, REFIT, CWP - 'evaluate first', O - other (please specify in Comments)

² specify what programme/regulatory measure/initiative/policy area etc. has been covered

³ P - prospective, R - retrospective, P/R - prospective and retrospective

⁴ E - external, I - internal, M - mixed (internal with external support)

⁵ FC - fitness check, E - expenditure programme/measure, R - regulatory measure (not recognised as a FC), C - communication activity, I - internal Commission activity, O - other - please specify in the Comments

ANNEX 10: Specific annexes related to "Management of Resources"

This is covered in the EPSO activity report.

ANNEX 11: Specific annexes related to "Assessment of the effectiveness of the internal control systems"

Annex 11 to be provided only if needed (free format).

ANNEX 12: Course statistics

Course Title	MANAGEMENT BELOW HEAD OF UNIT										
	Agencies	Committee of the Regions	European Economic and Social Committee	European Commission	European General Secretariat of the Council	Court of Justice	European External Action Service	European Court of Auditors	European Parliament	Grand Total	% participants
5 Key Conversations	9	2	3	103	9	9	4	5	3	147	
Coaching Skills	2			20						22	
Lead your Team	44	3	3	210	6	15	12	9	10	312	
Motivating your Staff	6	3	3	59	6				5	82	
Planning & Monitoring	15	1	5	73	3	3	2	3	3	108	
The Essentials of Management	24	7	10	348	11	11	12	2	29	454	
To be or not to be a Head of Unit? (For men & women)	1		2	45	10	1		3	9	72	
To be or not to be a Head of Unit? (For women only)	1	1	2	18	2				4	28	
Grand Total	102	17	28	876	41	45	32	22	62	1225	
% participants	8%	1%	2%	72%	3%	4%	3%	2%	5%	100%	
MIDDLE MANAGEMENT											
Challenging times for the EU and its managers			2	17				2	4	30	
Broaden your Horizons as a Head of Unit	13	1	2	31	2		1		2	52	
Managing Upwards	7	2	1	43	6	3	1		2	65	
Setting out as a Head of Unit	27	1	1	41	8	3			25	106	
Taking the Manager Coach Approach further	3	1		29		2		3	2	40	
The Influential Manager	4	1	1	35	4	1	1	3	1	51	
The Manager Coach Approach: the basics	10	1	3	25		4	1		4	48	
Grand Total	64	7	10	221	18	17	7	8	40	392	
% participants	16%	2%	3%	56%	5%	4%	2%	2%	10%	100%	
SENIOR MANAGEMENT											
Programme for Newly Appointed Directors	1	0	1	20	3	3	1	0	6	35	
Leadership Club	6	2	15	104	33	5	7	7	25	204	
Grand Total	7	2	16	124	36	8	8	7	31	239	
% participants	3%	1%	7%	52%	15%	3%	3%	3%	13%	100%	
NEW STAFF											
EU4U	14	6	5	200	17	13	9	5	60	339	
Information Session on Social Security and Pensions	16	9	6	213	7	4	3	10	5	263	
Transitions	2		1	95	12	3		2	26	141	
Grand Total	32	15	12	508	31	20	12	17	86	739	
% participants	4%	2%	2%	69%	4%	3%	2%	2%	12%	100%	
BASIC TRAINING IN KEY SKILLS											
Analysing and Solving Problems	23	3	3	219	13	4	8	8	56	337	
Day to Day Negotiation	28	5	6	245	12	7	7	4	52	366	
Developing your Resilience	43	3	4	362	38	16	18	5	139	619	
Oral Communication	19	3	3	166	16	11	7	3	80	408	
Personal Effectiveness	26	4	4	321	15	13	19	6	84	492	
Pillars for Emotional Wellbeing	4		4	87	3			3	12	113	
Pillars for Mental Wellbeing	3		1	69	3			1	16	94	
Pillars for Physical Wellbeing	1			65	3			2	13	85	
Working in Teams	21	4	7	188	10	7	6	5	30	278	
Writing with Impact	14	3	3	196	7	4	4	4	90	325	
Grand Total	182	26	35	2038	120	62	70	43	563	3127	
% participants	6%	1%	1%	65%	4%	2%	2%	1%	18%	100%	
SEMINARS AND CONFERENCES											
All you need to know about your pension rights	4	10	2	208	7		16	17		264	
Clear Speaking - Communicating in the Tower of Babel	12	2	3	73	2		6			98	
Discover Brussels	13	8	5	189	3		16		7	241	
European Anti-Fraud Office	9	2	2	53	3		9		6	84	
European Data protection Supervisor	11	4	1	143	3	12	8	2	24	208	
European Ombudsman	4	5	5	127	5		13		7	166	
Master Classes - Brussels for Europe	4	4	7	31	2		3		1	52	
The History and Stories behind European Integration	9	7	5	206	19	2	2	6	101	357	
Grand Total	66	42	30	1030	44	14	73	25	146	1470	
% participants	4%	3%	2%	70%	3%	1%	5%	2%	10%	100%	
ERASMUS											
ERASMUS										132	
GRAND TOTAL											
Total per Institution	453	109	131	4777	290	166	202	120	928	7308	
% participants	6%	1%	2%	65%	4%	2%	3%	2%	13%	100%	