



LYCÉE FRANÇAIS
D'OSLO

DEN FRANSKE SKOLEN

BOARD OF DIRECTORS

ANNUAL REPORT FOR 2020

ASSOCIATION DU LYCÉE FRANÇAIS
RENÉ CASSIN D'OSLO



SOMMAIRE PROGRAMME

WHO WE ARE & WHAT WE DO

PRESENTATION	P3
LOCATION & DEVELOPMENT	P3
VALUES	P3
THE BOARD OF LFO	P4
MAIN GOALS	P4
NUMBER OF PUPILS	P5

COMMENTS RELATED TO THE FINANCIAL STATEMENT

SOURCES OF INCOME	P6
USE OF RESOURCES	P8
PERSONNEL	P8
COST OF PREMISES	P9

OTHER OPERATIONAL COSTS

OTHER COSTS	P9
CASH FLOW	P10
BALANCE SHEET	P10

FUTURE CHALLENGES & OPPORTUNITIES

LOCATION & BUILDING	P11
EUROCAMPUS	P11
ACTIVELY SEEKING SOLUTIONS	P12

FINANCIAL RISK

OVERALL VIEW ON OBJECTIVES AND STRATEGY	P13
EXCHANGE RATE RISK	P14
CREDIT RISK	P14
LIQUIDITY RISK	P14
GOING CONCERN	P14
ALLOCATION OF NET INCOME	P14

OUR PEOPLE P15-16 |

OUR ENVIRONNEMENT P16 |

DEALING WITH COVID P17-18 |

SIGNATURES P19 |

WHO WE ARE & WHAT WE DO

The Lycée Français René Cassin d'Oslo – or the French School in Oslo - is an international school welcoming all students aged 3 to 18, whether they speak French or not.

Founded in 1961, the school is accredited by both the French and Norwegian governments, enabling students to continue their education in Norway, France or worldwide.

The French School in Oslo is part of an international network of 492 schools in 140 countries, operating under a convention with the AEFÉ (Agence pour l'enseignement français à l'étranger - directorate for French schools abroad).

The school is recognized in Norway under chapter 2-12 of the Education law (Opplæringsloven § 2-12).

The school provides teaching in accordance with the French educational system but has adapted its curriculum to the local context, to include English and Norwegian language courses, and courses on Norwegian culture and history.



The school's historic buildings on Skovveien in the Frogner neighbourhood of central Oslo, house a kindergarten, a primary, middle and high school.

Building on its values of diversity, tolerance, creativity, respect and secularism, the school strives to inspire each student to seek and meet academic and personal challenges.



DIVERSITY



CREATIVITY



TOLERANCE



SECULARISM

RESPECT



WHO WE ARE & WHAT WE DO

THE BOARD OF THE LFO

The legal entity of the school is a Norwegian association whose members are the legal representatives of all its pupils, and staff working at 50% or more.

The Board of the ALFO (Association du Lycée Français René Cassin d'Oslo) is responsible for the school's financial stability, compliance to the Norwegian legal framework, and strategic direction. It is also bound by the convention signed with the AEFÉ describing the delegation of its public service mission to provide French education abroad.

The Board is composed of 8 elected parent representatives, with voting rights, as well as 3 staff representatives, 4 members of the school's direction and a representative from the French diplomatic mission, all with consultative roles.

Parent board members are elected for terms of 2 years at the ALFO members' annual General Assembly.

A Bureau, composed of the Board's president, vice-presidents and treasurer, meets periodically with the school's management (Proviseur, Finance-HR director and Executive director).

During 2020, the Board met 9 times in total to deal both with topics related to its responsibilities as well as to support the school in its management of the COVID crisis.

The Board was able to secure access to additional classroom space to ensure classroom teaching the greater part of the crisis, while also respecting national and local COVID infection control measures.

The Board creates and manages specialized commissions that work on specific issues in support of the LFO strategy and long-term sustainability.

In 2020, commissions have focused on the revision of the ALFO statutes, on development projects related to the school's financial model and to its real estate situation, on communication, on the development and management of an inclusion fund for children with special needs and on HR issues.

Beyond the work of the commissions, the Board has also worked on issues of Data Protection and respect for GDPR legislation, as well as on the critical question of compliance to Article 9A of the Norwegian education law (Opplæringsloven) which deals with student well-being and "mobbing".

The school's Board of Directors has articulated a strategy for the Lycée Français d'Oslo around **four main goals**:



STRIVE for academic excellence and an inclusive learning environment

STRENGTHEN our open, multi-cultural community



RETAIN AND ATTRACT highly qualified and motivated staff

SECURE a sound financial basis for the development of the school



During 2020 LFO changed their employer organization to Abelia, the branch of the NHO family bringing together knowledge and technology-based enterprises.

This choice was made as Abelia is specialized on the education sector and leads a network of international and private schools.

The school is developing stronger internal control mechanisms with regards to various administrative functions, also developing key strategic partnerships with specialized actors to improve the school's capacity.

This includes among others, payroll and accounting, GDPR compliance and data protection.

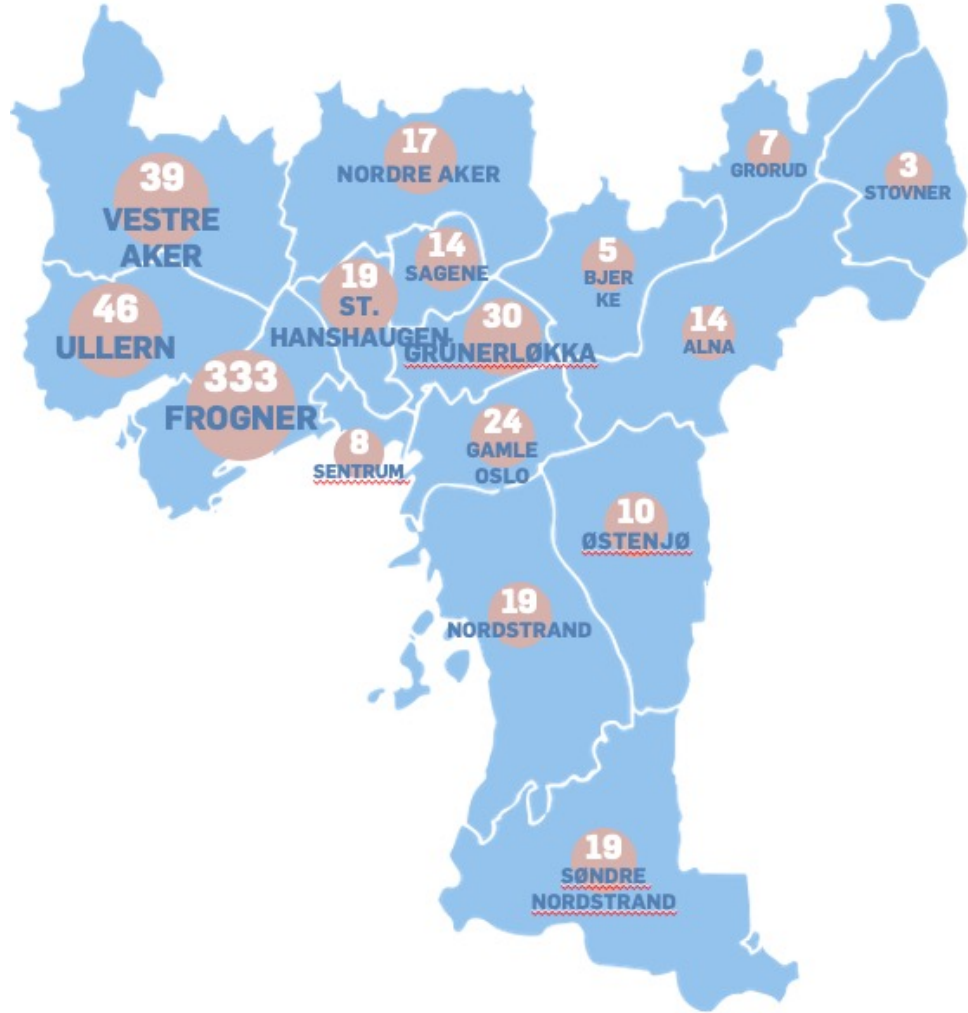
 NORSKE ELEVER **173**

 FRANSKE ELEVER **413**

 DOBBELT STATSBOGERSKAP **184**

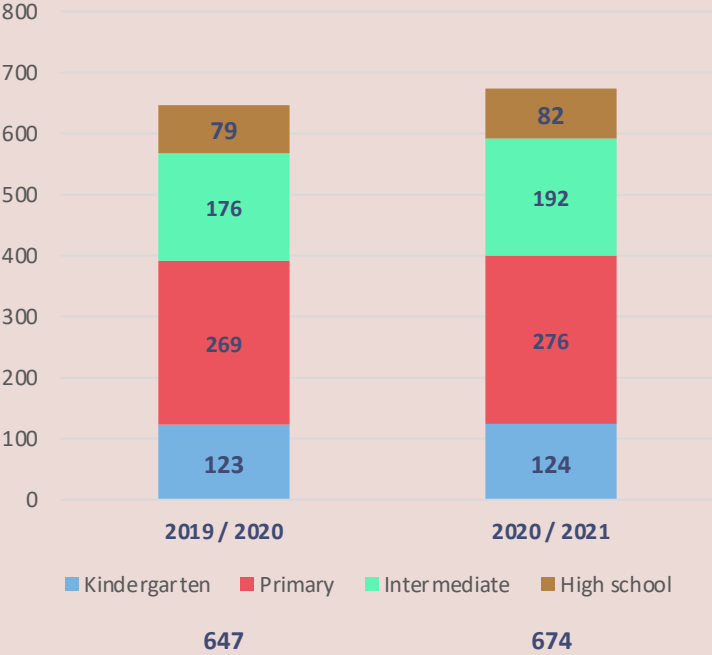
ANDRE STATSBOGERSKAP **88**




 **70** PENDLER FRA UTENFOR OSLO KOMMUNE



In 2020, students have come from all of Oslo’s neighborhoods and as many as 70 students have come from other communes.

NUMBER OF PUPILS



-  KINDERGARTEN
-  PRIMARY
-  INTERMEDIATE
-  HIGH SCHOOL

Significant increase of 32 pupils in 2020-2021 from the previous school year, especially in primary and high school. An additional class was opened at the primary level to accommodate for this growth.

Since 2017 the student population has grown by 24%, with the greatest growth at the “college” level – where the student population has increased by 37%.

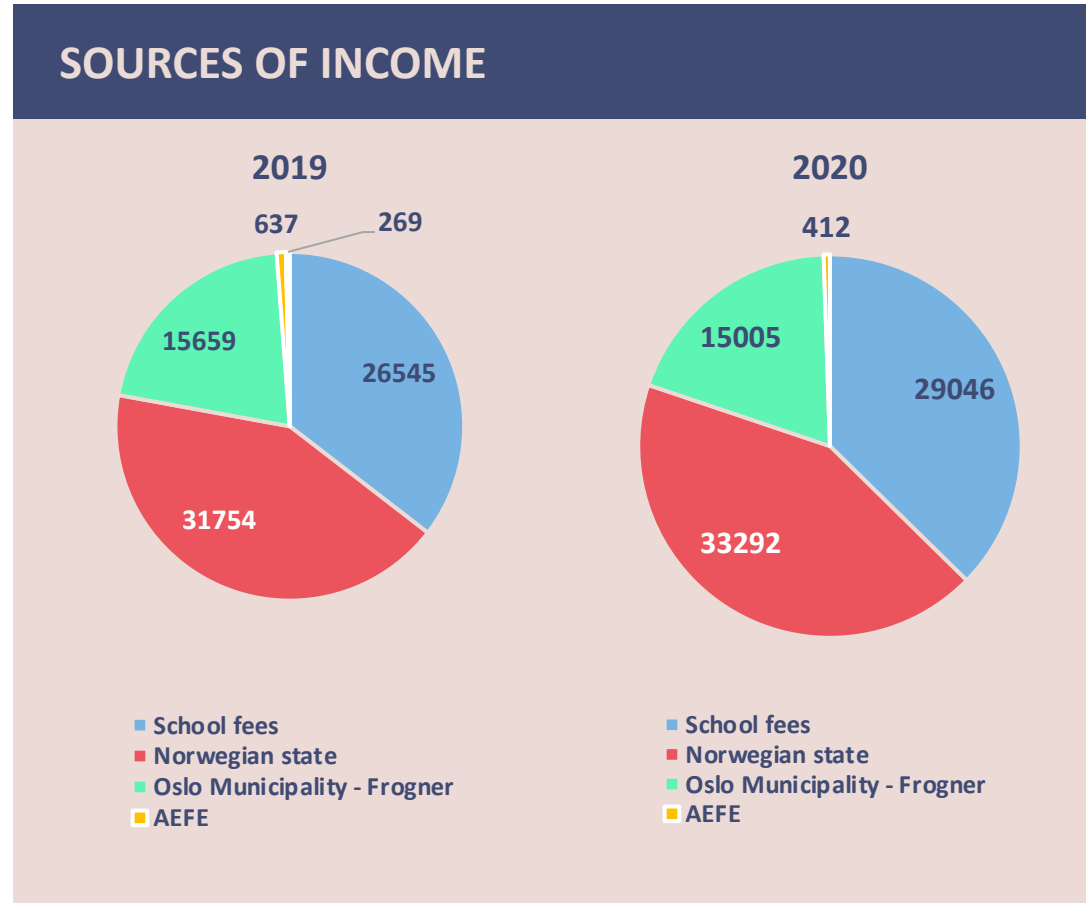
COMMENTS RELATED TO THE FINANCIAL STATEMENT

The LFO's revenues increased from NOK 74,9 MNOK last year to 77,8 MNOK in 2020.

Special revenue received from Norwegian state as contribution towards Covid19.

The composition of these financial resources has changed slightly.

The share of the Norwegian government, which is independent of the number of pupils has decreased, whereas the share of the contribution of the local municipality (related to Kindergarten) is stable and adjusted to the number of pupils.



The grant from the Norwegian Ministry of education is stable as it is not a grant per pupil, only yearly adjusted for inflation.

At the end of 2020, the LFO received additional grants related to COVID-19, in total 0,8 M NOK in 2020, of which 0,4 M NOK was periodized to 2021 to cover for extra cost during the 2nd half of the 2020/2021 school year.

The amount collected in school fees increased with 9% in 2020 as compared to 2019.

This is partly due to an annual increase of 3% in school fees, but the highest effect came from the increased number of students with a 4% increase in Intermediate and 6% increase at High School. The school fees for the Kindergarten are regulated by Norwegian Law and are not set by the LFO.



The financial contribution from the French government to the LFO is much higher than what is mentioned under grants. The AEFE organization is partly funding the staff cost for 20 teachers and full funding of 3 expats.

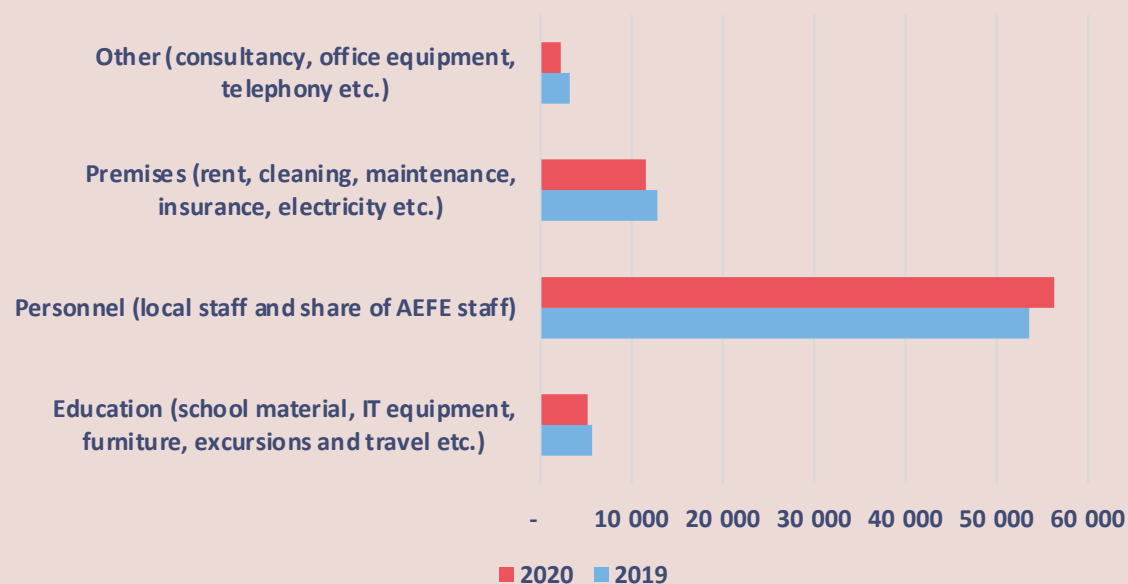
The amount of this refund represents around 13 M NOK yearly.

The AEFE also contributed with additional grants related to COVID-19, in total 0,6 M NOK in 2020, of which 0,3 M NOK was periodized to 2021 to cover for extra cost during the 2nd half of the school year.

COMMENTS RELATED TO THE FINANCIAL STATEMENT

Net result was 1,9 M NOK in 2020, as compared to last year, -0,25 MNOK. Our financing model and investment in staff and buildings explain that result.

USE OF RESOURCES



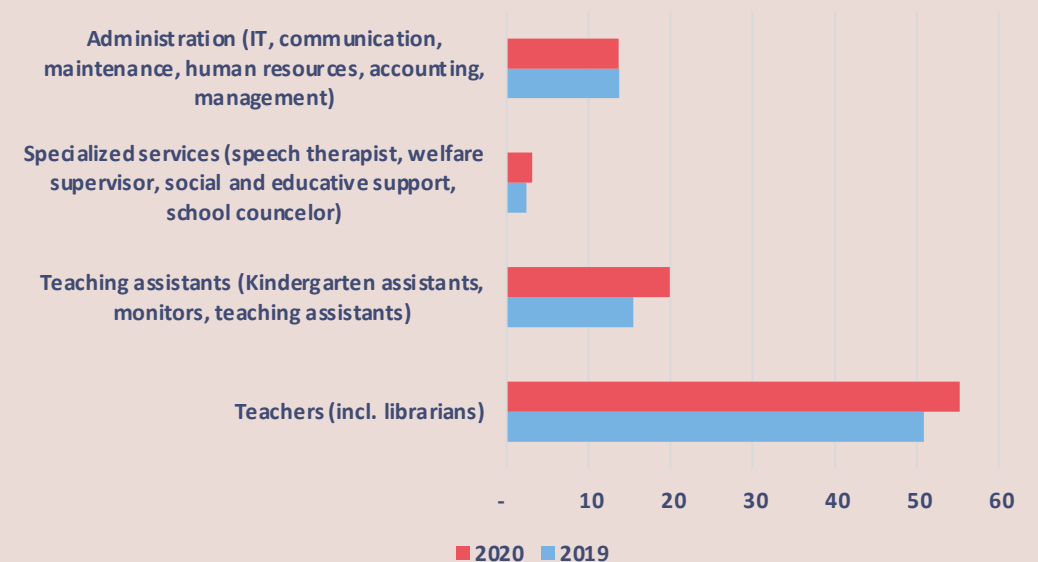
PERSONNEL COST – STRUCTURE OF STAFF

Salary mass increased in the second part of 2019 when we hired new resources in order to implement our strategy and ensure compliance to kindergarten regulations. (kindergarten teachers and assistants, a speech therapist and a student welfare supervisor). These resources were carried over into 2020.

In 2020 the increase was related to the opening of an additional class and hiring of an Executive Director.

The increase in total value of salaries in 2020 is mainly linked to:

- Increasing numbers of teachers to meet the needs of a growing student body.
- Effect from the pension scheme (“ytelsespensjon”) +1,4 MNOK



This structure in full-time positions includes both the 69 staff on local contracts (ALFO) and the 23 on French-based contracts (AEFE). Strengthening specialized services and additional resources in kindergarten have full effect in 2020 as these are average figures per calendar year.

COMMENTS RELATED TO THE FINANCIAL STATEMENT

COST OF PREMISES

The total cost of occupation of the premises in 2020 amounts to 11,6 M NOK. (12,8 MNOK in 2019)

The rental cost at Skovveien including the pavilion (kindergarten) is stable at 6,2 MNOK. Due to the pandemic, additional rent at the Institut Français and Vika conference center amounts to 0,5 MNOK.

Other running cost are **cleaning (2,1 MNOK)**, **electricity and renovation (0,7 MNOK)**, **shared cost (0,5 MNOK)** and **insurance (0,1 MNOK)**. Maintenance decreased significantly in 2020 (0,6 MNOK) compared to 2019 (3,3 MNOK) due to major renovation work in 2018-19.



OTHER OPERATIONAL COSTS

Other operational costs amount to 7,4 MNOK (8,9 MNOK in 2019).

Of this, 5,2 MNOK relate to direct educational cost including development of the school's IT infrastructure and hardware.

Due to the covid-19 situation, the increased IT equipment was needed to strengthen homeschooling, while most travels and excursions were cancelled due to the sanitary restrictions.

Consultancy costs in 2020 focused on working on the real estate situation while in 2019 the main cost was related to architect and accounting hours.

Both the AEFE scholarship and the ALFO fund for solidarity and inclusion established by the Board increased significantly in 2020. Since 2019, the school has a clear strategy for inclusion and to strengthen help for students and families who need extra support.

	2019	2020
SALARIES LOCAL EMPLOYEES	40 675	43 812
SALARIES EXPATRIATES AND RESIDENTS	12 848	12 443
OPERATION OF SCHOOL BUILDINGS	12 833	11 557
FREIGHT	90	52
OFFICE MACHINES AND SUPPLIES	495	474
FURNITURE	880	259
IT EQUIPMENT, SOFTWARES AND NETWORK	1 629	2 241
CONTINUING EDUCATION	108	113
PEDAGOGICAL COSTS (INCL. "BUDGET CLASSE")	912	1 193
EXCURSIONS AND ACTIVITES	156	116
CONSULTANCY	2 263	1 413
TELEPHONY	264	150
TRAVEL (STUDENTS AND PERSONNEL)	1 402	222
COMMUNICATION, MARKETING, RECEPTIONS	207	140
SCOLARSHIPS (AEFE AND INCLUSION COMMISSION)	464	979
OTHER COSTS	- 15	20
OTHER OPERATIONAL COSTS	8 855	7 371
TOTAL COSTS	75 210	75 182

**figures in '000 NOK*

OTHER OPERATIONAL COSTS

CASH FLOW

The cash flow from operating activities is 0 M NOK in 2020 and the cash and bank deposits at the end of 2020 were positive at 31,1 M NOK.

BALANCE SHEET

The LFO's liquidity reserve as of 31.12.2020 amounted to 31,1 M NOK,. The LFO's ability to self-finance investments remained stable during 2020 and is good.

The LFO's short-term debt as of 31.12.2020 represents 85 % of the LFO's total debt, compared to 65 % as of 31.12.2019. Long term debt is liabilities for pensions.

Total assets at year end amounted to 39 M NOK compared to 33 M NOK last year. The equity ratio was 43% as of 31.12.2020, compared to 45 % the year before.



FUTURE CHALLENGES AND OPPORTUNITIES

LOCATION & BUILDING

The Lycee Francais d’Oslo is currently housed on Skovveien in two buildings dating back to the end of the 19th century. The Municipality of Oslo, which owns them, has planned a significant renovation project over the coming years to better adapt the school buildings to current standards and this will require the temporary relocation of the school for a 2-year period in 2025-2026.

At the same time, the school’s current capacity has long been exceeded and the kindergarten is hosted in a temporary container building solution. For the duration of the 2020-2021 school year, classrooms were also rented at the Institut Français d’Oslo to house the Lycée students.

With the support of the Board, the administration is actively seeking solutions for both the temporary relocation and to deal with the need for additional space.



EURO CAMPUS

As part of its strategic objective to “strengthen its open, multi-cultural community”, the French School has long been involved in discussions and planning with the Municipality of Oslo in support of the establishment of a Euro Campus which would see the high school students of several international educational institutions from Oslo coming to learn together on a multi-cultural campus.

A sharing of resources between various educational institutions could allow for better educational services, greater diversity and opportunities for the students.

However, since last year’s report, the Euro Campus project has not progressed, and as it is unsure if and when it will be completed, it makes it very difficult to plan around.

While the Euro Campus may provide part of the school’s housing solution in the longer term, other options must be sought to address the school’s immediate and long-term housing needs.



FUTURE CHALLENGES AND OPPORTUNITIES

ACTIVELY SEEKING SOLUTIONS

In 2020 LFO started working with a specialized real estate agency, focusing on two objectives:

- a short-term rental solution to address the space needed due to COVID restrictions ;
- and a long-term solution based on our specific needs and on a sober understanding of the market possibilities for such buildings.

To prepare for eventual alternative or complementary housing solutions, financial modelling tools have been developed, and new financing models explored.

Concrete solutions have been explored during the reporting period – though none have yet been successfully retained.

This process will continue in 2021, and until a satisfactory and viable solution is identified.



FINANCIAL RISK

OVERALL VIEW ON OBJECTIVES AND STRATEGY

The Association and its Board are committed to trying to meet the strategic objectives described above, and particularly the fourth objective of securing a sound financial basis for development of the school.

This entails exposure to various types of risk, and the Board conducts risk management in a systematic manner at both the school and association level.

The association is exposed to financial risk in different areas, especially the risk linked to the relative fragility of the support it receives from the Norwegian state which funds the school through a specific budget post, dependent on political goodwill and commitment to the school. Another risk is the current pension scheme for employees which is defined as benefit based. This type of pension scheme involves a high risk of unpredictability of the yearly costs for the school.

To ensure the viability of the school and a high-quality educational offer, it is imperative to secure a sound financial development for the school.

- **Optimise the composition**, number and internal flow of student cohorts
- **Ensure** managerial, administrative and operational cost effectiveness
- **Ensure school fees** that make the French school accessible for students of all backgrounds
- **Attend to the need** for a clear understanding of the Norwegian institutional context and adequate integration in Norwegian society.

The school's largest contributor since 2017 is the Norwegian State (through the Norwegian Ministry of Education), and the school is highly dependent on this contribution. As mentioned earlier, the support of the Norwegian state is independent of the number of pupils and is not adapted to the needs of a vibrant, growing school.

It is therefore a strategic priority to secure an increasingly predictable and dependable contribution from the Norwegian state.



FINANCIAL RISK

GOING CONCERN

In accordance with the Accounting Act 3-3a, we confirm that the financial statements have been prepared under the assumption of going concern.

This assumption is based on forecasts for the year 2021+2 and the school long-term strategic forecasts.

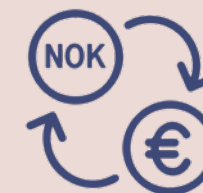
The LFO's economic and financial position is sound.

ALLOCATION OF NET INCOME

The Board of Directors has proposed the net income of LFO **1 906 936 NOK** to be attributed to:

RETAINED EARNINGS

EXCHANGE RATE RISK



The Lycée Francais d'Oslo is exposed to exchange rate risk on a relatively small scale, especially with regards to NOK / EUR fluctuation rates, as a small part of the LFO's revenue is in foreign currency while costs are in NOK.

CREDIT RISK

The risk for losses on receivables is considered to be very low and can be expected to stay at the same level.

The school has not yet experienced any significant losses on receivables, and hence we see no reason to change our expectation on this.

LIQUIDITY RISK



The LFO's liquidity is still good, but with an increased focus on overdue receivables. Money from the contribution is received well in advance and has been placed in normal bank accounts.

No specific financial instruments have been put in place to address this risk.

OUR PEOPLE

In 2020, the French School in Oslo employed 119 individuals, amounting to the equivalent of 92 full-time positions, with the Association (ALFO) taking on employer responsibility for 96 individuals, amounting to the equivalent of 69 full-time positions.

For the 96 ALFO employees, leave of absence due to illness totaled 543 days in 2020 (against 705 in 2019), which equals approximately 0,9 % (1,2 % in 2019) of the total working days in the LFO.

This decrease is mostly due to less long-term illness in 2020 compared to 2019.

The LFO will continue its efforts to reduce the number of sick days. No incidences or reporting of work-related accidents resulting in significant material damage or personal injury occurred during the reporting year.

Through the work with the HR Commission, a large number of employment contracts were transferred from temporary contracts to permanent ones at the beginning of the school year 20/21.

At present, just over 70% of all contracts are permanent. This provides better stability at the school and predictability for the employees.

Staff training is mainly carried out in cooperation with AEFÉ and is linked to the specificity of the French programmes and education system.

Learning and development objectives are linked to institution-wide organizational objectives.

The working environment at the Lycée Français d'Oslo is generally good, but the school's Board and administration are striving to continually improve it.

However, the situation in 2020 was severely affected by the COVID crisis, impacting on the work environment as described in the section below.

The Norwegian Labour Inspection Authority (Arbeidstilsynet) visited the school in March 2020.

The inspection report flagged 3 main areas for improvement:

- risk assessments;
- AMU member and management training on health and welfare, work environment and safety (HMS);
- and partnership with an Occupational Health Services partner (Bedrifthelsetjeneste).



In response, the LFO entered a formal partnership with Medica as of June 2020.

Together with Medica, a risk assessment linked to staff health and safety and relating to violence, or to the threat of violence towards staff was undertaken at the start of the 2020-2021 school year with members of the AMU (arbeidsmiljø utvalget). Work on responding to these risks will continue during 2021.

OUR PEOPLE

HMS (Health and Welfare, Work Environment and Safety) training sessions were planned in December for AMU members and management, but these were postponed because of COVID.

In March and April, 2 interactive training sessions on Non-Violent-Communication were offered to all the personnel at the LFO.

Finally, the annual staff survey planned as a follow up of the 2019 exercise was postponed until 2021. It will be undertaken with the support of Medica.

This will inform priorities set for the school's Health and Welfare, Work Environment and Safety committee and continue being addressed in dialogue with the staff's union representatives.

The Lycée Français embraces **diversity and inclusiveness**, and a **healthy, safe and non-discriminatory** working environment where everyone is treated **equally and with respect**, regardless of gender, nationality, race, religion, sexual orientation, disabilities, or marital status.

Employees are free to participate in employee unions, and LFO offers a working environment where it is possible to combine **work, career, family life and spare time**.



OUR ENVIRONMENT

As an educational institution, particularly aware of its pedagogical role, the school aims to be non-polluting and reduce harm to the environment. Waste management and preservation of the environment are part of the curriculum.

Nevertheless, the Lycée Français d'Oslo is committed to reducing the environmental footprint of its daily operations through the contribution of all employees.

The internal working environment is perceived as generally healthy and safe.

The school has a policy describing the security of its premises, e.g. to deny unauthorized access to school facilities, equipment and resources, and to protect personnel and property from damage or harm.

Plans for further securing access to the school buildings through automatization of doors were delayed by communal regulations and COVID related capacity issues. The plan remains on the table for 2021.

Quality, health, safety and the environment are integral aspects of the ALFO's operations, and systems are in place to monitor and follow up accidents or incidents.

DEALING WITH COVID

2020 will be remembered for the COVID 19 pandemic and its impact on all aspects of life. For LFO, the pandemic has meant adapting to an evolving situation, and it also impacted significantly on planned projects. Given the unpredictability of the situation, the school and the Board worked on scenario planning and identifying short- and longer-term solutions from the onset.

Like all schools in Norway, LFO and its staff have had to adapt daily scheduling, use of space, sanitary routines and, not least, teaching methodology, in particular when students were homeschooled. Staff showed great skills in adopting digital tools overnight.

The constraints of working at Skovveien were rapidly exposed: insufficient space, toilets and water points, presented

rapidly exposed: insufficient space, toilets and water points, presented additional challenges in respecting sanitary recommendations – these were initially met by increasing the number of water points as well as with adjusting scheduling and staffing.

To ensure the school's capacity to offer daily classroom presence to all students across levels, we entered an agreement with the Vika Conference Centre which housed all secondary school students during the period when secondary schools operated in red, from early November and well into 2021.

Thanks to the dedication and hard work of all - staff, students and parent representatives in the various committees and commissions - the school was able to offer significant daily presence in

school for all students throughout the year, except for the period during which all teaching was conducted online in Oslo.

Consequently, one of the most significant impacts of the pandemic was on the school's staff wellbeing, with high levels of stress and anxiety, caused in particular by the frequent changes in sanitary measures, plans and protocols.

The staff safety and health representatives (verneombud) were heavily involved in ensuring that appropriate dialogue and measures were put in place.

It is hoped that the school's new partnership with Medica (as "bedrifthelsetjeneste") will help to improve working conditions for the coming year.

DEALING WITH COVID

PROJECTS DELAYED / POSTPONED



Because of restrictions on non-essential movement for partner suppliers, actions which had been planned for 2020 have been delayed – these include the automatization of the school's doors for greater security and access control.

Travel restrictions and increased workload put a halt to much of the planned staff training activities and all student travels.

Finally, because of the additional workload on school staff, and the impact of the pandemic, it was decided not to do the planned staff survey in 2020 which aims to better understand and measure staff wellbeing in general.

This will be undertaken in 2021 in partnership with Medica.

The school was able to benefit from COVID-specific funding from both the Norwegian state and the AEFE throughout the year.

FUNDS RECEIVED FROM AEFE AND NORWEGIAN STATE (FOR CHILDREN WITH SPECIAL NEEDS AS WELL AS THE GENERAL SUPPORT FROM THE STATE)

	2020	TRANSFERRED TO 2021
SUBSIDY FROM AEFE	254	347
SUBSIDY FROM UDIR – As part of general covid funding for private schools	345	378
SUBSIDY FROM UDIR – As part of covid grant for children with specific needs	109	
COMPENSATION FOR LOST INCOME During closure of after-school studies	232	
OFFSET BY REIMBURSEMENT TO PARENTS	269	
COMPENSATION FOR LOST INCOME DURING CLOSURE OF MATERNELLE	414	
OFFSET BY REIMBURSEMENT TO PARENTS	414	
	671	725
COST OF RENT OF ADDITIONAL SPACE (INSTITUT FRANCAIS / VIKA)	501	
COST OF REAL ESTATE BROOKER (FINDING FEE FOR VIKA)	296	
COST OF ADDITIONAL CLEANING	140	
COST OF SANITARY EQUIPMENT / MEASURES (WATER POINTS)	132	
COST OF ADDITIONAL STAFF (TO ENSURE CAPACITY TO MEET MEASURES)	133 @	
OTHER MISCELLANEOUS COSTS	25	
	1 228	

SIGNATURES



Elisabeth Couto
chairman of the board



Alexandre Throo
member of the board



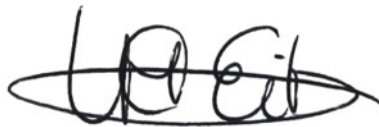
Marie Nesvik
member of the board



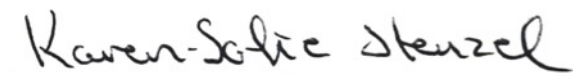
Bente Franck-Sætervoll
vice chairman



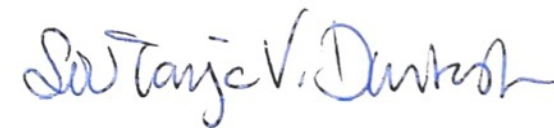
Olivier Dominique L. Cauchois
member of the board



Linda H. C. Eikelenboom
member and treasurer of the board



Karen-Sofie Stenzel
vice chairman



Syv Tanja Durteste
member of the board



Audrey Marie Paule Keller
principal and general manager