

FRENCH INTERNATIONAL SCHOOL OF RIYADH

SAIS

Conventional Institution

ANNUAL REPORT 2023-2024

MANAGEMENT BOARD



Dear Parents,

On behalf of the management committee of our school, I am honored to present to you the annual school report for the current year. It is with great pride that I inform you of the progress and achievements our school has accomplished this year.

Once again this year, we have continued to fulfill the promises of our electoral program.

From an administrative and financial standpoint, we now have a unified computer system that connects all the services of EFIR. There is now digital traceability of operations, fewer errors, and a saving of time. Thanks to this system, you will soon have the possibility to pay tuition fees or extracurricular activities online.

Legally, the management committee continues to work tirelessly to ensure that EFIR complies with Saudi legislation. At the same time, we are working with AEFÉ on renewing the agreement.

EFIR remains a major instrument for promoting French culture and language. Under the impetus of your management committee, EFIR is experiencing remarkable growth. Next year, we will welcome over 1,700 students to our institution. This is a sign of the attractiveness of our school and the excellence provided within EFIR. We are aware that this increase in enrollment will bring significant challenges. We are providing EFIR with all the necessary equipment, human, financial, and pedagogical resources to ensure that this development continues to be accompanied by educational excellence. For your management committee, each EFIR student is unique, and we believe they deserve substantial resources to receive the best education possible.

We have also responded to a very high demand from families by offering twenty extracurricular activities. Today, after classes, your child can choose between physical, artistic, intellectual, or civic activities. Some activities are paid, others are free, allowing all EFIR students to enroll in at least one activity. This extensive offer will expand next year.

To strengthen the sense of belonging to EFIR, the school council has approved the wearing of a unique school uniform. We have launched the call for tender procedure.

Regarding the construction of the new school, your management committee is almost at the end of the rigorous selection process. One project has all the sufficient guarantees and offers a secure environment for EFIR. We are about to sign a letter of intent with this group.

While awaiting the relocation of EFIR to new premises, we continue to invest in our current school. This choice is carefully considered and remains cost-effective for the parent's community. The ongoing works allow us to accommodate more students at EFIR, which will help offset a significant portion of the future rent that will be paid for the new school. This is also a strategic choice that we stand by.

I invite you to peruse this annual report to learn more about our school's achievements over the past year.

Together, we are making EFIR a school that builds the future of our children. Thank you for your continued support and trust in our school.

Le Président du Comité de Gestion
Talal El Khatib



Your Managerial Committee (CDG)



President of the CDG
Talal EL KHATIB
Director at XPL



Vice-President of the CDG
Davy CHAUVET
Vice-President at PIF



Treasurer of CDG
Dania MOHTY
**Consultant Cardiologist and Professor of
Medicine at King Faisal Specialist Hospital and
Al Faisal University**



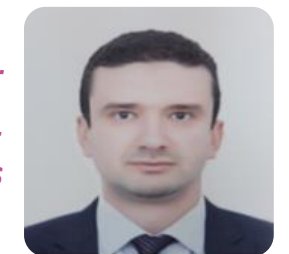
Secretary General of the CDG
Abderrahmane KETTANI
**Head of Security Dossiers at Siemens Rail
Consortium**



CDG Member
Jade HANTOUCHE
General Manager at Montblanc



CDG Member
Redouane LADJAL
System Installation Manager at Siemens



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01. Legal Status of EFIR



The Saudis are asking EFIR to regularize its legal status (this is a request that concerns all international schools). The management committee is complying with this Saudi directive. So, we have continued the strategy we put in place last year and have succeeded, so far, in regularizing our file with the Chamber of Commerce, GOSI (General Organization for Social Insurance), ZATCA, and HRSD (Ministry of Human Resources and Social Development).

However, this legal regularization does not mean that we will apply Saudi programs. Your management committee, in partnership with the French Embassy, has obtained the right to maintain all the specificities of the French educational system.

We have started the process of registering EFIR staff on Ajeer. However, we had to put this on hold after being contacted by the Ministry of Education (MOE) and given two options: become a community school dedicated solely to French nationals or change status to become an international private school to accommodate students of different nationalities while still adhering to the French educational system's specifics.

Indeed, the Ministry of Education (MOE) has contacted all international schools to gather information that will serve as a basis for minimizing the difficulties and obstacles these schools face daily. Among these issues are:

- Admitting students of different nationalities.
- Obtaining a commercial registration.
- Opening a bank account.
- Acquiring land to build a school.
- Obtaining visas to recruit teachers.
- The obligation to register local staff in the Ajeer system.



Decide kind of register for the school, either pathway below:

* تحديد نوع الترخيص للمدرسة، أحد المسارين

- First path: register according to the "Foreign Schools' Bylaw" num#(1006) date(20/08/1975). المسار الأول: ترخيص. وفق اللائحة التنظيمية للمدارس الأهلية رقم (1006) وتاريخ (13 /08 /1395هـ).
- Second path: Non-profit activity limited to members of the community itself. It is licensed in accordance with the "Foreign schools' Bylaw" num#(29) date(10/06/1997). المسار الثاني: نشاط غير ربحي وتقتصر على أبناء الجالية. نفسها ترخص وفق لائحة تنظيم المدارس الأجنبية رقم (26) وتاريخ (04 /02 /1418هـ).

After consultation with other international schools (American and British schools), various stakeholders of the French community, and parent representatives, we followed the recommendations of our embassy and chose option 1 (private international school).

The three schools (French, American, and British) have opted to become private international schools after establishing a common list of requested exceptions.

The exceptions requested by EFIR are as follows:

- Maintain the French educational system.
- Preserve co-education at all levels (from nursery to high school).
- Retain the status of a non-profit organization.
- Maintain a zone with a free percentage of Saudis.
- Freedom to keep the current governance model at EFIR.
- Ability to accommodate a higher percentage of Saudis.
- Reduce AJEER fees from 11,000 SAR to 2,600 SAR per EFIR staff member.
- Exemption from "Dependent Fees."
- Total or partial exemption from VAT.

We have received verbal agreement on most of these exceptions. However, we are awaiting a royal decree to make things official.


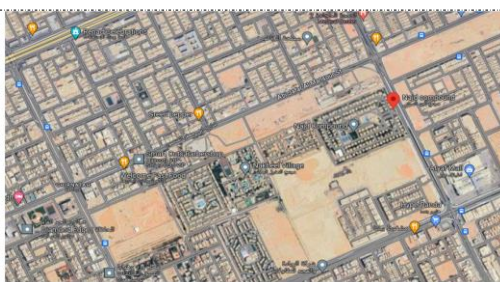
The goal of your Management Committee is to comply with both the laws of the host country and French laws. Our top priority is to fully benefit from our French educational system and to make EFIR a center for promoting French culture.



02. The Construction of the New School

1er Choix : CAP France	2ème Choix : NAJD
	
<ul style="list-style-type: none"> Nb élèves : 2500 élèves. Espace : 45,000 m2 Emplacement : quartier al <u>Narjis</u> (Anas bin Malek X Abi Baker) 	<ul style="list-style-type: none"> Nb élèves : 2500 élèves. Espace : 40,000 m2 Emplacement : quartier Al Hamra (au sein du compound <u>Najd</u>)
<p>Proposition Finance :</p> <ul style="list-style-type: none"> - Partnership for 25 years extendable - Year 0-5 30% (Tuition Fees) 	<p>Proposition Finance :</p> <ul style="list-style-type: none"> - Contract for 25 years extendable - Year 0-5 18,900,000 SAR - year 6-10 21,735,000 SAR - year 11-15 23,908,500 SAR - year 16-25 26,299,350 SAR
	

We are all aware that moving into new premises is a crucial issue for our educational community. This will allow us to meet the high demand while providing our children with a modern, secure environment that befits our educational system.

CAP France	NAJD								
									
<ul style="list-style-type: none"> - 2500 élèves. - 45,000 m2 	<ul style="list-style-type: none"> - 2500 élèves. - 35,000 m2 – 40,000 m2 								
<p>Finance :</p> <ul style="list-style-type: none"> - Partnership for 25 years extendable - Year 0-5 30% (Tuition Fees) 	<p>Finance :</p> <ul style="list-style-type: none"> - Contract for 25 years extendable - Year 0-5 18,900,000 SAR - year 6-10 21,735,000 SAR - year 11-15 23,908,500 SAR - year 16-25 26,299,350 SAR 								
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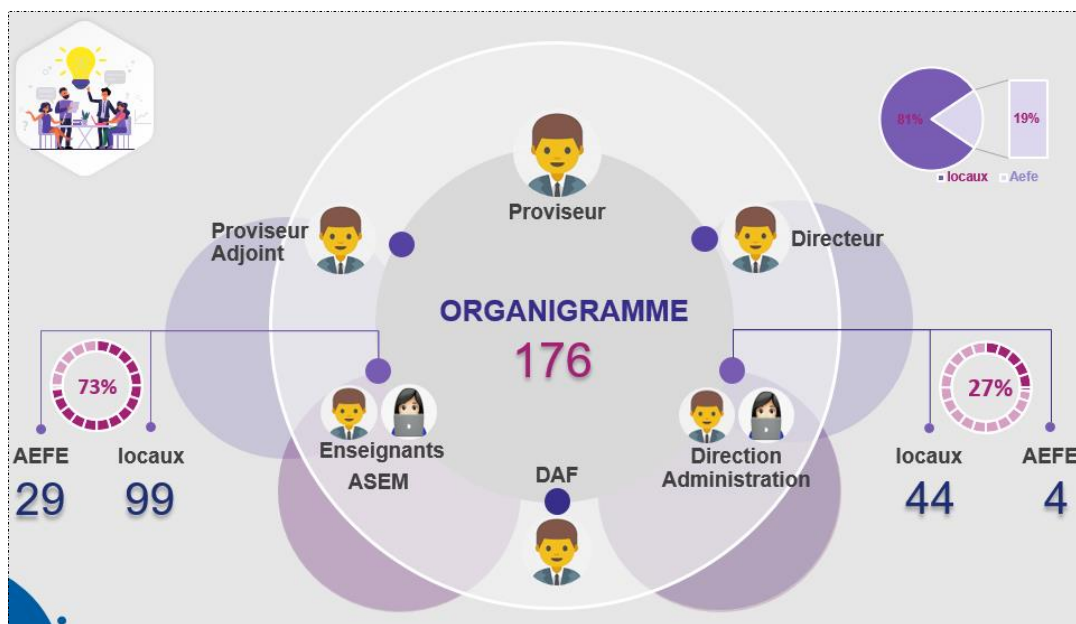
After a long and rigorous process with interested investors, we succeeded, during the Management Committee meeting on February 7, 2024, with the presence of parent representatives, the embassy, and a member of AEFÉ's management, in pre-selecting the top two offers that meet our needs.

The selection was based on the most important criteria for our community, such as the standards of the French Ministry of National Education, the proximity of the location to families, the return on investment, as well as minimizing risk and impact on tuition fees.

After tough negotiations, we are pleased to announce that the final choice has been made in favor of the offer from CAP France. This partnership is based on the principle of sharing a percentage of the tuition fees. With this principle, we ensure that the investor shares the risk in case of a decrease in enrollment, while maintaining a predetermined percentage in case of an increase in enrollment.



03. Human Resources



To ensure our children benefit from a school of excellence, the issue of human resources is paramount at EFIR. For your Management Committee, the educational sector is unique. Good human resource management is one that serves academic success. Therefore, it is important that all EFIR. services understand that the ultimate goal is academic achievement. It is with this vision that your Management Committee addresses human resource issues (recruitment, career management, staff motivation, continuous training, etc.).

1. HR Objectives for the Academic Year 2023/2024

- Achieving a school of excellence through recruiting qualified and competent staff members.
- Implementing a transparent, fair, and well-regulated recruitment process.
- Maintaining a nurturing work environment that promotes the well-being of staff members.
- Providing all staff members access to ongoing training organized annually in the Middle East region.
- Defining and implementing a "process-oriented" approach to professionalize the HR service and enable staff members to interact effectively with the department.
- Improving staff well-being and working conditions.
- Creating positions for Educational Support Assistants (ESAs) to assist middle or high school students with difficulty and ultimately be able to take charge of a class (reviewing a lesson, providing practice exercises) in case of a teacher's absence.
- Establishing, as soon as possible, a substitute pool for secondary education by discipline (following the primary model) to minimize the impact of teacher absences on our students.

2. Procedures and Projects Implemented in 2023/2024

- Overtime Hours: Implementation of a new method for calculating overtime hours in order to optimize costs. Also, introduction of a new procedure for assigning overtime hours to staff members, particularly administrative personnel, and implementing packages for teachers.
- Continuing Education Procedure: Methodology to be followed by staff members to organize their participation in training sessions efficiently and to simplify administrative procedures related to travel.
- Analysis and Statistics of Absenteeism Rates in the institution.
- Extracurricular Activities: Establishment of the operational framework for extracurricular activities.
- Creation of the position of "full-time substitute teacher" at EFIR (assessment to be conducted in June 2024).



3. Salary Policy, Internal Regulations

- Implementation of the salary policy at EFIR:
 - Application of the new salary scale for all local staff members.
 - Review and implementation of seniority benefits for local contract staff members.
 - Revision of formulas for calculating overtime hours and additional hours.
- Alignment of the Internal Regulations with Saudi legislation:
 - Revision of the End of Service Indemnity (ESI) calculation in accordance with local regulations.
 - Revision of rules for granting seniority benefits to staff members and new recruits upon hiring.
 - Revision of the Principal Teacher's Allowance for secondary school teachers.
 - Revision of on-call duties for administrative staff based on the needs of different departments.
 - Revision of exemptions for staff members who have reached retirement age (reassessment of post-retirement salaries).

4. Improvement of School Climate, Well-being, Conflicts, and Psychosocial Risks

The work environment significantly influences the motivation and behavior of EFIR staff members. By enhancing the individual and collective job satisfaction of EFIR staff, we aim to create a high-quality working environment. The HR department, plays a crucial role in this aspect, is focused on fostering an environment for the employees' well-being, fulfillment, and receptiveness among staff members to mitigate psychosocial risks.

ROLE DU SERVICE RH

Mesurer et analyser les variations du climat social en interne
 Analyse des relations sociales avec les représentants des personnels
 Mise en place d'indicateurs permettant d'identifier les problématiques affectant le climat social à l'EFIR
 Suivre de près les rumeurs (fréquences, motifs...)

As part of the well-being week at EFIR, the HR department conducted two workshops for all staff members this year:

- A. Group Talk:** A place for meeting and dialogue that allows for building connections within a framework of collective kindness
- B. Stress Management at Work:** Presentation aimed at providing staff members with tools to better manage stress in their professional daily lives.

Additionally, the HR department has implemented a "**Work Improvement Ideas**" box, aiming to gather proposals for improving working conditions. The goal is to implement feasible suggestions for the coming year.

The HR department plays a key role in managing conflicts among all staff members. When a conflict arises and the involved parties cannot resolve it, the management and HR department act as mediators. They facilitate dialogue resumption and work to resolve the conflict.

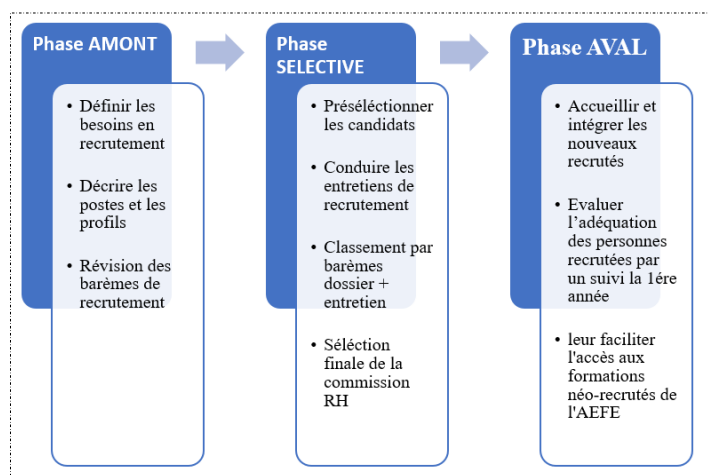


5. Recruitment Process at EFIR

Recruitment is a crucial process in HR policy. In June 2023, we established a precise and collaborative recruitment procedure with an HR commission composed of 8 members tasked with recruiting the best candidates:

- 2 members from the management
- 2 members from the HR department
- 2 staff representatives
- 1 expert (per discipline)
- HR Manager

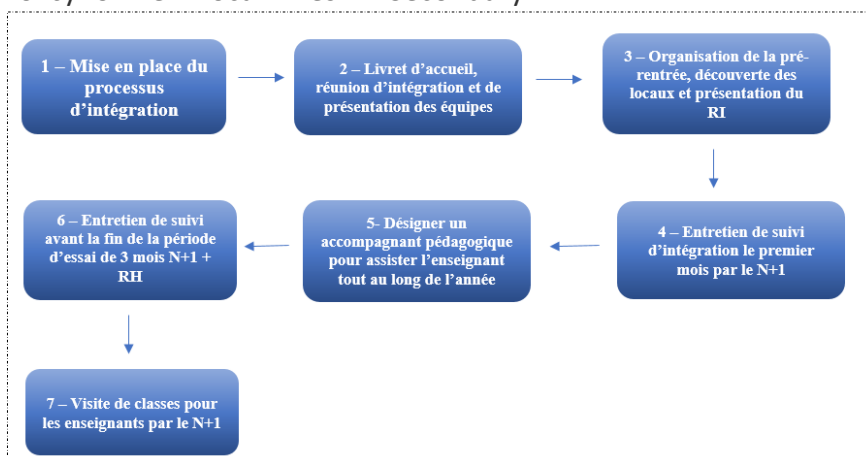
EFIR has carefully worked on establishing this collaborative recruitment process by defining the institution's priority areas for recruitment: proven skills of selected profiles, transparency, fairness, and non-discrimination.



6. Onboarding Process for New Hires

Two procedures have been implemented this year to facilitate and monitor the support of newly recruited teachers, both at the primary and secondary levels:

- Onboarding Policy for New Local Hires in "Primary"
- Onboarding Policy for New Local Hires in "Secondary"



We would like to inform you about the current situation regarding the staff sent by AEFÉ for the 2023-2024 school year and for the upcoming 2024-2025 school year.

For the 2024-2025 school year, there will be a new expatriate staff member joining us. Specifically, a new Primary School Director in charge of kindergarten will be appointed at EFIR for a duration of 3 years. Additionally, the expatriate position for Mathematics EEMCP2 (expatriate teacher with a mission of pedagogical counseling at the secondary level) will be replaced for the upcoming school year.



04. Extracurricular Activities

20 Clubs



By promoting the creation of these twenty clubs, your management committee allows your child to play, thrive, and learn outside of school hours. The 2023-2024 school year was a year of consolidation for the extracurricular activities launched in 2022-2023. Existing activities and clubs saw significant expansion, and new clubs were created. We offered several activities to parents, which are as follows:

1. Annual Clubs

The Football Club: Open to all classes starting from CP (Grade 1). This is an annual activity with two training sessions per week. The football club has seen considerable progressive since its creation in 2022-2023. The number of participants increased from 110 to 205 students. The number of coaches increased from 3 to 5 (1 head coach, 4 assistant coaches, and a supervisor). Several matches were organized by the football club, including competitions with "Ave et Al Fares School," "Reigate Grammar School," and "Andora Academy".

The Swimming Club: Open to all classes. This is an annual activity with two training sessions per week. The goal is to create teams and represent EFIR in inter-school competitions. The club grew from 80 participants in 2022-2023 to 125 students. Several meets and competitions were organized, including: October 6 at King Faisal Hospital: 5 podiums, November 10 at Al Fares School: 9 podiums, December 8 at Yamama Compound (regionals): 3 podiums, February 9, 2024, at Al Bostan Compound: 4 podiums, March 8 at British School: 6 podiums, March 22 at EFIR: 11 podiums, April 26-27 at King Faisal Hospital (regionals): 4 podiums.





The Robotics Club: Created this year, it has an enrollment of 90 students. The Robotics Club participated in a regional competition in the Sultanate of Oman on May 14-15, 2024. Two teams from EFIR participated, with one team finishing in third place and the other in fifth place.

Chess Club: Open to all levels from beginner to expert, the Chess Club is now an annual activity and has 60 enrolled members.

2. Various Activities

We have also created several sports and educational activities. These are quarterly activities that can see significant growth in the coming years. These include: Manga Club, combining art and Japanese literary culture; Table Tennis Activity; Taekwondo Activity; Artistic and Musical Clubs; Such as "One Day, One Work"; "Relaxation in Sport and Music."; Theater Clubs, offered for all levels and in multiple languages (Arabic, French, and English). The theater activities culminate in a performance by the students, attended by their parents.

Next year, we plan to establish a basketball club, which will have a professional staff and participate in numerous competitions.

- **Free Clubs**

The management committee has insisted that EFIR offers free activities. These activities are divided into two categories:

- **Sports Activities**: Provided by PE teachers within the framework of the National Union of School Sports for secondary education (middle and high schools). These activities include gymnastics, dodgeball, and badminton.
- **Cultural Activities**: Such as web radio, the young citizens' debate club, the PVR (Photo, Video, Reporting) club, and the TED Talk club.

Several other clubs are currently under consideration and may further enhance the current offerings. Indeed, extracurricular activities are continuously growing.



05. Events at EFIR



The past year at EFIR has been a stage for unprecedented creative and intellectual excitement, marked by a diversity of cultural, linguistic, technological, pedagogical, sports, and artistic events that have shaped the daily life of our educational community.

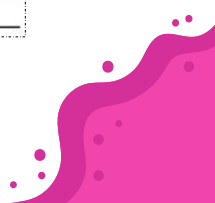
Through a series of carefully organized events and enriching trips, we aimed to provide our students with unforgettable, stimulating, and formative experiences, to nurture curiosity, encourage creativity, and promote the personal development of our students.

Each initiative, whether cultural, sports, or educational, was designed to cultivate an environment conducive to the overall flourishing of each individual.

EFIR participated in several competitions and won numerous awards across different disciplines.

1. Local School Outings

This year, our school organized no less than 32 school trips for 870 students to various cultural and educational sites in Riyadh. The students had the opportunity to visit the Riyadh National Museum, the Riyadh Zoo, The Line exhibition, the Diriyah site, Herfy Factory, the Book Fair, Horizons Expo, King Fahd Stadium, the Chocolate Fair, the French High School of Khobar, and a two-day trip to the city of Al Hofuf. These outings allowed students to explore different artistic, cultural, and sports fields, and to broaden their knowledge. Each excursion was carefully planned to provide enriching and stimulating experiences for the students.



2. International School Trips

Our school offered its students no fewer than 8 international trips, allowing them to explore destinations such as Villard-De-Lans (ski class) and participate in international competitions and events; the JIJ in Athens, the MOPI Games in Doha, MUN conferences in Madrid and Istanbul, discovering political institutions through the Sciences Po Club in Brussels and Paris, and the Robotics Competition in Muscat. These trips provided students with unique opportunities for learning, cultural discovery, and personal development, preparing them to become competent and enlightened global citizens.



3. National and International Sports Competitions

This year, our school brilliantly participated in various national and international sports competitions. Thanks to the dedication and talent of our student athletes, as well as the support of their coaches and the school community, our school won titles and achieved honorable rankings.

- The JIJ.
- The Middle East Games: EFIR ranked 6th and 12th.
- RSL swimming competitions: EFIR ranked 2nd and 3rd in the 9-10 age category and 2nd in the 7-8 age category.
- Swimming competition: 42 podiums were won in 7 competitions.
- Football competition.
- Basketball competition: (American school) Girls 1st place, Boys 2nd place.



4. Sports Events at EFIR

- Cross Country 2024 from CP to 6th grade.
- Olympiad for KG1 (PS), KG2 (MS), and KG3 (GS).
- Olympiad for 1st grade (CP), 2nd grade (CE1), 3rd grade (CE2), 4th grade (CM1), and 5th grade (CM2).
- Middle school football tournament.
- High school football tournament.
- Sports Day (high school).



4. National and International Competitions

Our school has distinguished itself both nationally and internationally by participating with great success in a variety of national and international competitions. EFIR has won several prestigious awards and achieved honorable rankings in multiple competitions, showcasing its talent and dedication on the competitive stage.

- AEH Zone MO Competition: [Cycle 3: 1st Prize], [Cycle 4: 2nd Prize], [High School: 3rd Prize]
- DDM Competition: [Cycle 4: 1st Prizes], [Cycle 3: 2nd Prize]
- MUNE Istanbul: Best Judge Award, and two Best Delegate Awards.
- MUNE Madrid: Simone Veil Prize, Blue New Deal Prize, Best Participation Prize.
- Poetic Slogan Competition "Encore" (France): 1st Laureate (the slogans will be displayed in the streets of Paris during the Olympics).
- Golden Words Competition: 1st Laureate
- Mascate Robotics Competition: 4th Place
- "Draw your country" Competition: three students selected to exhibit their works in a Saudi gallery.
- Number Race Competition.



5. Competitions at EFIR

- Drawing Competition for CM1 and CM2 "Vision 2030"
- Read-Aloud Competition
- Number Race Competition
- SLAM Competition



6. Collaborative and Cross-Curricular Events

- | | |
|---|---|
| <ul style="list-style-type: none"> • Career Fair • French Schools Forum • Canadian Universities Forum • French High Schools Worldwide Week (SLFM) • School Celebration • Francophonie Concert • World Arabic Language Day • Francophonie Week • Orientation Week with intervention from Mr. Didier Chaulier • Talk by writer Mrs. Sophie Laroche • Talk by Olympic champion Mrs. Soraya Haddad • Talks by Dr. Raja El Hasnaoui (3 conferences on ADHD) ▪ Talk by Max and Marie, cyclists | <ul style="list-style-type: none"> ▪ Talk by director Christophe Rolin ▪ Talk by journalist Léo Potier ▪ Performance by the orchestra "Les Impromptus" ▪ Performance by Mr. Eihab Abdeen, singer and Oud player ▪ Visit from trainers from the Regional Training Institute ▪ Visit from Mr. Matthieu Raynaud, Middle East sector manager ▪ Down Syndrome Awareness Week ▪ Autism Awareness Week ▪ Environmental Awareness Week ▪ Wellness Week ▪ First Aid Training (PSC1) ▪ Prepa_PASS Training ▪ ADN-AEFE School Exchange ▪ May of Language |
|---|---|



06. Investments in the current campus

In order to achieve the strategic vision of the CDG, which is to attain educational excellence, the focus has been on enhancing the efficiency of the general services department. This department is crucial for the smooth functioning of EFIR.

Undoubtedly, it's one of the most solicited services in the institution, playing a pivotal role in resolving issues faced by teachers, students, and various school departments. Its objective is to ensure the daily management of the establishment, guaranteeing maintenance, cleanliness, event organization, procurement, and negotiation to reduce operational costs.

1. Investment in construction

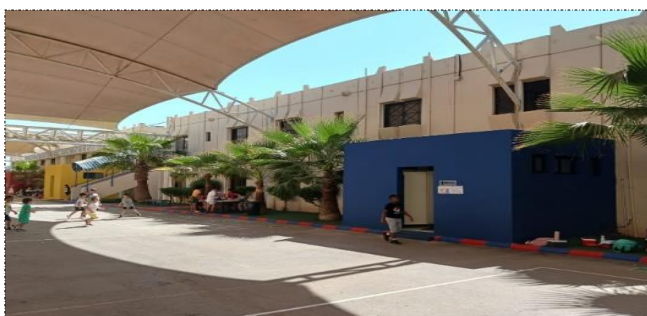
1. New Shade Structure:

To ensure a healthy and protective environment for our students, the CDG has decided to install a shade structure to cover the courtyard. This initiative will allow our middle school students to enjoy their break times and idle hours in more favorable conditions. It was a strong demand from families concerned about the health of their children.



2. Facilities :

It's essential that the school's toilets are hygienic and clean. This cleanliness is crucial for maintaining the health and satisfaction of our students. Beyond parental concerns, the CDG has decided to increase the number of facilities by creating 32 new toilets to meet the growing needs of the students. With more students, it's only natural for the CDG to respond to the strong demands of parents in this area.



3. Creation of new classrooms:



Here too, the management requested the construction of classrooms to accommodate more students at EFIR for the academic year 2023-2024. Therefore, we had to build new classes, always keeping in mind that we would move in 3 years. We conducted a financial study that demonstrated the profitability of these constructions, even if they were only to be used for a few years.

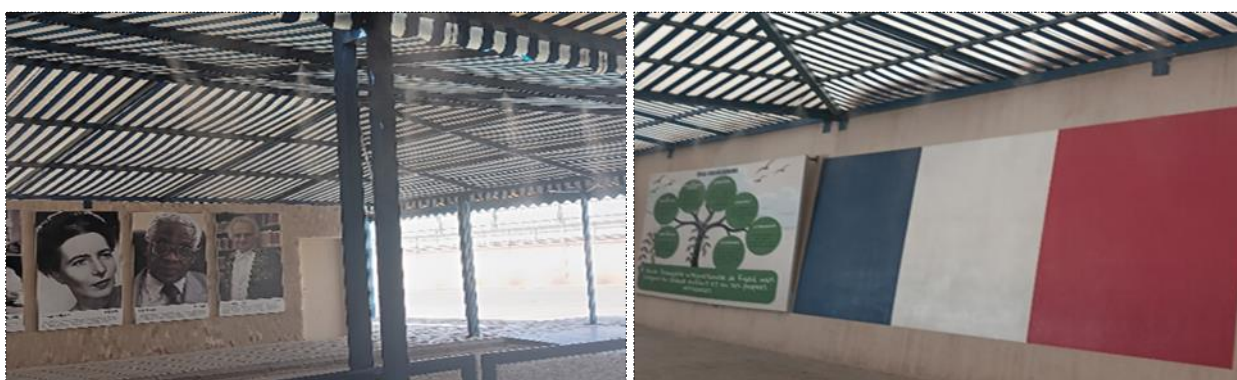
4. Main entrance Expansion



A request from the security manager led us to agree to widen the students' entrance door. Here again, security imperatives prompted your CDG to accept this request from the security manager. Although we were hesitant to carry out these works, we must acknowledge that they have eliminated any risk of crowding and allow students to be less delayed as passage is now smooth during peak hours.

2. Operating Investments

1. Water Missing System

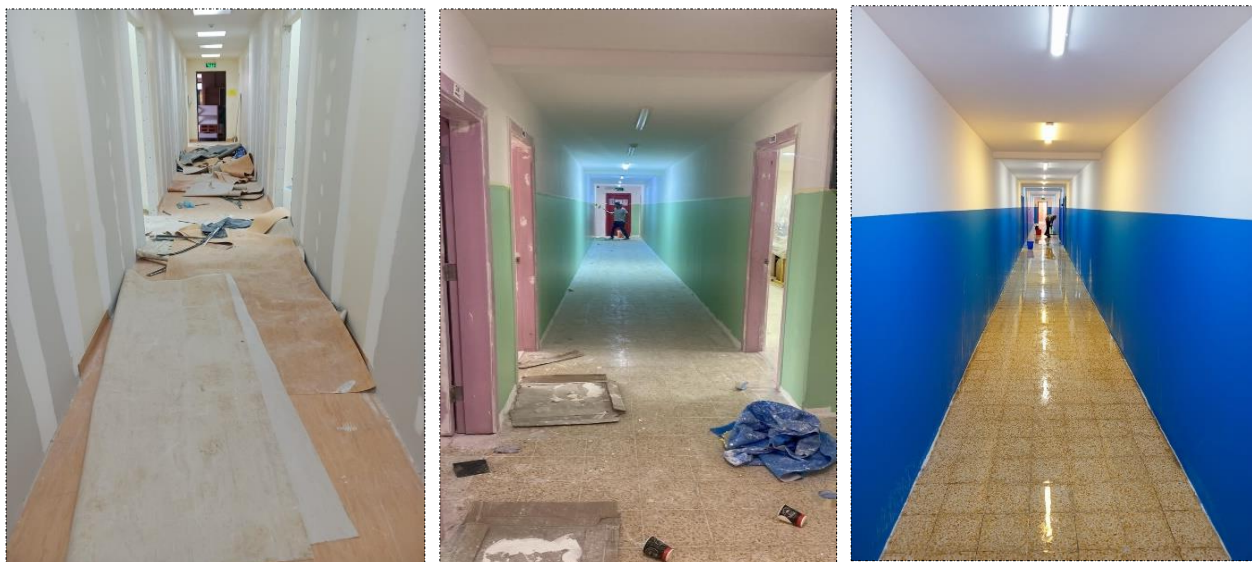


In order to protect parents from the heat during waiting times at the pick-up area and also to provide the best welcoming conditions for our students, the CDG has decided to install a water misting system at the entrance of the school. This system involves dispersing water into the air as droplets, immediately lowering the temperature in the reception area.



2- Painting the Walls

At the request of families and staff members of EFIR, the CDG decided to give our school a more presentable appearance, providing students with a more welcoming and cheerful environment, using bright and energetic colors that can evoke a sense of motivation and fulfillment.



3- Beautifying the spaces within EFIR



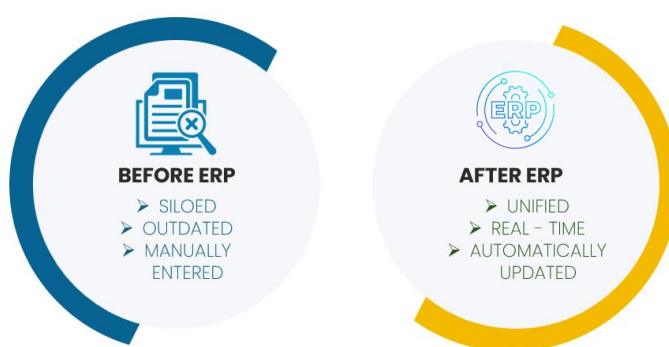
To promote the influence of French culture and provide all EFIR students with easy access to paintings depicting French celebrities, the CDG has placed an order for 26 portraits of French celebrities. To raise awareness among students and parents about the importance of gender equality, we decided that half of the portraits (13 individuals) would be dedicated to female figures. Once again, your CDG is fulfilling its promises of equality between girls and boys.



07. School's Digital Transformation

1. New ERP System

We have a clearly defined vision and strategic mission focused on strengthening professionalism and efficiency, streamlining processes, and ensuring development to support the rapid growth of the school and meet its evolving needs. To achieve these established objectives, decisive steps have been taken to turn this vision into reality. We have made the initial decision to centralize the school's solutions through the implementation project of an ERP system. This initiative aims to facilitate the school's transition from a legacy infrastructure to a modernized business environment, fostering operational agility in line with contemporary industry standards and the requirements of the Saudi authority.



a. Project Implementation

The IT department has been tasked with managing this project and has been able to translate the conceptual objectives of the CDG into actionable realities. It is within this framework that the implementation project of an ERP system was initiated. This approach aims to centralize and modernize the IT processes of administrative services, including finance, admissions, human resources, infirmary, extracurricular activities, communication, procurement, maintenance, and many others. All of this is aimed at increasing operational efficiency and meeting the evolving needs of the school. With this technological solution, the quality of services will be enhanced to reduce errors and improve decision-making within the institution, thereby contributing to its development and professionalism.

A thorough market analysis was conducted, contacting numerous suppliers to identify the ERP system best suited to the school's needs. Odoo emerged as the optimal choice, offering high-quality and cost-effective services in a cohesive platform.



This project for a new Enterprise Resource Planning (ERP) system has been implemented at our school by the Belgian company Odoo, specialized in the development of management software and known worldwide for its modular approach and ease of use. It offers a suite of integrated applications or modules covering various aspects of business management, such as accounting, human resources, customer relationship management (CRM), tuition fees, procurement, maintenance, and many others.

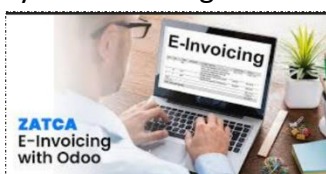
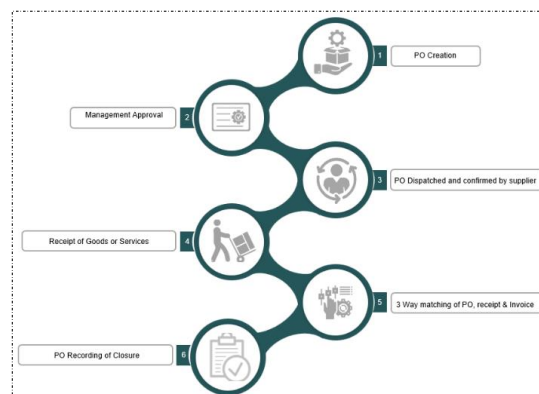


b. Implementation Objectives

Before the integration of the ERP system, the administrative team faced a major challenge, namely fragmented data management: different departments, such as admissions, finance, human resources, and support services, used different platforms to manage their daily tasks, making synchronization and full integration of these databases difficult. This situation negatively affected data accuracy, accessibility, and the consistent dissemination of coherent and error-free information in real-time. Additionally, other challenges included resource inefficiency, with duplicate data entry, redundant processes across different systems, and numerous manual tasks, wasting effort, time, and productive resources.

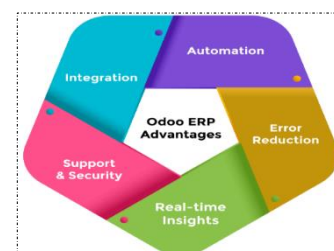
The initiative of this project aims to improve the efficiency and consistency of administrative operations and to optimize and automate their operational processes. Furthermore, the implementation of this system facilitates parents in paying bills by offering user-friendly and secure online payment options, thereby simplifying the school fee settlement process.

But the most important point is that thanks to this ERP project, the school is now fully compliant with the requirements imposed by the Saudi authorities (Zatca), ensuring that all financial operations comply with local regulations. The adoption of a cutting-edge ERP system reflects the CDG's commitment



to integrating the best technological practices to ensure the security and efficiency of administrative operations, thereby demonstrating its commitment to providing the educational community with

secure access to essential data and resources, while optimizing internal processes for a seamless and transparent user experience, meeting the highest standards of quality and transparency.



c. Conclusion

The implementation of this ERP system marks a significant milestone in EFIR's administrative modernization efforts. The CDG's initiative to implement such a project will bring substantial benefits to the school, making administrative processes more efficient and improving the ability to serve both staff and students' parents.

2. Upgrading of Infrastructure and Equipment

a. Network Upgrade

In line with the management board's objectives to upgrade EFIR's digital capabilities, the IT department recently made the decision to optimize several aspects of the school's IT infrastructure and modernize its technological landscape to enhance the digital experience for both students and staff:

Firstly, since the beginning of the 2023-2024 school year, EFIR has managed to upgrade its connection speed from 200 to 500MB, resulting in faster connectivity and a smoother online experience for all users.



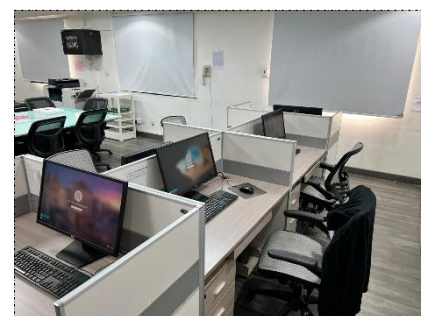
Moreover, we have strengthened online security by implementing measures to protect students when using the Internet, thereby ensuring a safe online experience: individualized sessions for each user and access restrictions via the firewall.

Finally, to extend Wi-Fi coverage throughout all school buildings, additional access points or Wi-Fi hotspots have been installed, and a new Wi-Fi network configuration has been implemented.

These initiatives are part of the ongoing commitment to provide a modern and secure digital environment for student learning and development.

b. IT Equipment

In order to enhance the hardware and IT infrastructure, a series of renovations have been implemented: Fifty new computers have been acquired and installed in the technology classrooms, computer lab, and seven IT laboratories. Additionally, a teachers' lounge has been optimized with expanded screens, and new interactive whiteboards and projectors have been installed in the new classrooms.



Simultaneously, daily maintenance interventions have been conducted to anticipate the needs of both students and staff, ensuring the repair or update of existing equipment. These initiatives demonstrate our commitment to providing a modern and functional IT environment, meeting the growing needs of the school community.

3. Information Security

a. Acquisition of a firewall solution, second Cisco core switch, and creation of VLANs

As part of the ongoing efforts to strengthen the security and reliability of EFIR's IT infrastructure, several measures have been implemented. This includes the implementation of a redundancy plan, with a team of experts tasked with installing measures to ensure service availability and continuity in case of failure. Additionally, two advanced firewalls have been deployed to enhance the system's security against external threats and cyber-attacks. An awareness initiative on cybersecurity and proper equipment usage has also been launched, including email awareness campaigns on IT security for staff and students. These actions aim to enhance the security and reliability of our IT infrastructure while raising awareness among the school community about best practices in IT security.

b. Data Protection

A regularly maintained backup server has been established, equipped with a rigorously configured automated backup system to ensure the protection and regular backup of the school's critical data. Tests and system switchover exercises are regularly conducted to ensure the reliability and effectiveness of backup and recovery procedures when needed.

4. Projects and Innovations

In addition to collaborating with British and American schools in Riyadh, EFIR actively engages in inter-school meetings, facilitating the exchange of best digital practices and the development of joint initiatives in the IT field. Furthermore, strategic partnerships have been established with several renowned technology companies, benefiting from their expertise and resources to strengthen our infrastructure and



implement innovative solutions. These collaborations not only optimize our IT processes but also keep us at the forefront of the latest technological advancements, ensuring an enriched learning experience for our students and an optimal working environment for our teaching and administrative staff.

5. Integration of Artificial Intelligence

Since its inception, the management committee has defined the automation of administrative tasks and the integration of artificial intelligence into the daily procedures of its services as top priorities. The ambition is to transform internal processes by significantly increasing operational efficiency, reducing human errors, accelerating information processing, and freeing up time for staff to focus on higher value-added activities, such as innovation and continuous improvement of services.

To achieve this, the French company AIRA has been selected for this automation and has integrated several thousand robots to automate various administrative processes, thus optimizing the efficiency and accuracy of operations. AIRA incorporates advanced artificial intelligence and machine learning into our systems, enabling intelligent decision-making for increased efficiency.



Within the security service, robots now automatically create stickers for visitors accessing the EFIR campus, simplifying and speeding up the check-in process while prioritizing the safety of students, staff, and school visitors. For the tuition fee service, AIRA has deployed robots capable of responding to parents' emails, ensuring quick and consistent responses to inquiries. Furthermore, automation has been extended to entering student grades into the Saudi national Noor system, significantly reducing the time required and minimizing human errors. Thanks to these innovations, AIRA enhances the productivity and quality of administrative services.

Artificial intelligence brings undeniable added value by improving the systems of institutions and companies in general and our school in particular, thus promoting more efficient management and informed decision-making.

6. Assessment and Prospects

As part of our commitment to providing quality IT service, our objectives are manifold and ambitious. Firstly, we seek to improve the overall efficiency of our service by implementing optimized processes and efficient management tools. This includes reducing the processing times for technical support requests, improving the availability of IT systems, and optimizing equipment performance. At the same time, we aim to increase user satisfaction by providing responsive, personalized, and high-quality support. To achieve this, we focus on transparent communication, swift issue resolution, and addressing the specific needs of each user.



Finally, aware of the constantly evolving educational needs, we are committed to continuing to innovate and offer IT solutions tailored to the challenges and requirements of the education sector. This includes the development of new features, exploring new technologies, and adapting our service to the changing needs of teachers, students, and administrative staff.

In summary, our goal is to provide quality, efficient, and innovative IT service that contributes to enhancing the educational experience of the entire school community.

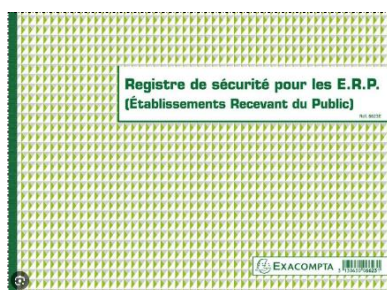


08. Security at School

Under the impetus of the CDG, the Headmaster, Director of Security, and their directorate, this period has been marked, among other things, by numerous projects and the complete overhaul of the PPMS and all its annexes amended with the latest structural, material, tactical, and technical improvements. A new generation PPMS is now entered on an AEFE ORION platform accessible to stakeholders from the MEAE and the EFIR.

1. Mandatory Written Documentation:

- **Specific Security Plan (PPMS)** Finalized in the first period on the ORION AEFE platform. Amended with the latest works and security reinforcement improvements implemented since the start of the school year. Development and display campaign of the new PPMS wall plans.
- **Safety Register for Public Buildings** Assessment of fire infrastructure. The first official ERP register created and compliant with Articles R*123-2, 51, 18, 19, 43, and 44 of the Building and Housing Code, Title II, Chapter III, relating to establishments open to the public.
- **Safety Register for Event Reception** Protocol for event reporting and management (collective training for guards and reception agents).
- **Badge/Sticker Campaign** New badge/sticker process under development, integrating AI for the 2024/2025 school year. This will bring efficiency, security, and smooth handling of requests.
- **Reports, Proposals, Notifications, and Forms** Regular written production for the CDG, Principal, and Financial and Administrative Director.



2. Security Reinforcement :

- Defense and Containment Reinforcement
 - **Expansion of Entrances A and B:** Completed to eliminate the previous bottleneck, which posed significant risks during a general evacuation.
 - **Security Closure for New Staff Parking:** Implemented.
 - **Feasibility Study for Video Surveillance Extension:** Quotes are in progress. A subsidy request from AEFE has been prepared to integrate video surveillance with the projects for entrances A and B, and the perimeter wall.
 - **Upgrading ZMS Armored Doors:** Ensured that they cannot be opened from the outside.
 - **Extension and Monitoring of PPMS Advanced Medical Kits:** Implemented and tracked.
 - **Control and Monitoring of Internal Radio Network and THURAYA (SAT Link with the Embassy):** Completed. Display of PPMS plans in all classrooms and zones has been achieved.
 - **Construction of New Perimeter Wall:** Carried out as requested by authorities. A 600m x 2.50m strip to the east and west, previously granted, has been returned to public access, significantly increasing



our security level.

- **Fire Safety Reinforcement**

- Monitoring of the Fire Safety Register: **Established in the first period for Public Access Buildings (ERP) of type N, category 1 (more than 1,500 students).**
- Frequent False Fire Alarms: **Ongoing training, signage, and awareness campaigns are in place to address this issue.**
- Use of Two Crisis WhatsApp Groups: **Created in the first period for all staff and management, dedicated to PPMS.**
- Preparation for an Unplanned Degraded Mode Exercise: **Scheduled for May and June.**

- **Reinforcement of ZMS (Zone de Mise en Sûreté) for Intrusion/Attack Risk**

- **Creation of a 9th ZMS:** Established in the infirmary. All 10 key boxes in ZMS locations have been replaced. Structural and logistical improvements for all ZMS areas are maintained and enhanced.
- **Preparation and Coordination of the 2nd Confinement Exercise:** Scheduled for May 2024, with the participation of the First Counselor O.S. from the embassy. Feedback and lessons learned (RETEX) will be collected via Google Forms. Continuous training, signage, and awareness campaigns are in place.
- **Use of Two Crisis WhatsApp Groups:** Created in the first period for all staff and management, dedicated to PPMS.

- **Specific collective training for CPE, ASEM, AVS, replacement pool.** Individualized for supervisors.

- Numerous interventions in the context of school councils, commissions, and other professional meetings.

- Finalization of the educational project of a PPMS mascot through play (VERONIC) for all kindergarten classes. Creation of 12 custom mascots by Ms. Tamara AL JUNDI and general coordination ensured by Ms. Nathalie WAUTHY.

- Finalization of the inter-class educational project of PPMS through art and drawing, a coordinated comic strip by Ms. Arwa MAMLOUK.

- Finalization of the educational project of PPMS through video. Production and editing of a clip by Ms. KIRECHE Amina for one class of each level depicting confinement. Video for restricted distribution and strictly internal use.



The poster features the PPMS Confinement logo (a red circle with a white cross and the text 'PPMS CONFINEMENT') and the 'VERONIC' logo in orange. It includes a list of instructions for the mascot VERONIC, a photo of the mascot, and the school's name: 'École Française Internationale de Riyad'.

V - Vigilante
VERONIC connaît le signal la prévenant de l'entrée des chats dans l'école.

E - Enfermer
VERONIC se cache en silence avec un petit livre/jouet et le(a) maître(esse) ferme la porte.

R - Regarder et rester calme
VERONIC reste attentive et regarde le(a) maître(esse) pour connaître les consignes.

O - Obéir
VERONIC fait exactement ce que le(a) maître(esse) lui demande.

N - Ne pas faire de bruit
VERONIC reste parfaitement silencieuse, jusqu'à ce qu'on lui dise qu'elle peut de nouveau parler.

I - Invisible et Immobile
VERONIC ne bouge plus et ne fait plus un bruit, pour ne pas que les chats l'entendent.

C - Courir
Si les chats essaient de l'attraper, VERONIC s'échappe et se dirige vers les sorties ou une cachette. Lorsque l'on se trouve à l'extérieur, il faut Courir, pour se Cacher car cela s'appelle le Confinement.

- **Internal reinforcement of private security company EYE SECURITY GUARDS (ESG)**

- Under the control of the CDG and the DAF, ARKAL was replaced by ESG. In addition to substantial savings, it takes over all guards and improves working conditions. Specific permanent instructions and training for guards (CCTV, flow control, first aid, confinement...).

- **Reinforcement of external relations**

- COUNCIL OF MANAGEMENT (CDG): Risk analysis, development of high-level security implementation strategies. Consideration of the new school project: to establish a first-rate

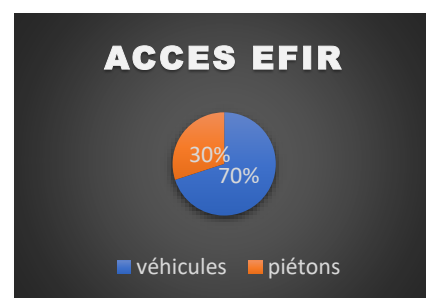


security architecture. Search for conceptual and methodological renewal in security in compliance with current regulations and applicable standards in the fields of insurance, fire safety, and accessibility for people with reduced mobility (PRM).

- NATIONAL GUARD: Close collaboration. Numerous meetings.
- FRENCH EMBASSY:
 - ✓ Close collaboration with key security actors at the chancellery. Visit of the 1st Counselor, Security Officer on the occasion of the 2nd PPMS confinement exercise unanimously validated.
 - ✓ Close collaboration with the Divisional Commissioner, Internal Security Attaché (ASI).
- SECURITY ADVISOR DSD MEAE: Close collaboration with the MEAE security expert based in ABU DHABI.
- DIRECTORATE OF INTELLIGENCE AND DEFENSE SECURITY (DRSD): Close collaboration with the senior officer. Permanent contact in the context of medical evacuation.

• Access control

Vehicle and pedestrian flows are significant. Nearly 700 vehicles (including 60 compound buses) enter the school for secure drop-offs. That is 35 vehicles per minute. Around 500 pedestrians pass through the main entrance. Nearly 1,800 people access the school daily. Road safety reminders around and inside the establishment transmitted to parents via communication. Guard road safety training focused on pedestrian safety.



• Forecasts, proposals, and ongoing projects

<ol style="list-style-type: none"> 1. Expansion of indoor and outdoor video surveillance system 2. Opening of the second secure access for staff 3. Display of prohibition signs on exterior walls 4. External road infrastructure development (sidewalks and asphalt) 	<ol style="list-style-type: none"> 5. Study of a smartphone application (reporting an incident and triggering an alert from anywhere in the school) 6. Completion of badge/sticker management with AI 7. Security structural study for extension planned for the 2024/2025 academic year
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3. Proposition & conclusion

While it may be challenging to conclude on such a topic definitively, under the careful oversight of the CDG, the Director of Security, the Headmaster, and his directorate, the security office ensures the maintenance of appropriate security diagnostics and adjustments for a major risk. This dynamic allows for the best conditions regarding the constant observation of the site, risk analysis, and the development of a very high-level general safety strategy. However, in a particularly tense regional and international context, there is no typical outcome. There is always room for improvement to thwart, reduce, or even eliminate the vulnerability of the site, to provide staff with guides, training, and individual and collective expertise adapted to the situation. The recurrence of exercises and the active participation of all executives further perfect this essential and comprehensive security aspect.



09. The inclusion department & school psychologist

Since we were elected, we have validated and funded the establishment of an inclusion department. One person was recruited to develop an inclusive policy within EFIR.

1. Support for EBEP

a. Individualized Projets

During the 2023-2024 school year, 126 educational team meetings were held. These meetings had several objectives, including updating Individualized Education Plans (IEPs) and Individualized Student Plans (ISPs) if there were new assessments. During these meetings, based on medical assessments and/or notifications from the “Maison Départementale des Personnes Handicapées” (MDPH) (for French families), several possibilities are available to EBEPs to meet their needs: inclusion in mainstream classes, specific accommodations in course materials (modified dictation, oral assessments, etc.), presence of a teaching assistant. The presence of teachers or the head teacher at these meetings allows them to understand the importance of targeted accommodations in relation to the student’s disability or impairment. The accommodations are detailed to facilitate the work of teachers. To meet the needs of students who require the presence of a teaching assistant, Mrs. Aït Sidi Moh and Mrs. Mouaatarif studied the CVs of the received applications, conducted interviews with the selected candidates. The School Inclusion Follow-up Committee (CESI), composed of the Head Teacher, the inclusion coordinator, the embassy’s medical advisor, the psychologist, and a school nurse. This committee analyzes the student’s situation in a comprehensive manner, assesses the feasibility of the project, verifies its adequacy to the child or adolescent’s specific needs, and ensures the involvement of all stakeholders. Two meetings were held on October 4, 2023, and May 19, 2024. For some projects, the renewal of the individualized project was subject to external medical follow-up, receipt of more recent assessments.

b. Assessments & exams

Mrs. Aït Sidi Moh, Mrs. Mouaatarif, and when possible the educational assistants, provide support during assessments for EBEPs as readers, reader- scribes, or in rephrasing instructions. Extra time is also made available to EBEPs when indicated in the individualized plan, or they are offered fewer exercises when extra time is not possible (the student is assessed on the same skills as their classmates). The objectives are multiple:

- Compensate for the student’s difficulties with accommodations
- Put the student in a situation of success
- For students in exam classes (DNB and BAC), prepare them for exam conditions

Moreover, about ten secondary students took their assessments in room 316A, dedicated to inclusion. We would like to thank the Management Board for providing this room. It facilitated collaboration between the inclusion coordinator and the psychologist thanks to this shared space. This space is warmer and more welcoming, which is important for welcoming families, students, and staff. Furthermore, Mrs. Mamlouk and her art option students have started a project to make this space more reassuring and pleasant. Finally, Mrs. Aït Sidi Moh works closely with Mr. Boulmane, Deputy Head Teacher, regarding requests for exam accommodations for the DNB and baccalaureate.

2. Support for Staff

During the month of September, Mrs. Aït Sidi Moh and Mrs. Mouaatarif met with all primary teachers and all main teachers of secondary school to detail the profiles of EBEPs in their class, and the accommodations put in place that worked. Secondary school main teachers were to relay the information to the entire



teaching team. Mrs. Mouaatarif provided constant support to teachers by taking care of students who needed psychological support. With Mrs. Aït Sidi Moh, they supported teachers, teaching assistants, educational assistants, and school life staff throughout the year. Throughout the year, Mrs. Aït Sidi Moh assisted teachers, who requested her help, in completing Individualized Student Plans (ISPs), responded to their specific requests regarding student assessments, work on written course materials, or assessment support... According to the teachers; needs, with Mrs. Mouaatarif, they conducted classroom observations allowing for better student support.

Three training sessions were offered this year:

Training name	Training Date	Number of participants
Missions of AESH (with M.Aït Lhadj)	15/11/2023	11 AESH
Attention Deficit Disorder (AESH)	15/01/2024	26 staff members
Written Language Disorder (WL)	05/02/2024	21 staff members

Training sessions on ADHD and SLD were also offered to the parents of students. Ms. Aït Sidi Moh encourages her colleagues to pursue accredited individual training. She is currently preparing for the University Diploma in Neuroeducation from the University of Paris Descartes. This diploma aims to provide fundamental knowledge on the development of children and adolescents in social contexts, linked to brain maturation. The DU offers a comprehensive and holistic approach to managing students with special educational needs (EBEP), focusing on implementing pedagogical strategies based on the understanding of brain development and learning processes in children and adolescents.

a. Actions within the entire EFIR community Several initiatives have been undertaken to raise awareness about inclusion among the educational community:

- Well-Being Week
- Down Syndrome Awareness Week
- World Autism Awareness Day
- Training sessions offered to parents and staff
- Classroom interventions upon teachers' requests

b. Collaborative Work

•With the Management: Mrs. Aït Sidi Moh and Mrs. Mouaatarif attended several meetings throughout the year with Mr. Aït Lhadj, the primary school director, and Mr. Boulmane, the deputy principal, for the secondary level. As part of the follow-up in primary school, assessments of the situation of students with special educational needs (EBEP) were conducted, and meetings with families based on teachers' feedback took place... In the secondary level, they attended Watch Committees meetings, in the presence of Mrs. Nassar and Mr. Boulmane. For the coordinator, the objective was to assess the situation of each student followed by the Inclusion Department by cross-referencing data from school life, management, and the infirmary.

☑With the Embassy Social Service: The inclusion department team works closely with the Social Service of the French Embassy regarding the files of French students with a Personalized Support Plan (PPS).

☑With specialists: The inclusion department team works closely with specialists who follow our students: speech therapists, neuropediatricians, occupational therapists, psychomotor therapists, psychotherapists... This year, the directory of French-speaking professionals has been enriched.



10. The AEFE convention

EFIR is a school approved by the French Ministry of National Education. This approval is a recognition of the pedagogical quality taught at EFIR. The AEFE intervenes to facilitate the network of approved French educational establishments abroad (training, pedagogical advice, communication, etc.).

There are 540 approved French educational establishments abroad that are part of the AEFE network. This approval guarantees a French curriculum for our children and the possibility of changing French establishments worldwide at any time. Additionally, French families can obtain scholarships and support at the high school level. In exchange for this approval, the 540 approved establishments pay 2% of tuition fees.

Among the 540 approved establishments, 71 are directly managed by the AEFE, 155 are under agreement, and 314 are partner establishments (including 90 managed or in partnership with the French secular mission).

EFIR is an approved establishment. Furthermore, our school is bound by a standard convention with the AEFE. Primarily, the convention allows for an expatriate management. In return, we pay 6% of tuition fees. Every 5 years, this convention is renewed. This is currently the case for EFIR. We want the future standard convention to result in increased resources allocated by the AEFE to EFIR. Currently, families bear the salaries and benefits paid to residents. In return, we ask the AEFE to send us even more quality personnel, trainers for primary and secondary education, and a stable management team over time. This negotiation is beginning to bear fruit, and we have succeeded in recruiting a second person as director in the primary sector.

The other two French schools in Saudi Arabia are approved (Jeddah and Khobar).

The objective of your management committee is for the renewal of the convention to be advantageous for the families and children of EFIR.



11. The dress code at EFIR



The wearing of a uniform has been a long-standing request from parent representatives at EFIR within the school board. This issue was brought up at the EFIR school board meeting in November 2023. Out of 18 voters, 16 voted in favor of implementing a uniform, one person abstained, and one voted against. This near-unanimity clearly demonstrates that it is a general desire (parent representatives on the school board, staff representatives, members of the administration, and students) within the educational community to strengthen the sense of belonging and EFIR identity. This was followed by a lengthy consultation phase with EFIR students to involve them in choosing the design of the uniform. This entire process took several months. The management provided us with a report on the students' preferences. By the end of May 2024, the management committee began approaching uniform suppliers to ensure the best value for money. Two parent representatives on the school board and the school council were invited to meet with a supplier who presented a sample of their products. At present, it is unlikely that the uniform policy will be implemented at the beginning of the 2024-2025 school year. We will inform you of the exact date when we have more information on the implementation of this uniform policy.



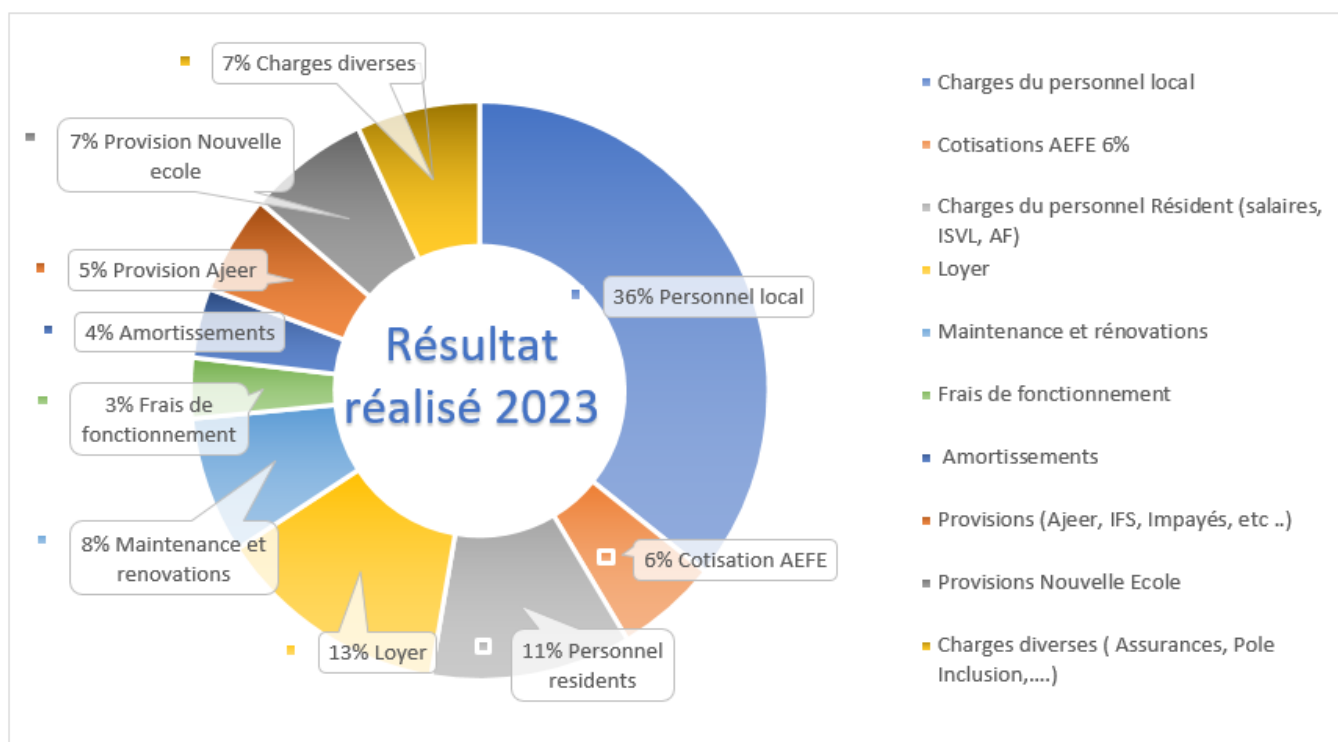
12. Financial Status

1. Introduction

The current management board was elected in April 2022. Since the first day of its election, its main mission has been to implement and organize the necessary actions to achieve specific objectives, which consist of optimizing the management of the educational community's assets within a framework of transparency and professionalism.

2. Results Achieved 2023

	2023
Total Produits	SAR 60,575,510
Charges du personnel local	SAR 21,649,918
Cotisations AEFE 6%	SAR 3,465,308
Charges du personnel Résident (salaires, ISVL, AF)	SAR 6,810,265
Loyer	SAR 7,939,656
Maintenance et rénovations	SAR 4,637,109
Frais de fonctionnement	SAR 2,045,806
Amortissements	SAR 2,360,301
Provisions (Ajeer, IFS, Impayés, etc ..)	SAR 3,365,048
Provisions Nouvelle Ecole	SAR 4,125,000
Charges diverses (Assurances, Pole Inclusion,....)	SAR 4,178,077
Total Charges	SAR 60,576,488
Total Net	-SAR 978



3. Revenue (Turnover)

In order to enhance the well-being not only of the students but also of the teachers, the CDG has dedicated all its efforts to increase EFIR's revenues to obtain the necessary means to provide adequate tools for educational development. The turnover increased from 52 MSAR at the end of 2022 to 60 MSAR at the end of 2023, representing a growth of 15%."

Années	2017	2018	2019	2020	2021	2022	2023
REVENUS	41 MSAR	44 MSAR	44 MSAR	43 MSAR	45 MSAR	52 MSAR	60 MSAR

The increase in turnover over the past two years is mainly due to the strategy followed by the management board to meet the strong demand from French families arriving in Riyadh as well as from Francophone families attracted by the French education system.

Table of the number of students enrolled at EFIR

Années	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Nb d'élèves	1 165	1 246	1 272	1 347	1 515	1 610	1 750

4. Provisions

Provisions refer to probable expenses that EFIR will have to bear in the near or distant future, for an estimable amount that is not yet definitively known.

Années	2020	2021	2022	2023	Total
NOUVELLE ECOLE	0	2,500,000	5,800,000	4,125,000	12,425,000
FIN DE SERVICE	816,251	1,540,442	825,500	2,304,177	5,486,370
AJEER	0	0	1,320,000	1,000,000	2,320,000
IMPAYES	161,959	0	215,725	60,843	438,527
TOTAL	978,210	4,040,442	8,161,225	7,490,020	20,669,897

As you can see, thanks to the judicious policy of your CDG, EFIR was able to maintain a provision of 4MSAR in 2023 dedicated to the new school, reaching a total of 12.4MSAR specifically reserved to limit the financial impact of the rent for the new school. Additionally, an additional provision of 1M is added to last year's 1.3MSAR, to constitute a reserve of 2.3MSAR. This will help to amortize the cost that will be incurred by the annual AJEER contribution.



5. Miscellaneous charges

Miscellaneous charges are exceptional expenses that do not correspond to the regular financial management of the school. These charges include various expenses, which will be detailed below:

Charges	Montant
Voyages	1,350,000 SAR
Perte de change	1,077,000 SAR
Formation continue	366,000 SAR
Accueil personnel AEFÉ	162,000 SAR
Eau	264,000 SAR
Assurance	119,000 SAR
Fournitures administratives	225,000 SAR
Petite maintenance	226,000 SAR
Autres	389,000 SAR

6. Audit Report of 2022

Exhibit – B

SAUDI ARABIAN INTERNATIONAL SCHOOL
FRENCH SECTION – RIYADH
Riyadh, Saudi Arabia
STATEMENT OF REVENUES AND EXPENSES
For the Year ended 31 December 2023

	Note No.	31 Dec. 2023	31 Dec. 2022
REVENUES			
Income from Main Activities			
Tuition and Registration Fees(net)	(18)	55,819,340	49,222,538
Net Income from Activities		55,819,340	49,222,538
Other Income			
Interest on Bank Deposits		382,960	136,826
Other Income	(19)	4,373,210	3,044,851
Total Other Income		4,756,170	3,181,677
Total Income for the Year		60,575,510	52,404,215
EXPENSES OF MAIN ACTIVITIES			
Salaries and Related Costs	(20)	(28,460,183)	(23,799,958)
School and Accommodation Rent		(7,939,656)	(7,939,656)
Repairs, Maintenance and Cleaning	(21)	(4,637,109)	(3,698,164)
School Books and Supplies	(22)	(2,045,804)	(1,500,143)
Depreciation and Amortization	(Sched 1* 2)	(2,360,301)	(2,050,143)
Miscellaneous Expenses	(23)	(15,133,435)	(13,413,940)
Total Operating Expenses		(60,576,488)	(52,402,004)
NET RESULT	(Exh-A)	(978)	2,211

* The accompanying notes form (1-23) are integral parts of these statements .

Note: Miscellaneous Expenses of 15 MSAR consist of the following: provisions of 7.5M SAR, AEFÉ membership fee of 3.5M SAR, and miscellaneous charges of 4 MSAR.

7. Budget 2024

