



**2017 - 2018**

**ANNUAL REPORT  
RAPPORT ANNUEL**

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Ecole Internationale de Genève  
International School of Geneva

**2017 - 2018**

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**Disclaimer | Avertissement**

As a bilingual Foundation, we strive to publish most of our documents in French and English. In certain cases however, including this Annual Report, we choose for practical reasons not to translate all texts.

En tant que Fondation bilingue, nous nous efforçons de publier la plupart de nos documents en français et en anglais. Pour certains d'entre eux et dans le cas du présent Rapport annuel, nous choisissons cependant de ne pas traduire la totalité des textes pour des raisons pratiques.

## TABLE OF CONTENTS TABLE DES MATIÈRES

ITEMS / RUBRIQUES	PAGE
Our mission   <i>Notre mission</i>	4
Foundation governance and management structure <i>Organigramme de la Fondation</i>	5
Governing Board   <i>Conseil de Fondation</i>	6
Members of the CdD   <i>Conférence des Directeurs</i>	7
A word from the Chair of the Governing Board   <i>Le mot du Président du Conseil de Fondation</i>	8
A word from the Director General   <i>Le mot du Directeur général</i>	10
La Grande Boissière	12
La Châtaigneraie	14
Campus des Nations	16
Treasurer's report   <i>Rapport du Trésorier</i>	18
Key financial indicators   <i>Principaux indicateurs financiers</i>	19
Consolidated balance sheet   <i>Bilan consolidé</i>	20
Consolidated statements of income and expense in accumulated funds <i>Compte de pertes et profits consolidé</i>	21
Consolidated statement of cash flows   <i>Tableau de financement consolidé</i>	22
Remarks   <i>Commentaires</i>	23
Marketing & Stakeholder Relations   <i>Marketing</i>	24
Enrolment   <i>Effectifs</i>	26
Teaching staff   <i>Personnel enseignant</i>	27
Results   <i>Résultats</i>	28
University destinations   <i>Choix des universités</i>	29
Nationalities & Mother tongues   <i>Nationalités et Langues maternelles</i>	30
Employers & Parents' occupation   <i>Employeurs et Professions des parents</i>	31

## OUR MISSION

Our aim at the International School of Geneva is to provide a distinctive high quality international education through which all our students are helped to develop their abilities to the highest level of their potential. We respect students' individual and cultural identities, encouraging them to become independent learners eager to carry on learning throughout their lives.

We prepare students for membership of communities that are socially and culturally diverse, for citizenship, and for engagement with the political, ethical and environmental challenges of their times. We expect them to want to take an active part in making their world a better place and one that is based on the mutual understanding, respect and shared values to which the School has been committed throughout its long history.

The International School of Geneva serves both the international and local communities of the Geneva area. We are committed to preparing students to live in a multilingual and multicultural world and, as a bilingual Foundation, to developing their fluency in both English and French.

The School exists for the sake of its students and is committed to a continual re-evaluation of their needs in the light of social, economic and cultural change. The School strives continually to promote excellence in all aspects of its provision, to do better than its previous best, and to model the values that it encourages in its students.

## NOTRE MISSION

Le but que nous poursuivons à l'Ecole Internationale de Genève consiste à donner à tous nos élèves une éducation internationale spécifique et de grande qualité qui leur permette de développer pleinement leur potentiel. Nous respectons l'identité individuelle et culturelle de tous les élèves en les encourageant à devenir des apprenants indépendants, toujours désireux de développer leurs connaissances tout au long de leur vie.

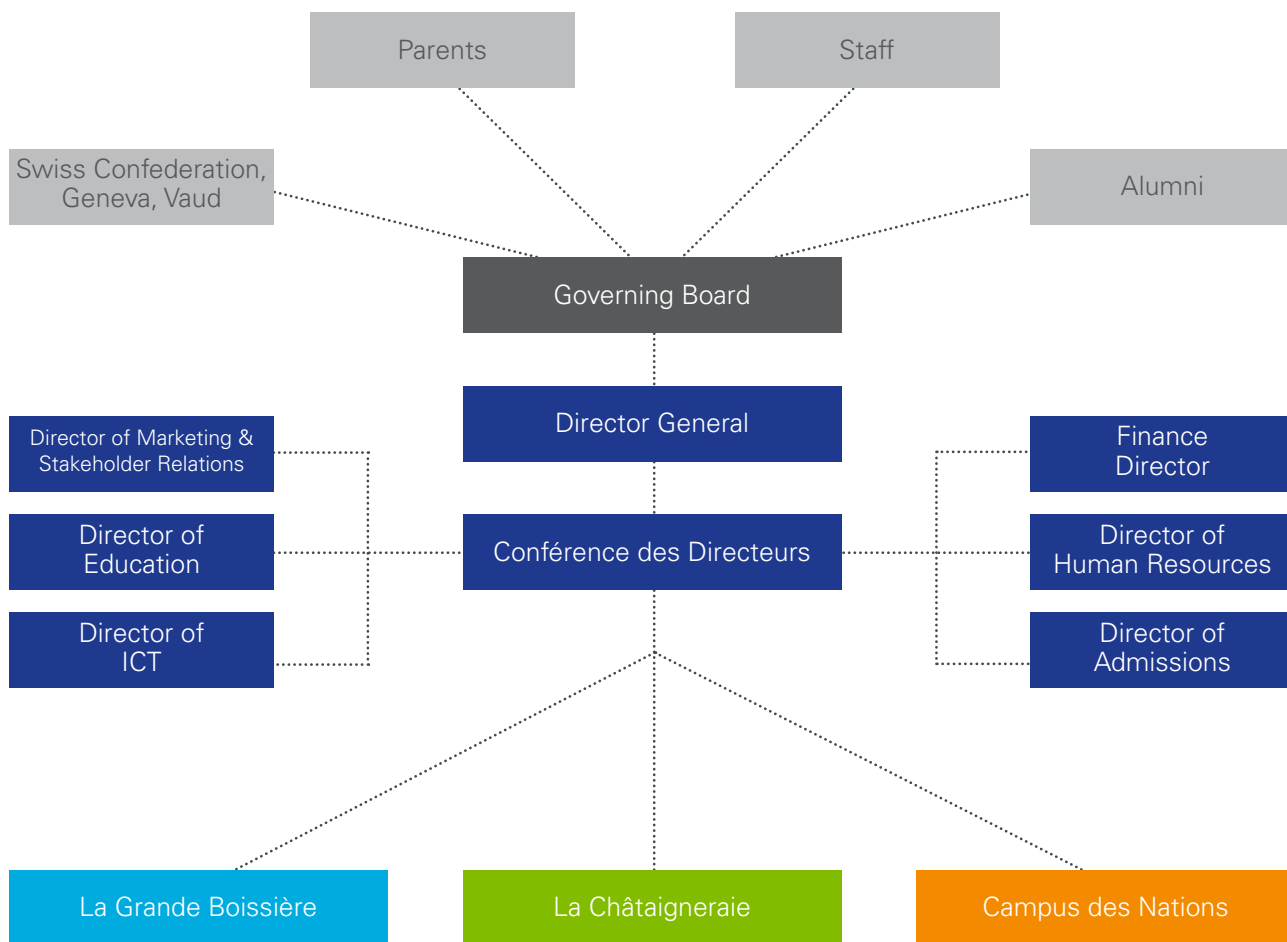
Nous préparons les élèves à faire partie de groupes qui diffèrent entre eux sur le plan social et culturel ; nous les préparons aussi à la citoyenneté et à l'engagement dans le débat politique, éthique et environnemental de leur temps. Nous attendons d'eux qu'ils aient la volonté d'agir pour un monde meilleur, fondé sur la compréhension mutuelle, le respect et les valeurs communes que l'Ecole n'a cessé de promouvoir tout au long de son histoire.

L'Ecole Internationale de Genève est au service des communautés internationales et locales de la région genevoise. Nous nous sommes engagés à préparer nos élèves à vivre dans un monde plurilingue et multiculturel et, en tant que Fondation bilingue, à développer leur maîtrise aussi bien du français que de l'anglais.

La raison d'être de l'Ecole, ce sont ses élèves ; l'Ecole s'est engagée à réévaluer constamment leurs besoins à la lumière des mutations sociales, économiques et culturelles. L'Ecole œuvre sans cesse pour promouvoir l'excellence dans tous les domaines, pour faire toujours mieux et pour représenter les valeurs qu'elle souhaite inculquer à ses élèves.

# FOUNDATION GOVERNANCE AND MANAGEMENT STRUCTURE 2017 – 2018

## ORGANIGRAMME DE LA FONDATION 2017 – 2018



## GOVERNING BOARD 2017 – 2018\*

### CONSEIL DE FONDATION 2017 – 2018\*

#### EXECUTIVE COMMITTEE / COMITÉ EXÉCUTIF

<b>Mrs Melaye RAS-WORK</b>	Chairperson / <i>Présidente</i>	2014 – 2018
<b>Mr David OGDEN</b>	Vice-Chairperson / <i>Vice-président</i>	2015 – 2019
<b>Mr Konstantin KOUDRIAEV</b>	Treasurer / <i>Trésorier</i>	2016 – 2020
<b>Mme Diane BÉDAT</b>	Secretary / <i>Secrétaire</i>	2014 – 2018
<b>Mrs Maureen MONTGOMERY</b>		2016 – 2018
<b>Dr Nicolas WINSSINGER</b>		2016 – 2020

#### MEMBERS / MEMBRES

<b>Mr Hans BARITT</b>	Nominated by the United Nations <i>Désigné par les Nations Unies</i>	2015 – 2019
<b>Mme Laurence COLLINS</b>		2015 – 2019
<b>Mme Emanuela DOSE SARFATIS</b>	Nominated by the Geneva State Council <i>Désignée par le Conseil d'Etat genevois</i>	2009 – undefined
<b>M. Pascal EMERY</b>	Nominated by the Swiss Federal Council <i>Désigné par le Conseil fédéral suisse</i>	2014 – 2019
<b>M. Lionel EPERON</b>	Nominated by the Vaud State Council <i>Désigné par le Conseil d'Etat vaudois</i>	2008 – undefined
<b>Mrs Burcu GÖKAY</b>		2017 – 2021
<b>Dr Laragh GOLLOGLY</b>		2014 – 2018
<b>Mr Philip MOSS</b>		2014 – 2018
<b>M. Christophe ROUX</b>	Nominated / <i>Désigné</i>	2017 – 2019
<b>Mr Andrew RYAN</b>		2017 – 2021
<b>Mme Susanne SCHERRER</b>	Nominated by the Geneva State Council <i>Désignée par le Conseil d'Etat genevois</i>	2014 – 2018
<b>Mrs Chitra SUBRAHMANIAN</b>		2016 – 2020
<b>Mr Jamie WILLIAMSON</b>		2017 – 2021

#### STAFF OBSERVERS / OBSERVATEURS DU PERSONNEL

<b>Mrs Kathryn CONCANNON</b>
<b>Mr Jan DIJKSTRA</b>
<b>Mr Tim WALLACE</b>

\* Previous board elected until 31<sup>st</sup> August 2018

## MEMBERS OF THE 2017 – 2018 CdD\* CONFÉRENCE DES DIRECTEURS 2017 – 2018\*

<b>Dr David HAWLEY</b>	Director General <i>Directeur général</i>	Foundation / <i>Fondation</i>
<b>Mrs Jennifer ARMSTRONG</b>	Primary School Principal <i>Directrice de l'Ecole primaire</i>	La Châtaigneraie
<b>M. Laurent FALVERT</b>	Finance Director <i>Directeur financier</i>	Foundation / <i>Fondation</i>
<b>Mrs Isla GORDON</b>	Early Years Centre Principal <i>Directrice du Centre de la petite enfance</i>	Pregny, Campus des Nations
<b>Mr Mark GRACE</b>	Director of ICT <i>Directeur de l'informatique</i>	Foundation / <i>Fondation</i>
<b>Mr Duff GYR</b>	Primary School Principal <i>Directeur de l'Ecole primaire</i>	La Grande Boissière
<b>Dr Conrad HUGHES</b>	Campus & Secondary School Principal <i>Directeur du campus et de l'Ecole secondaire</i>	La Grande Boissière
<b>Mr Michael KEWLEY</b>	Director of Marketing & Stakeholder Relations <i>Directeur du marketing</i>	Foundation / <i>Fondation</i>
<b>Mme Séverine LAFONT-de CACQUERAY</b>	Director of Human Resources <i>Directrice des ressources humaines</i>	Foundation / <i>Fondation</i>
<b>Mme Christelle LONEZ</b>	Primary School Principal <i>Directrice de l'Ecole primaire</i>	Saconnex, Campus des Nations
<b>Mrs Consuelo RAMOS</b>	Director of Admissions <i>Directrice des admissions</i>	Foundation / <i>Fondation</i>
<b>Dr Karen TAYLOR</b>	Director of Education <i>Directrice de l'éducation</i>	Foundation / <i>Fondation</i>
<b>Mr Jamie WILLIAMS (acting)</b>	Secondary School Principal <i>Directeur de l'Ecole secondaire</i>	Saconnex, Campus des Nations
<b>Mr David WOODS</b>	Campus & Secondary School Principal <i>Directeur du campus et de l'Ecole secondaire</i>	La Châtaigneraie
<b>Ms Shona WRIGHT</b>	Middle School Principal <i>Directrice de l'Ecole moyenne</i>	La Grande Boissière

\* As of 1<sup>st</sup> September 2018



## A WORD FROM THE CHAIR OF THE GOVERNING BOARD

**David OGDEN,**  
*Governing Board Chair*



Welcome to the Annual Report of the Foundation of the International School of Geneva for academic year 2017/18. Having been a parent at the school for over nineteen years, and a member of the Governing Board since 2011, it is a real honour for me to have recently been elected to Chair the Board. As a school we all owe a great debt of gratitude to my predecessor Mrs Melaye Ras-Work, who led the Board through these last few years and accomplished a number of important milestones, not least of which the successful agreement of the new Convention Collective de Travail and the appointment of our Director General, Dr David Hawley, with whom I have had the pleasure to work closely over the past year.

With the support of the school's dedicated and professional executive leadership team, or Conférence des Directeurs, David Hawley has carried out a deep and thoughtful process of understanding the complexities and particularities of the great institution which is Ecolint. He has immersed himself in the everyday life of the school to come to an understanding of how our mission comes to life every day in the important relationships which exist between all members of the community, be they students, parents, staff or alumni. This has formed the bedrock of the new strategic plan which we have recently approved and which is moving into execution, putting the focus on what has always been, and must always remain, Ecolint's biggest priority: students and their learning.

Within the context of a challenging and competitive marketplace, Ecolint maintained its position as the number one international school in the Geneva area in school year 2017/2018, with 4,479 students enrolled at the end of June. While slightly behind the record

enrolment of 2016/2017, student numbers were in line with our budget and enabled us to deliver another set of healthy financial metrics, helped by the diligent focus the Governing Board and the management team have continued to place on carefully managing costs while recruiting and retaining the best possible staff, to deliver an outstanding learning experience for all our students.

Our examination results in 2017/18 were better than ever. As the International Baccalaureate Diploma Programme, which was created at Ecolint, celebrated its 50<sup>th</sup> anniversary, we celebrated the highest average IBDP (International Baccalaureate Diploma Programme) points score in our history, a 100% pass rate in the Maturité fédérale, excellent IGCSE (International General Certificate of Secondary Education) and IB Career-related Programme results, and outstanding university admission statistics. Our dedicated staff also provided countless other opportunities for our students to grow and develop both academically and socially, with innumerable successes in every domain including sports, music, technology, humanitarian work and countless others. We are extremely proud of the thoughtful, well-rounded and well-intentioned young people which Ecolint helps mould every year.

I look forward to collaborating closely with my Governing Board colleagues and David Hawley in the year to come to bring our new strategic plan to life, and to make 2018/19 yet another year where Ecolint does better than its previous best.

**David Ogden,**  
*Governing Board Chair*

## LE MOT DU PRÉSIDENT DU CONSEIL DE FONDATION

**David OGDEN,**

*Président du Conseil de Fondation*

Nous avons le plaisir de vous présenter le rapport annuel de la Fondation de l'Ecole Internationale de Genève pour l'année scolaire 2017/18. Après avoir été parent d'élève à l'Ecole pendant plus de dix-neuf ans et membre du Conseil de Fondation depuis 2011, c'est un réel honneur pour moi d'avoir été récemment élu Président du Conseil. Notre établissement doit énormément à Melaye Ras-Work qui m'a précédé à la tête du Conseil au cours des dernières années. Des succès importants ont jalonné son mandat, notamment l'accord sur la Convention Collective de Travail et la nomination de notre Directeur général, M. David Hawley, avec qui j'ai eu le plaisir de collaborer étroitement au cours de l'année écoulée.

Avec le soutien d'une équipe de direction dévouée et professionnelle, la Conférence des Directeurs, David Hawley a mené une réflexion intense et approfondie pour comprendre la complexité et saisir les particularités de cette grande institution qu'est l'Ecolint. Il s'est plongé dans le quotidien de l'Ecole pour parvenir à cerner la manière dont notre mission prend corps chaque jour dans les relations entre tous les membres de la communauté, qu'il s'agisse des élèves, des parents, du personnel ou des alumni. C'est ainsi qu'il a posé les fondations du nouveau plan stratégique que nous avons récemment approuvé et qui est en train d'entrer en vigueur. Ce plan met l'accent sur ce qui a toujours été et doit toujours demeurer la priorité majeure de l'Ecolint : les élèves et leur apprentissage.

Dans le contexte d'un marché difficile et concurrentiel, l'Ecolint a conservé sa position d'école internationale numéro un dans la région de Genève au cours de l'année scolaire 2017/18, avec 4'479 élèves inscrits fin juin. Bien que légèrement en dessous de l'année record 2016/17,

le taux d'inscription a été conforme à notre ligne budgétaire. Nous avons ainsi obtenu de solides résultats financiers, soutenus par les efforts constants du Conseil de Fondation et de l'équipe de direction dans la gestion prudente des coûts, tout en recrutant et fidélisant les meilleurs éléments de notre personnel, et en proposant une excellente expérience d'apprentissage pour tous nos élèves.

Les résultats des examens de 2017/18 ont été les meilleurs jamais enregistrés. Alors que le programme du Baccalauréat International célébrait ses 50 ans, nous avons atteint la moyenne de notes la plus élevée de notre histoire pour ce programme, un taux de réussite de 100% à la Maturité fédérale, d'excellents résultats à l'IGCSE (International General Certificate of Secondary Education) et au Programme à orientation professionnelle du Baccalauréat International, ainsi que des statistiques remarquables d'admission à l'université. Notre personnel dévoué a également fourni à nos élèves de nombreuses autres possibilités de développement, à la fois scolaires et sociales, avec d'innombrables réussites dans tous les domaines, dont le sport, la musique, la technologie, le travail humanitaire et bien d'autres. Nous sommes extrêmement fiers des jeunes gens accomplis que l'Ecolint contribue à former chaque année.

J'ai hâte de collaborer avec mes collègues du Conseil de Fondation et avec David Hawley durant l'année à venir afin de mener à bien notre nouveau plan stratégique et faire de 2018/19 une autre année où l'Ecolint fera encore mieux.

**David Ogden,**

*Président du Conseil de Fondation*

## A WORD FROM THE DIRECTOR GENERAL

**David HAWLEY,**  
*Director General*



I can hardly believe that it has already been a year that I have been fortunate enough to occupy what is unquestionably the most exciting, stimulating and challenging role in international education as Director General of Ecolint. While the members of the Governing Board were generous enough to afford me a year to carry out a deep period of observation, reflection and getting to know Ecolint, I could never have anticipated how much there would be to learn about this incredible school. All members of the community have been extremely generous in sharing their observations and ideas with me and very patient as I sought to develop a deep understanding of what makes Ecolint so special and needs to be preserved at all costs, and what are areas where we can challenge ourselves to do more, do differently or do better. Thank you.

I have never failed to be amazed by the dedication and commitment of our staff, whether employed in an official teaching capacity or contributing to learning in other ways. And our students have impressed, inspired and surprised me with their extraordinary talents, their grit and resilience, their commitment to learning and to each other and most of all by the infectious joy with which they come to school every day.

As I have worked this year with the Governing Board and with my outstanding leadership team to develop the new strategic plan for Ecolint, I have been very conscious of the extraordinary legacy which has been left by generations of 'Ecolintians', and the enormous responsibility which I bear to preserve our important mission and continue to make our educational offering the very best it can be for a future which is increasingly uncertain and volatile.

Our new strategic plan places the emphasis firmly on Learning. We know from decades of research that for

meaningful learning to occur we will need to establish and socialize a clear set of shared pedagogical principles that will inform everything we do; we will need to examine our relationship with time and the environment within which we learn; we will need to establish a mentoring system which ensures every learner has someone who knows them well and can guide them on their unique learning pathway. We are working closely with our historical partner the UNESCO International Bureau of Education to roll out a universal learning framework which will ensure our students develop the seven timeless global competences which have been identified as essential for the future.

I am confident that these areas of focus will not only ensure Ecolint remains at the forefront of international education now and for decades to come, but that in doing so we remain true to the spirit and ethos of Ecolint's founders, who came together in 1924 innovatively to craft an educational approach which was fit for the future that lay ahead of their community of learners. I am hopeful that our first ever student, Lois Meyhoffer, who passed away this year just shy of her 100<sup>th</sup> birthday, would have recognized in this new strategic plan the vision we have today to make education a force for the public good, that unites us with her father, Ecolint's first ever Director, Paul Meyhoffer.

Working closely with the Governing Board and the entire community, I am excited to start implementing our new strategic plan, to ensure that all our learners are enabled to make their finest contributions to the world, today and tomorrow.

**David Hawley,**  
*Director General*

## LE MOT DU DIRECTEUR GÉNÉRAL

**David HAWLEY,**  
*Directeur général*

Je peux à peine croire qu'une année s'est déjà écoulée depuis que j'ai eu la chance de prendre la fonction indéniablement la plus enthousiasmante et stimulante de l'éducation internationale en tant que Directeur général de l'Ecolint. Les membres du Conseil de Fondation ont eu la générosité de m'accorder une année d'observation et de réflexion pour apprendre à connaître l'Ecolint, et je n'aurais jamais imaginé qu'il y ait autant à découvrir sur cette incroyable école. Tous les membres de la communauté ont été extrêmement disponibles et ont partagé avec moi leurs observations et leurs idées avec beaucoup de patience, alors que j'essayais de comprendre ce qui rend l'Ecolint si spéciale et doit être préservé à tout prix, et quels sont les domaines où nous pouvons nous efforcer de faire davantage, différemment ou mieux. Merci à tous.

Je ne cesserai jamais d'être étonné par le dévouement de notre personnel, qu'il soit employé à une fonction d'enseignement ou qu'il contribue à l'apprentissage de diverses autres manières. Nos élèves m'ont impressionné, inspiré et surpris par leurs talents extraordinaires, leur endurance et leur résilience, leur volonté d'apprendre, leur camaraderie et, par-dessus tout, par la joie contagieuse avec laquelle ils viennent à l'école jour après jour.

Lorsque, durant cette année, j'ai travaillé avec le Conseil de Fondation et ma remarquable équipe de direction à l'élaboration du nouveau plan stratégique pour l'Ecolint, j'ai réalisé combien l'héritage laissé par des générations d'«Ecolintiens» était extraordinaire. J'ai réalisé aussi que la préservation de la mission de l'Ecolint est une énorme responsabilité, de même que de continuer à proposer la meilleure éducation possible, adaptée à un futur de plus en plus incertain et volatile.

Notre nouveau plan stratégique met clairement l'accent sur l'apprentissage. Des dizaines d'années de recherche

nous ont appris qu'un apprentissage constructif passe par l'établissement et l'appropriation d'une série de principes pédagogiques communs qui sous-tendent tout ce que nous faisons. Nous devons examiner notre rapport au temps et l'environnement dans lequel nous apprenons ; nous devons établir un système de mentorat permettant à chaque élève de s'appuyer sur une personne qui le connaisse bien et qui puisse le guider sur le chemin très personnel de son apprentissage. Nous travaillons en étroite collaboration avec notre partenaire de longue date, le Bureau international d'éducation de l'UNESCO, à l'élaboration d'un cadre universel d'apprentissage qui garantisse que nos élèves acquièrent les sept compétences globales intemporelles identifiées comme essentielles pour l'avenir.

Je suis persuadé que ces axes stratégiques permettront à l'Ecolint de rester à la pointe de l'éducation internationale, aujourd'hui et durant les prochaines décennies. Je suis également convaincu que, ce faisant, nous demeurons fidèles à l'esprit et à l'éthique des fondateurs de l'Ecolint qui, en 1924 ont donné naissance à une approche éducative adaptée au futur de leur communauté d'élèves. J'espère que notre toute première élève, Loïs Meyhoffer, qui nous a quitté cette année à l'aube de son 100<sup>e</sup> anniversaire, aurait reconnu dans ce nouveau plan stratégique la vision qui nous unit à son père, Paul Meyhoffer, premier directeur de l'Ecolint : faire de l'éducation une force au service du bien public.

En étroite collaboration avec le Conseil de Fondation et l'ensemble de la communauté, j'ai hâte de mettre en œuvre notre nouveau plan stratégique, afin que tous nos élèves soient à même d'apporter leurs meilleures contributions au monde d'aujourd'hui et de demain.

**David Hawley,**  
*Directeur général*





## LA GRANDE BOISSIÈRE

Ecoles primaire, moyenne et secondaire  
Primary, Middle and Secondary Schools

**Duff GYR,**  
Primary School Principal

**Shona WRIGHT,**  
Middle School Principal

**Conrad HUGHES,**  
Campus and Secondary School Principal

Another fabulous year of learning on our historic campus. Our students demonstrated exceptional character, passion, mastery and collaboration in many areas. Each school in its own way strengthened our campus-wide response to the challenges and opportunities facing young people today, expressed clearly in our new curriculum framework: the Unesco-Ecolint Universal Learning Programme, based on seven lifeworthy, future-proof global core competences. They are: lifelong learning, self-agency, interacting with others, interacting in the world, interactively using diverse tools and resources, trans-disciplinarity and multi-literateness.

Our learners were privileged to hear from world-famous intellectuals such as Luc Ferry, Gillian Slovo and Plantu. The campus enjoyed outstanding IB results with a 96% pass rate, exceptional points and grade averages and student places secured at Oxford (four students), Stanford, Brown, Toronto, Chicago, McGill, UCLA, Berkeley, LSE and EPFL.

## A TASTE OF CAMPUS LIFE

### PRIMARY SCHOOL

- Student collaboration on projects and Philosophy For Children, staff collaboration on the ULP (Universal Learning Programme) with the IBE (International Bureau of Education). Work with a variety of universities on curriculum development.
- Computer science week, Odyssey of the Mind, STEM learning (Sciences, Technologies, Engineering, Technologies, Mathematics). Language and Maths assessed, analysed and used for teaching with internal screenings.
- "Peacemaker," student mediation, Philosophy For Children, Mindfulness and The Pacific Path to create peaceful communities.
- Creating Cultures of Thinking and concept-based learning. Training all staff in Philosophy For Children at the highest level possible. Philosophy is now part of all primary timetables.

### MIDDLE SCHOOL

- Collaborating to develop thinking through Philosophy for Children and project based learning.
- Math Quest, Odyssey of the Mind European and World Finals, STEM Projects, as well as challenging projects across disciplines.
- Student Council focus on kindness and sustainability; Year 5 and 7 followed mindfulness courses.
- Focus on principles of learning based on research; implementation of thinking routines; continued work on Pluriliteracies development with university partnership.

### SECONDARY SCHOOL

- Travels to India, Senegal, Guinea, Tanzania, Mexico, Brazil, and all over Europe.
- First aid training and work placement given to all Year 10, "Brilliant club"
- Outstanding student shows such as the original La Grande Boissière South African musical Ubuntu Letters.
- Learning experiences across domains such as STEM and humanitarian work for all students in their Service Learning programmes.





## LA CHÂTAIGNERAIE

Ecoles primaire et secondaire  
Primary and Secondary Schools

**Jennifer ARMSTRONG,**  
*Primary School Principal*

**David WOODS,**  
*Campus and Secondary School Principal*

La Châtaigneraie sustained its enrolment of 1600 students (600 Primary and 1000 Secondary) through 2017/18 and sought to extend its offering to the community. Additional activities such as robotics camps and a community choir plus preparations for the opening of a Secondary Extended Support Programme (ESP), meant that our inclusivity and breadth of opportunity for students and parents was greater than ever. Examination and sports results have also been strong with record high exam scores, admission to top universities all around the world and students achieving in elite sports competitions across Europe and in a few cases (e.g. in sailing and skiing), on the world stage.

Within the schools both the Primary and Secondary have undergone leadership reorganisation in order to enhance their student experience focus. In the Primary, there has been an expansion of the leadership team to include a new Vice-Principal Early Years plus the successful transition from retiring Vice-Principal Michèle Richard to her replacement. In the Secondary, the leadership team has been reorganised around phases i.e. Years 7 to 9 and Years 10 to 13, so that the focus of the work is on the holistic – pastoral and academic – experience of students.

## A TASTE OF CAMPUS LIFE

- Primary school focus on international celebrations such as International Day of Peace, World Mother Tongue Day and Earth Day jointly led by leadership team and student council.
- Joint Primary school / Parent Teacher Association projects to enhance playground e.g. construction of outdoor classroom space, installation of sandbox, moveable parts playground, furnishing of STEAM (Sciences, Technologies, Engineering, Arts, Mathematics) resources for new Innovation Hub due to open in September 2019.
- Establishment of 'Interact' – Switzerland's first youth Rotary group.
- Performance by Year 10 of Odysseus which was specially rewritten for the school.
- Highest ever average International Baccalaureate score of 36 across 120 students.
- 95% first-choice university placement achieved.
- 100% Swiss Maturité pass rate.
- Over 400 students registered for weekly after school music activities.
- 100% pass rate in DELF (Diplôme d'Etudes en Langue Française) B2 French exam – the level required for entry to Swiss universities.





## CAMPUS DES NATIONS

Centre de la petite enfance, Ecoles primaire et secondaire  
Early Years Centre, Primary and Secondary Schools

**Isla GORDON,**  
*Early Years Principal*

**Christelle LONEZ,**  
*Primary School Principal*

**Jamie WILLIAMS,**  
*Secondary School Principal*

In March 2017 Campus des Nations completed a successful four programme evaluation: PYP (Primary Years Programme), MYP (Middle Years Programme), DP (Diploma Programme), CP (Career-Related Programme) IB (International Baccalaureate). The three main foci for the Campus were “Communication”, “Know Thy Impact” and “Healthy Living”. Communication has focused on ensuring that clarity and flow of information between the school and the parent body has improved. This resulted in new format of the campus newsletter, addressing needs of the parent body by increasing the number of

“Lunchtime Conversations” and regular meetings with the Class Parent Representatives. The Second goal “Know Thy Impact” involved a number of workshops, visiting speakers and Professional Learning Communities. These forums examined the impact of different forms of feedback to students, when they should be used and the advantages and disadvantages of each. The final “Healthy Living” goal examined ways of enhancing student lifestyles through mindfulness, Eco-School initiatives, child protection focus and understanding the importance of a balanced lifestyle.

## A TASTE OF CAMPUS LIFE

### CAMPUS

- Increased security at reception.
- The Sports+ programme currently welcomes ten Campus des Nations students showing high athletic potential. We hope to grow the programme and accommodate more students.
- Restructuring of leadership in Early Years and Secondary.
- Over 15 staff have Google Certified Educator qualifications.

### EARLY YEARS AND PRIMARY

- Eco-School accreditation received by our Early Years in Pregny.
- Work with Eowyn Crisfield, a consultant for bilingualism, about student language development.
- Two initiatives to develop students’ agency and creativity with the Wonder Wednesdays (Genius time each week over a two month period) as well as The Learning Pod, a multi-age grouping of 28 volunteer students who created a new primary grouping of students involved in self-directed learning under the guidance of 5 mentors for a duration of 5 weeks – this project was presented at the International Baccalaureate Africa Europe Middle East Regional Conference in early October 2018 in Vienna.

### SECONDARY SCHOOL

- Weekly Pastoral meetings to enable more in depth monitoring of students and to ensure support in all its forms is being offered where required.
- Digital citizenship curriculum is becoming more far reaching, documented and available.
- Development of transition from year 6 to 7 (Primary Years Programme to Middle Years Programme).
- Introduction of the collapsed curriculum week in years 7, 8, 9, 10 and 11 in the penultimate week of term.

## TREASURER'S REPORT RAPPORT DU TRÉSORIER

**Konstantin KOUDRIAIEV**, *Treasurer 2017 – 2018*

### FINANCIAL OVERVIEW

The financial performance for the year ended 30 June 2018 (2017/18) is presented in pages 20, 21 and 22. The major variances from the previous year (2016/17) are presented and explained in page 23 of this report.

### OPERATING RESULTS

The Foundation's pre-tax operating surplus for the year is CHF 1,573K, which is below last year's CHF 4,940K. This result excludes Donations (CHF 20K) and Income recognized from the Capital Development Fund (CHF 2,593K). In November 2017, the Total Student number was 4,455, which is 69 students lower than in 2016/17, with a strong enrollment in Secondary, unfortunately insufficient to compensate the decreases in Primary. The 2017/18 total enrollment number was still above 4,423 enrolled in the year 2015/16.

On the operating expenses side, the result is primarily impacted by an increase in Wages and social charges and other personnel costs. As mentioned above, our operating income was sufficient to cover our operating costs, as well as our financing (interest) expenses that remained largely in line with the previous period, at CHF 790K.

The 2018/19 operating budget approved by the Board is summarized in the following table:

*(Figures in CHF'000s)*

2018/2019	Operating Budget CHF'000
Revenues (excl. Donations & CDF)	153'884
Expenses (before tax and Financing costs)	152'083
Net Financing costs	745
Surplus (pre-tax)	1'056

There are 4,468 students enrolled at the International School of Geneva's campuses at the time of this report's preparation. This number is slightly above the 2018/19 budget and impacts positively our Revenues. This positive impact, however, will be offset by the planned departures (48) of the currently enrolled students and some other increases in costs. As a result, the Foundation's operating result this year is expected to be close to zero.

### ASSETS & CAPITAL

The Foundation's Net Current Assets (Current Assets minus Current Liabilities) have increased by 26.8%, primarily driven by our Cash & Cash Equivalents position increase, and stood at CHF 3,429K.

Our Balance Sheet continues to be healthy. Steadily declining, in accordance with our debt repayment plan, Foundation's Long term loan and other obligations stood at CHF 35,089K (as of 30 June 2018) vs. CHF 37,324K (as of 30 June 2017). Our Net (of accumulated Depreciation) Non current assets' book value is CHF 136,428K. The latest appraisal confirmed that this accounting measure of their value remains conservative. As result of the Net Profit of CHF 656K, the Foundation's equity account has increased by the equivalent amount, or 0.86%, and stands at CHF 76,570K.

### GENERAL REMARKS

Despite the protracted challenging socio-economic environment, the International School of Geneva continues to perform solidly financially. This result is not accidental. It is rooted in the disciplined, long term-oriented approach taken by all members of our community. Education, by definition, is a long-term and strategic 'investment'. There are a number of initiatives being developed, both in the areas of funding and capital investment, that should enable the Foundation to maintain its position as a global leader in international education.

**Konstantin Koudriaev**,  
*Treasurer 2017 – 2018*

## FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA KEY FINANCIAL INDICATORS

## FONDATION DE L'ÉCOLE INTERNATIONALE DE GENÈVE PRINCIPAUX INDICATEURS FINANCIERS

	13 - 14	14 - 15	15 - 16	16 - 17	17 - 18*	18 - 19*	19 - 20
<b>ENROLMENT</b>							
Total students	4'352	4'447	4'460	4'520	4'480	4'416	4'405
% gratuities	6,2	5,9	5,9	5,9	5,9	5,9	5,9
<b>INCOME (in CHF'000s)</b>							
Fee income	117'565	124'129	126'814	134'756	134'450	133'319	
Total income**	130'162	137'372	149'324	155'287	155'900	153'884	
<b>EXPENSES (in CHF'000s)</b>							
Salaries & other	104'880	110'798	116'670	117'620	120'696	121'066	
Depreciation	6'971	8'372	8'287	7'335	6'986	7'350	
Total expenses**	129'605	136'279	149'124	151'495	155'827	153'878	
<b>NET RESULT</b>	<b>714</b>	<b>205</b>	<b>200</b>	<b>3'792</b>	<b>73</b>	<b>6</b>	

NOTES: 2018-2019 figures are budgeted  
2019-2020 figures are not yet approved by the Governing Board

\* Change of accounting standard for revenue and expense recognition

\*\* Excluding exceptional income/expenses



## CONSOLIDATED BALANCE SHEET AS OF JUNE 30, 2017 AND 2018

### BILAN CONSOLIDÉ AUX 30 JUIN 2017 ET 2018

<i>(in CHF'000s)</i>	June 30, 2018	June 30, 2017
<b>ASSETS</b>		
<b>Non current assets</b>		
Property, plant and equipment	136'428	136'003
Participations	50	0
	<b>136'478</b>	<b>136'003</b>
<b>Current assets</b>		
Inventory of supplies and text books	490	377
Other receivables and prepayments	1'004	171
Prepaid expenses	2'500	2'469
Receivables net of provision for doubtful debts	18'439	17'684
Cash and cash equivalents	51'034	46'821
	<b>73'467</b>	<b>67'522</b>
<b>TOTAL ASSETS</b>	<b>209'945</b>	<b>203'525</b>
<b>LIABILITIES, CAPITAL AND FUNDS</b>		
<b>Equity</b>		
Initial capital	50	50
Accumulated funds, Reserves	76'520	75'864
<b>Non current liabilities</b>		
Long term loan and other obligations	35'089	37'324
Deferred Income - LT	28'258	25'477
<b>Current liabilities</b>		
Bank and other obligations - current position	2'235	2'220
Fees received in advance	31'490	30'988
Trade accounts payable	5'265	4'229
Other accounts payable	4'012	3'862
Accruals	27'026	23'511
Deferred Income - ST	0	0
<b>TOTAL LIABILITIES</b>	<b>133'375</b>	<b>127'611</b>
<b>TOTAL LIABILITIES AND CAPITAL AND FUNDS</b>	<b>209'945</b>	<b>203'525</b>



## CONSOLIDATED STATEMENTS OF INCOME AND EXPENSE IN ACCUMULATED FUNDS

### COMPTE DE PERTES ET PROFITS CONSOLIDÉ

(in CHF'000s)

A: Unrestricted Funds Operations

B: Deferred income Capital Development Fund

	Year ended June 30, 2018			Year ended June 30, 2017		
	Total	A	B	Total	A	B
<b>INCOME</b>						
Tuition fees, net of grants and rebates	132'239	132'239	–	132'161	132'161	–
Enrolment fees	2'211	2'211	–	2'595	2'595	–
Income recognised from Capital Development Fund	2'593	–	2'593	1'728	–	1'728
Other educational income	12'238	12'238	–	11'209	11'209	–
Transport and cafeteria income	8'671	8'671	–	8'713	8'713	–
Interest income and gains on investments	24	24	–	27	27	–
Rents and other income	517	517	–	582	582	–
Donations	20	–	20	97	–	97
<b>Total Income</b>	<b>158'513</b>	<b>155'900</b>	<b>2'613</b>	<b>157'112</b>	<b>155'287</b>	<b>1'825</b>
<b>EXPENSE</b>						
Wages and social charges	118'783	118'783	–	116'878	116'878	–
Other personnel costs	1'913	1'913	–	742	742	–
Teaching materials, libraries, principal offices and student activities	3'775	3'775	–	3'517	3'517	–
Cafeteria costs and transport running expenses	7'692	7'692	–	7'830	7'830	–
Building maintenance, insurance and general	1'141	1'141	–	1'032	1'032	–
Rent, heat, light and cleaning	2'877	2'877	–	2'857	2'857	–
Safety and security	492	492	–	527	527	–
Data processing	2'895	2'895	–	2'345	2'345	–
Interest expense	814	814	–	869	869	–
Communication	412	412	–	466	466	–
Professional services	955	955	–	664	664	–
Depreciation	6'986	6'986	–	7'335	7'335	–
Bad debts	276	276	–	195	195	–
Provision for inventory depreciation	0	0	–	0	0	–
Miscellaneous expenses	5'346	5'316	30	5'218	5'090	128
<b>Total expenses</b>	<b>154'357</b>	<b>154'327</b>	<b>30</b>	<b>150'475</b>	<b>150'347</b>	<b>128</b>
(Loss) / Income before income tax	4'156	1'573	2'583	6'637	4'940	1'697
Non operating income	0	0	–	93	93	–
Extraordinary expenses	2'000	2'000	–	5'000	5'000	–
Current and deferred income tax	1'500	1'500	0	1'148	1'148	0
(Net loss) / Income after tax	656	(1'927)	2'583	582	(1'115)	1'697
Accumulated funds at beginning of period	71'736			71'154		
<b>Accumulated funds at end of period</b>	<b>72'392</b>			<b>71'736</b>		

## CONSOLIDATED STATEMENT OF CASH FLOWS

### TABLEAU DE FINANCEMENT CONSOLIDÉ

<i>(in CHF'000s)</i>	Year ended June 30, 2018	Year ended June 30, 2017
<b>Cash flows from operating activities</b>		
Net income before tax	2'156	1'730
Adjustments for:		
- depreciation and amortisation	6'986	7'335
- income recognised from Capital Development Fund	(2'593)	(1'728)
- non-operating income	0	(93)
Operating income before working capital changes	6'549	7'244
(Increase) / decrease in trade and other receivables	(1'619)	(220)
(Increase) / decrease in inventory	(113)	58
Increase / (decrease) in accounts payable, accrued expenses	5'203	7'344
Cash generated from operations	3'471	7'182
Income taxes	(1'500)	(1'148)
<i>Net cash from operating activities</i>	8'520	13'278
<b>Cash flows from investment activities</b>		
Purchase of fixed assets	(7'411)	(7'294)
Participations	(50)	
Profit on asset sales	0	93
Contributions received for Capital Development Fund	5'374	5'543
<i>Net cash used in investment activities</i>	(2'087)	(1'658)
<b>Cash flows from financing activities</b>		
Repayments of loans	(2'220)	(2'248)
<i>Net cash used in financing activities</i>	(2'220)	(2'248)
<b>(Decrease) / Increase in cash and cash equivalents</b>	4'213	9'372
<b>Cash and cash equivalents at the beginning of the year</b>	46'821	37'449
<b>Cash and cash equivalents at the end of the year</b>	<b>51'034</b>	<b>46'821</b>

## REMARKS COMMENTAIRES

A risk analysis is conducted by the Governing Board of the International School of Geneva. A risk matrix is established and reviewed annually by the Board.

Major variations on the **Consolidated Balance Sheet** are driven by the following:

- Non current assets show a slight increase of CHF400k, corresponding to a net acquisitions of CHF7.4m, balanced by depreciation charge for CHF7m.
- Current assets increase by CHF5m, mostly attributable to our cash position, driven essentially by CDF (Capital Development Fund) contributions.
- Equity is increasing by some CHF656k, equivalent to the surplus of the year. It is important to note that an amount of CHF2m has been provisioned to be potentially transferred to a newly created Foundation / endowment fund.
- Non-current liabilities increase of CHF1.5m represents loan reimbursement for the period for CHF2.2m, balanced by an increase of CHF3.7m of CDF deferred income.
- Current liabilities increase of CHF5.2m is driven by 2 major items:
  - An increase in provision of CHF3.5m (2m provision as mentioned above, 1.5m AVS bridge).
  - An increase of CHF1.7m in Accounts payable, driven by disbursement timing and fees received in advance.

Major variations on the **Consolidated Cash-flow Statement** are driven by the following:

- Cash from Operating activities is showing a decrease vs last year, at CHF8.5m. The major variation is on the Accrual increase with a reduction of provision for potential donation to CHF2m (from CHF5m last year).
- Cash from Investing activities is a negative CHF2.1m, relatively flat compared to last year, with investments of CHF7.4m, balanced by CDF contributions.
- Cash from Financing activities, representing our loan reimbursements, is unchanged.
- Overall Cash position at the end of the year is at CHF51m, showing an improvement of our situation by CHF4.2m (vs. an increase of CHF9.4m during the previous period), driven mostly by Operating activities.

Major variations on the **Consolidated Statement of Income and Expenses** are driven by the following:

- Revenues increase of CHF1.3m is a mix of CDF increase of CHF0.9m and increase of operational revenues for CHF0.4, of which CHF0.1m is driven by tuition fees, the rest being a mix of reduced enrolment fees and increased activities revenues.
- Expenses increase overall by CHF3.9m, driven by:
  - Compensation & Benefits for CHF3.3m, of which CHF1.2m is an increase in the AVS bridge provision.
  - An increase of CHF0.5m of ICT expenses, as the last impact of the correction of the past (corresponding to the part impacting this year, not attributable directly to equity).
  - A decrease of depreciation for CHF0.4m, balancing the previous correction.
  - Movements on the other lines are individually smaller, and explain the rest of the variation.
- Non-operating result includes the CHF2m provision mentioned before.
- Total surplus is at CHF656k (vs CHF582k previous year).

As a reminder, the Foundation of the International School of Geneva Pension Plan is a Foundation totally independent from Ecolint, for which Ecolint bears no formal financial responsibility. For information purposes, it generated a surplus in 2017, and the Fund is covered in the range of 115%.

### Fundraising

2017-18 has allowed the collection by the Development Office of slightly less than CHF700k, mostly composed of a large donation for the creation of our ESP (Extended Support Programme) environment for the Secondary school at La Châtaigneraie. Other contributions have helped other projects, including the finalisation of the STEM Centre at La Grande Boissière. We have new projects starting on all three campuses, with always the same goal of improving our education offering to Ecolint students.

We are in that respect continuing to explore ways to manage efficiently the receipt of donations for large projects or scholarships.

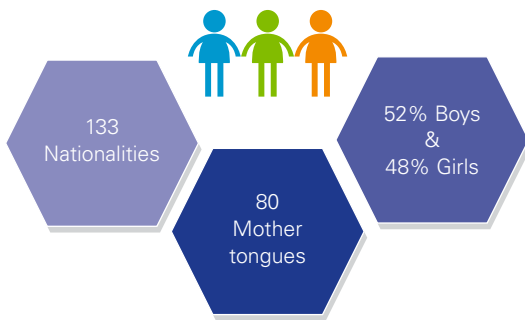
**Laurent Falvert,**  
*Finance Director*



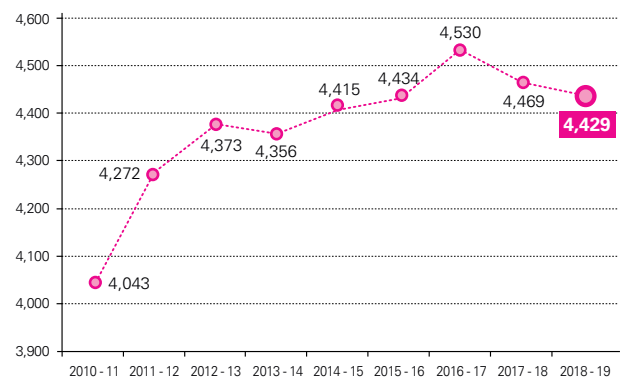
## ENROLMENT EFFECTIFS

As of October 1<sup>st</sup>, 2018 the school had 100.3% of its budgeted enrolment for the year with 4,429 students.

### ECOLINT DIVERSITY 2018 – 2019



### ENROLMENT STATISTICS 2010 – 2018



### ENROLMENT BY CAMPUS AND SCHOOL 2017 – 2018

#### La Grande Boissière

Primary School	530
Middle School	528
Secondary School	787

#### Total La Grande Boissière

1,845

#### La Châtaigneraie

Primary School	572
Secondary School	1,017

#### Total La Châtaigneraie

1,589

#### Campus des Nations

Early Years	174
Primary School	272
Secondary School	549

#### Total Campus des Nations

995

#### Total Ecolint

4,429



## TEACHING STAFF PERSONNEL ENSEIGNANT

Country Pays	Full-time Plein temps	Part-time Temps partiel
Allemagne	5	2
Australie	5	2
Autriche	2	
Belgique	2	
Canada	14	4
Colombie	1	
Danemark et îles Féroé		1
Espagne	7	4
Estonie		1
Etats-Unis d'Amérique	23	6
Finlande	2	
France	55	49
Grande-Bretagne et Irlande du Nord	130	50
Honduras	1	
Inde, y compris Sikkim et Goa	1	1
Irlande	6	4
Italie	2	2
Japon	1	
Nouvelle-Zélande	1	
Pays-Bas	7	4
Pologne	1	
Portugal	2	
Roumanie		1
Singapour		1
Suède	2	1
Suisse	66	60
Taiwan		1
Trinité-et-Tobago	1	
<b>Total</b>	<b>337</b>	<b>194</b>
	<b>531</b>	

## RESULTS RÉSULTATS

	2016	2017	2018
<b>International Baccalaureate (English and French)</b>			
Number of candidates / <i>Nombre de candidats</i>	323	328	326
Awarded / <i>Reçus</i>	307	313	312
Success rate / <i>Taux de réussite</i>	95%	95%	95%
World results / <i>Taux de réussite mondial</i>	79.2%	79%	78%
<b>Maturité suisse</b>			
Number of candidates / <i>Nombre de candidats</i>	10	10	11
Awarded / <i>Reçus</i>	10	9	11
Success rate / <i>Taux de réussite</i>	100%	90%	100%
<b>International General Certificate of Secondary Education (Cambridge)</b>			
Number of subjects	801	948	859
Passes	733	892	800
Success rate (Grades A* - C)	91.5%	94.1%	93.1%

**132** (138) year 11 students took a total of **859** (948) subject exams in which they obtained **800** (892) passes at grade C and above. In addition, **47** (73) Year 10 students took Foreign Language French, 100% obtained grade A/A\*. Of the **132** (138) year 11 candidates, **117** (111) took five or more subjects and **51** (57) obtained 4 or more A\*/A grades, **13** (14) obtaining straight A/A\*s. (*Figures in brackets refer to the previous year*).

IGCSE pass rates were at 100% in French, German, Spanish, Music, Maths, Physics and above 92% in Biology, Chemistry, English Language, English Literature, Geography, History and Coordinated Science.



**TOP DESTINATIONS IN HIGHER EDUCATION 2018** (by student numbers)

**CLASSEMENT DES ÉTABLISSEMENTS SUPÉRIEURS**

**LES PLUS CHOISIS EN 2018** (par nombre d'élèves)

Universities	Number of students
<b>UK</b>	
University of London, King's College	14
University of Edinburgh	12
University of Sussex	11
University of Bath	10
Royal Holloway, University of London	10
University of Warwick	10
University of Durham	9
University of Exeter	9
University of Sussex	8
University of Oxford	6
University of Cambridge	5
Imperial College London	3
<b>NORTH AMERICA</b>	
University of McGill, Montréal, Québec	10
University of British Columbia	5
University of Toronto	4
University of California System (combined)	7
Northeastern University, Boston, Massachusetts	4
New York University	4
University of California, Berkeley	2
Stanford University, California	1
<b>SWITZERLAND</b>	
Ecole Hôtelière de Lausanne	16
Université de Genève	9
Université de Lausanne	9
Ecole Polytechnique Fédérale de Lausanne	6

45 Students were admitted into universities outside Switzerland, the United Kingdom and North America.

These schools included: American University of Paris, Università Bocconi, Trinity College Dublin and the University of Seoul, Korea.

8 Students were admitted to universities in the Netherlands.

## NATIONALITIES NATIONALITÉS

### TOTAL: 133

Afghanistan	2	Djibouti	3	Italy	198	Mozambique	1	South Africa	42
Albania	2	Dominican Republic	3	Jamaica	3	Myanmar	1	Spain	164
Algeria	4	Ecuador	1	Japan	100	Nepal	3	Sri Lanka	3
Antigua and Barbuda	1	Egypt	16	Jordan	5	Netherlands	118	Sudan	2
Argentina	39	El Salvador	1	Kazakhstan	14	New Zealand	18	Sweden	66
Armenia	1	Eritrea	1	Kenya	15	Niger	1	Switzerland	600
Australia	145	Estonia	10	Korea, Republic of	36	Nigeria	5	Syrian Arab Republic	1
Austria	20	Ethiopia	12	Kuwait	6	Norway	16	Taiwan, Prov. of China	1
Azerbaijan	12	Fiji	3	Kyrgyzstan	1	Oman	4	Tajikistan	1
Bangladesh	7	Finland	25	Latvia	2	Pakistan	32	Tanzania	1
Barbados	5	France	432	Lebanon	13	Panama	1	Thailand	5
Belarus	3	Gambia	2	Lesotho	2	Papua New Guinea	2	Trinidad and Tobago	3
Belgium	94	Georgia	3	Libya	2	Peru	2	Tunisia	7
Bolivia	1	Germany	115	Liechtenstein	1	Philippines	14	Turkey	40
Bosnia Herzegovina	4	Ghana	4	Lithuania	10	Poland	33	Uganda	5
Brazil	88	Greece	44	Luxembourg	6	Portugal	18	Ukraine	32
Bulgaria	9	Guatemala	3	Macedonia	5	Qatar	3	United Arab Emirates	5
Cameroon	1	Guinea	3	Malaysia	11	Romania	20	United Kingdom	581
Canada	184	Honduras	1	Maldives	1	Russian Federation	80	United States	280
Chile	10	Hong Kong	3	Mali	1	Rwanda	2	Uruguay	8
China	46	Hungary	15	Malta	5	Saudi Arabia	5	Uzbekistan	2
Colombia	13	Iceland	11	Mauritania	1	Senegal	8	Venezuela	3
Costa Rica	6	India	105	Mauritius	1	Serbia	12	Viet Nam	2
Croatia (Hrvatska)	9	Indonesia	8	Mexico	7	Singapore	6	Zambia	1
Cyprus	5	Iran	4	Moldova	7	Slovakia	2	Zimbabwe	4
Czech Republic	9	Ireland	72	Mongolia	7	Slovenia	5		
Denmark	38	Israel	32	Morocco	6	Solomon Islands	2		

12/2018

## MOTHER TONGUES LANGUES MATERNELLES

### TOTAL: 80

Afar	2	Dutch	132	Italian	165	Norwegian Bokmål	5	Swahili	8
Afrikaans	5	English	1839	Japanese	99	Oriya	3	Swedish	47
Albanian	3	Estonian	7	Kannada	2	Persian	6	Tagalog	4
Amharic	8	Fijian	1	Kazakh	6	Polish	30	Tajik	1
Arabic	78	Finnish	16	Kikuyu	2	Portuguese	83	Tamil	12
Armenian	2	French	808	Kinyarwanda	2	Pushto	6	Telugu	13
Azerbaijani	9	Ganda	3	Korean	35	Romanian	25	Thai	3
Bengali	15	Georgian	4	Latvian	1	Russian	181	Tswana	5
Bosnian	4	German	79	Lithuanian	9	Serbian	17	Turkish	59
Bulgarian	7	Greek	43	Macedonian	5	Shona	5	Ukrainian	9
Burmese	1	Gujarati	3	Malay	8	Sindhi	3	Urdu	30
Catalan	12	Hebrew	27	Malayalam	2	Slovak	2	Venda	2
Chinese	55	Hindi	59	Marathi	5	Slovenian	5	Vietnamese	3
Croatian	1	Hungarian	18	Mongolian	7	Somali	1	Wolof	1
Czech	5	Icelandic	12	Nepali	4	Sotho	1	Xhosa	4
Danish	20	Indonesian	1	Norwegian	14	Spanish	208	Yoruba	2

12/2018

## EMPLOYERS EMPLOYEURS

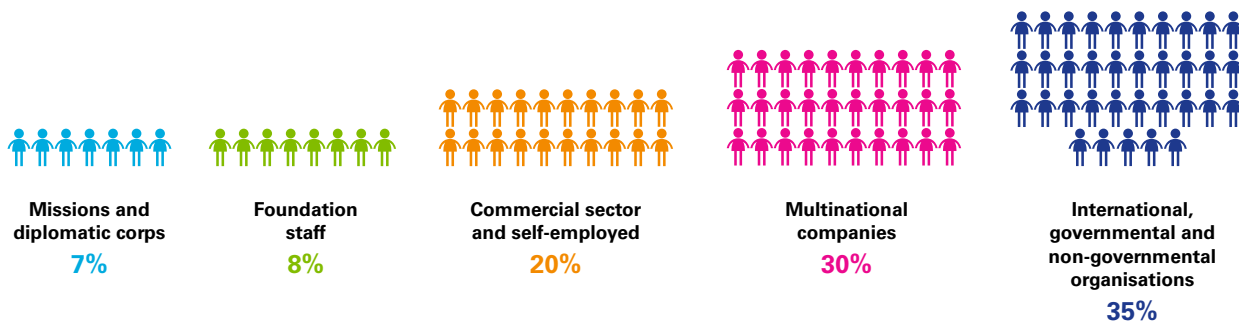
### LIST OF EMPLOYERS (10 STUDENTS AND OVER) / LISTE DES EMPLOYEURS (10 ÉLÈVES ET PLUS)

Ecole Internationale de Genève	304
Procter & Gamble	302
WHO / OMS	233
UNO / ONU	180
JT International	162
UNHCR / HCR	88
The Global Fund / Le Fond Mondial	87
ILO / BIT	86
UNICEF	69
WIPO / OMPI	61
CERN	57
Caterpillar	45
Trafigura	44
WTO / OMC	44
IOM / OIM	34
ITU / UIT	32
IATA	31
US Mission	30
OHCHR / HCDH	29
Coty geneva	28
Gavi Foundation	26
IFRC / FICR	25
Banque Pictet & Cie	24
Mission of India	23
Cargill International	19
UNEP / PNUE	18
Total	16
Mission of Sweden	16
Louis Dreyfus	15
Pepsi Lipton	15
UNCTAD / CNUCED	15

Banque Jacob Safra	14
Mission of South Africa	14
Mission of the Republic of Korea (South)	14
UNAIDS / ONUSIDA	14
Credit Suisse	13
EA Swiss	13
General Mills International	13
ICRC / CICR	13
International Trade Centre	13
JP Morgan	13
Mercuria Energy Trading	13
Novartis	13
OCHA	13
Ineos Group	12
Lombard Odier	12
Mission of Japan	12
Firmenich	11
Gunvor Intl	11
Hewlett-Packard	11
Litasco	11
Union de Banques Suisses	11
Bluecrest Capital Management	10
COFCO international	10
European Broadcasting Union	10
HSBC Private Bank	10
Mission of Australia	10
Socar	10
UNECE	10
WMO / OMM	10
Yara Switzerland	10

## PARENTS' OCCUPATION PROFESSION DES PARENTS

### STUDENTS BY OCCUPATION OF PARENTS / ELÈVES CLASSÉS SELON LA PROFESSION DES PARENTS



These figures are rounded / Ces chiffres sont arrondis

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