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**Risk Management in the European Schools**

BOARD OF GOVERNORS of the European Schools

Meeting on 5 - 7 December 2017 - Brussels

**Introduction**

The European Schools have started in December 2015 a project to put in place a formal risk management system and since then report regularly about the progress made in the meeting of the Budgetary Committee and Board of Governors.

The aim of the project is to put in place a risk management system in the Schools and the Office of the Secretary-General (OSG) that serves as management tool, is linked to objectives and helps the Management Team to monitor risks, prioritize and follow up activities.

The risk management system shall cover all activities of the Schools and the Offices – pedagogical and administrative ones.

**Activities since April 2017**

Based on the top 10 European Schools’ risks a workshop was held in June with Directors and Administrators in order to jointly review the risk descriptions, to define an assessment guidance for each risk and to discuss about action plans on school and office level.

For the Administrative Boards in autumn the Schools were asked to assess the importance of 5 of the top 10 risks and to add any school-specific risks related to pedagogy. The outcome is presented on the next page.

12 out of 13 Schools performed this exercise. One of the 12 Schools has only presented school-specific risks.

The risks were assessed by their likelihood and impact; we then took the average of all schools for this presentation.

The most important risks are:

* Development of pupil numbers (constant increase): This is a very important topic in three Brussels Schools (I, II and III) and a top priority in the office (see also agenda item B.3. Situation of the Brussels European Schools).
* Difficulties in the recruitment of locally recruited teachers: This is one of the most important risks in all Schools, assessed as very high in the Brussels Schools, Luxembourg and Karlsruhe.

For the Administrative Board meetings at the beginning of 2018 we will ask the Schools to present the remaining 5 top risks, which are related to finance, administration and security. This will give us then a full picture and we will update the Budgetary Committee and Board of Governors in March and April respectively about the exercise.

**European Schools’ top risks - Pedagogy**

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| **Risk levels** |  |  |  |  |  |  |  |
| 1- 4 | The risk is under control and represents no immediate threat or impact. | | | |  |  |  |
| 5-19 | Medium risk, needs managing and monitoring but there is no immediate threat which would have a significant impact. | | | |  |  |  |
| 20-25 | High level risk, should be constantly monitored and managed | | | |  |  |  |
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| **Objectives** | **Risk Category** | **Risk Title** | **Risk Description** | **Risk Response** | **Action Plan** |  | **Average Assessment** |
| Description |  |
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| Provision of multi-lingual, high quality education from early childhood to secondary school. | Pedagogical Risk | Lack of harmonization / coherence between sections | REASONS:  Inconsistencies in teaching approaches,  but also in the assessment and treatment of pupils.   'CONSEQUENCES:  - Problems at all levels of the school, but particularly at the level of the Baccalaureate. - Complaints from parents, increased number of complaints to be dealt with by the Complaints Board. - Negative remarks from the Whole School Inspection. -Negative effects for the reputation of the School and the European School System. | Reduce | **School:**  - Management to insist on harmonized planning within subject and level groups.  - Sampling by management of 'harmonized' record of work.  - Subject and level meetings led by coordinators should always focus on harmonization issues. - Schedule monthly meetings of subjects led by coordinators to discuss harmonized planning and assessment. Monthly meeting reports submitted to management.  - Encourage S6 and S7 teachers to moderate each other's marking. - Share WSI action plan with whole school and management to review it regularly to ensure implementation. - Produce, publish and analyze data. Implement interventions to improve student performance.  To be further discussed: - In the BAC course, widen harmonized exams to S6. |  | 10 |
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| - Assure pedagogical continuity   - Reduction of hours not assured | Pedagogical Risk | Number of teaching hours not assured has a negative impact on school life  => Risk relates to all types of absences (illness, working group, school trip), whenever a course/class is not given | REASONS:  On a yearly basis a number of teaching hours is lost due to absent teachers (for various reasons).  CONSEQUENCES:  - Pupils miss important parts of their subjects content; - Negative impact on the learning attitude; - Learning process is affected due to the interruption in teaching. - Complaints and general dissatisfaction from parents and school community; - For the management of the school it is difficult to run the school on a day-to-day basis. | Reduce | **School:** - Monitor absences and reasons for absences strictly. - Develop procedures for the organization of replacements at school level. - Inform inspectors about absence rate and ask them to take their responsibility.  **OSG and School:** - Develop a harmonized template to record absences. - Compare national absence rates via Inspectors. |  | 11 |
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| Recruit, develop, assess, motivate and retain highly qualified staff. | Staff Risk | Difficulties in the recruitment of locally recruited teachers | REASONS:- Package (payment, duration of the contract, etc.) is not attractive enough;  - Cost-sharing agreement does not set the minimum number of secondments;  - the way posts are advertised.  CONSEQUENCES  - lacking teachers for some lessons (particularly in EN, plus particular subjects in other languages);  - too many extra hours for the teachers in place;  - Impact on the education provided by the school. | Reduce | **School:**  - find new and more efficient ways to advertise posts.  - have a list of alternative candidates and keep contact with them.  - get a feeling on the risk that the "main" candidate might disappear.  - test motivation for the job during interviews.  - Limit "physiological" extra-hours.  - dispose of enough replacement teachers in the most "difficult to fill" lessons.  - make use of non-native qualified teachers. |  | 18 |
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| - Guarantee quality teaching and learning - Guarantee native speakers for L1 and L2 (minimum) | Strategic Risk | Consequences of BREXIT decision | REASONS: UK informed European Council of the intention to leave the European Union by the end of March 2019.  CONSEQUENCES:  - withdrawal of seconded UK teachers:  => We currently assume that we won't have any seconded teachers from the UK after 31.08.2019; => Possibly some may leave even before the end of their contract. - Necessity to find an increasing number of qualified, English-speaking locally recruited teachers; - Potential serious financial consequences for the school:  => reduction/stop of the contribution of the UK via the secondment of teachers and cost-sharing agreement => increase of needed funds from EU COM due to an increase of LRT; => decrease of EU budget due to loss of UK contribution; - Loss of English native speakers might affect the quality of teaching and learning (recruitment of non-native teachers for subjects taught in L2);  - ES BAC might not be recognized in UK; - Decrease of school population due to British families moving back to the UK. | Reduce | **School:**  - Identification of UK key personnel at risk to leave the school;  - Ensure business continuity by identifying back-ups/successors for key personnel; - Conduct interviews with UK teachers to find out about their readiness to return to the UK and any conditions that would convince them to continue in the ES; - Build-up expertise to help students with career guidance in other countries; - Monitor the BREXIT negotiations and adjust the risk assessment accordingly in response to information from the OSG.  **OSG:** - Lead BREXIT WG, regular information to schools about developments. |  | 16 |
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| Guarantee a place for Cat I pupils. Guarantee the safety and wellbeing of the pupils. Guarantee quality teaching and learning. | Strategic Risk | Development of pupil numbers (constant increase) | REASONS:- The number of pupils exceeds the size of the school because cat. I pupils increase on a yearly basis.  CONSEQUENCES:  - The teaching quality suffers;  - Safety of pupils is in danger: Accidents may increase. Problems with supervision;  - Problems of supervision may arise;  - Bulling between pupils increases. | Reduce | **School:** - Maximize the use of the existing space. Use rooms creatively. Involve the school community as a think tank.- Contact local authorities for support. Negotiate. Seek assistance of the OSG.  **OSG and Brussels Schools:**- Lead working group of the future development of the Brussels Schools |  | 23 |
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| - Guarantee quality teaching and learning - Guarantee continuity of courses - Guarantee efficient use of puplic money | Strategic Risk | Development of pupil numbers (decreasing/constantly low pupil numbers) | REASONS: The number of pupils decreases constantly or to a critical level because: - the European organisation that was once the reason for creating the ES is downsized; - entitled staff does not send children to the ES; - there are other high quality schools in the area.  CONSEQUENCES:  - Further parents may withdraw their children because they fear the closure of a section; - No longer a guarantee for secondment of teachers; - Loss of attractiveness for teachers to join the school; - No full timetable for seconded teachers in secondary school; - Financial risk in that justifying and obtaining the budget for small sections becomes more difficult adding more pressure in these sections. | Reduce | **School:**  - improved communication with the European organization/ JRC that was the reason for creating the ES. - Promotion from within JRC to convince new and existing employees of quality and benefits for enrolment in EU schools. - Improve awareness for cat II and III in the region. - Make available informative sessions to explain the advantages of the EU Back compared to local schools. - Visit local companies to gain more CAT II. - Close communication amongst school sharing the same risks. |  | 15 |
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