



Annual School Meeting

November 3rd - 2022

Julie Thom: nv5j@kk.dk



Annual School Meeting 2022



Programme – part I

16:30–17:00 Coffee and clothes sale in the canteen by Parents Association

17:00-17:10 Diwali show by students in the Sports Hall

17:10-17:20 Presentation of ESCPH -Strategic narrative and overall objectives by Deputy Director, Julie Rørdam Thom

17.20-17.30 Presentation of the new parent representative Board members

17.30-17.45 Keynote speech on the European Dimension and her academic field by Board member, professor at CBS, Caroline de la Porte

17.45-18 Networking and Q&A for the Board in the canteen Coffee and cake sold by Parents Association

Programme – part II

18.00-18.25 + 18.30-18.55 Presentations on the European Dimension by teachers from all departments:

European Hours/Ashley and Jeanett in room 201

The European Dimension in Upper / Niels in 315 - only 18-18.25

European Day of Languages/ Lucy, Claire and Line in room 221

The Upper Secondary at ESCPH/ Julie Thom Rørdam(Deputy Head of Upper Secondary), Hans Bolvinkel (Bac Coordinator), and Upper Secondary students – in PE hall only 18.30-18.55

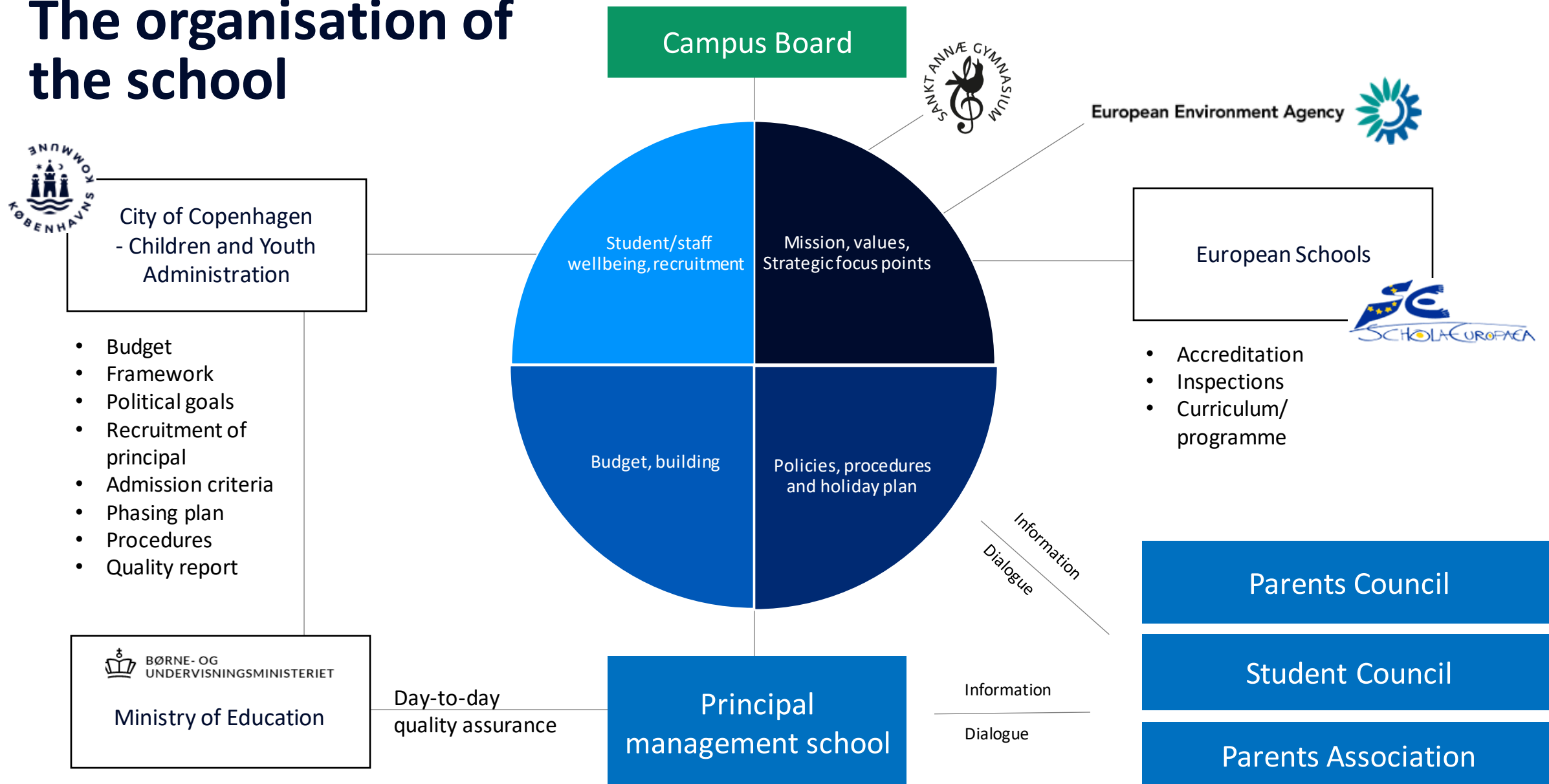


Information about and ESCPH

the board

ESCPH Deputy Director, Julie Thom

The organisation of the school



Overall objectives 2022-2025

- 1. ESCPH is committed to high academic standards for all students
- *ESCPH cultivates students' personal, social and academic development and prepares them for their next stage of education...*
- 2. ESCPH aims for sustainable growth in an organisation with high professional standards. *A sustainable organisation is the foundation for the optimal learning conditions for all students...*
- 3. ESCPH is focused on strengthening its European specificity, local anchoring and global responsibility. *ESCPH is first and foremost a European School with a strong focus on learning European languages...*

Focus points and actions 2022-2023

Focus point	Purpose of the focus point	Examples of actions
1. Sustainable learning progression for all students	To ensure that all students experience continuous learning and well-being progression	<p>PLC develops into a well-structured and well-known learning support central for both teachers and students</p> <p>Feedback on learning progression and harmonised didactic approach to be discussed and development in professional development meetings in the Upper Secondary</p>
2. Whole School	To ensure that ESCPH staff and students know each other across departments and feel that they are important in the continuous development of the school as a global community	<p>Whole school Sustainable Day in December as a recurring event</p> <p>Staff well-being focus</p>

Focus points and actions 2022-2023

Focus point	Purpose of the focus point	Examples of actions
3. Develop network with external collaborative partners	To strengthen the European dimension and the local anchoring of ESCPH	Develop network with other European Schools for students, teachers and management
4. Continuous development of the Upper Secondary	To ensure quality education for the first graduate students of ESCPH in 2023	<p>Strengthening the social and physical environment in the Upper Secondary area</p> <p>Engage in the European Schools student exchange program (mobility program)</p>

Parents representatives at ESCPH Board 2022

- Christian Bagger, Secondary
- Margo Rachat, Primary
- Laura Conte, Primary
- Stéphanie Horion, Primary

Presentation by new external member of the Board

- Caroline de la Porte
- Professor MSO at the Department of International Economics, Government and Business, Copenhagen Business School since 2015
- Currently lead a WP on Fair Working conditions in the Horizon-funded project **EU social citizenship project**
- Principal investigator for CBS in the Nordforsk-financed research project “Reimagining Norden in an Evolving World” (**ReNEW**).
- Teach and supervise on a wide range of topics related to European Union politics, policy and law, comparative public policy, education policy and climate change.

UPWARDS SOCIAL CONVERGENCE VIA EUROPEAN PILLAR OF SOCIAL RIGHTS AND THE NGEU?

3 NOVEMBER 2022

Caroline de la Porte

Department of International Economics, Government and
Business (cdlp.egb@cbs.dk)

- Evolution of EU and national social policy competences
- European Pillar of Social Rights
- Example from work-life balance directive
- Next Generation EU
- Concluding Remarks

Caroline de la Porte

- PhD in Political Science, European University Institute in Florence

EU

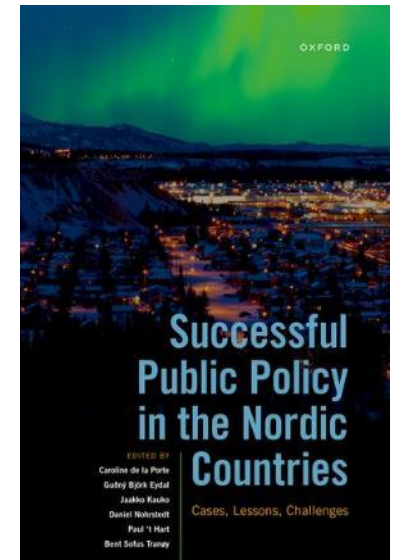
- EU macro-economic and public policies, Europeanisation of welfare states & labour markets
- Fiscal response of the EU to the economic crisis related to corona **NGEU**
- **Special issue 2022:** EU responses to the corona virus (for *Comparative European Politics*), with Elke Heins, <https://link.springer.com/journal/41295/volumes-and-issues/20-2>
- Lead article (Armingeon, de la Porte, Heins and Sacchi): Voices from the past: economic and political vulnerabilities in the making of next generation EU, <https://link.springer.com/article/10.1057/s41295-022-00277-6>

European Pillar of Social Rights, focus on work-life balance

- de la Porte, C., Larsen, T., Szelewa, D. (2020), "The work-life balance directive: Towards a gender equalizing EU regulatory welfare state? Denmark and Poland compared", *Annals of the American Academy of Political and Social Science*, 691(1): 84-103.

Nordics

- Policy Successes in the Nordic countries, Oxford University Press, with Paul 't Hart, Daniel Nohrstedt, Bent Sofus Tranøy, Guony Eydal, Jaakko Kauko (2022)



Social Policy: Between EU and member states

- **National level:** Financing, Organisational principles, Conditionality/access, Generosity, Services/cash, Private-public mix
- 'Legitimate diversity' of welfare states (Scharpf)
- Since **EMU**, pressure to contain public finances (max. 60% public debt, 3% budget deficits).
- Ca. half public expenditure is on social and health expenditure
- Principle of **subsidiarity**
 1. EU regulation (in welfare state/labour markets) should not undermine national models of decision-making
 2. EU level of governance should add value/be the most relevant level of governance;
 3. The EU should only intervene to the extent necessary;
 4. EU initiatives should not represent an unreasonable financial burden on national welfare states

EMU: Pressure welfare states Cleavages EU

- Begg and Nectoux, 1996

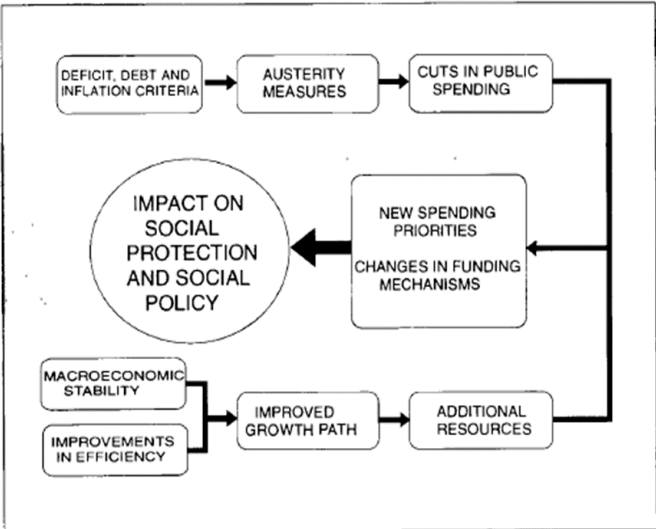
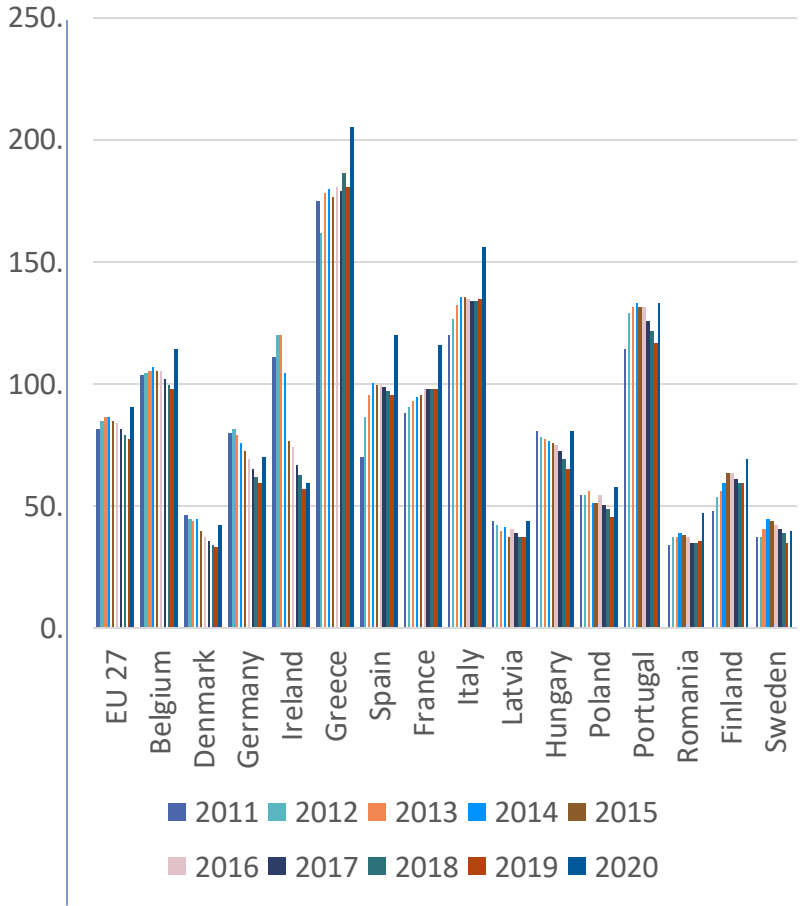


Figure 3 Framework for assessing the social impact of EMU

Public Debt



- Financial crisis prompts austerity policy, especially at periphery of Europe
- **Public opinion:** in economically vulnerable countries, loss of trust in national & EU government, populist left (& right) vs. High trust in national and EU government in economically strong economies, populist right (Armingeon et al. 2016)
- Rich northern economies (known as Frugals) keen on keeping things as they are, i.e. no increased EU role in welfare/labour market policy
- Southern Europe would like more EU involvement in social policy (regulation and funding)

The European Pillar of Social Rights: 2017



- EU agenda changes from fiscal consolidation during *Great Recession* to cohesion
- Aim to address inequalities (and cleavages) between and within EU countries
- 'Upwards Social Convergence'

Area	Principles	Before	Instruments following EPSR
Equal opportunities & access to the labour market	1: Education	Soft Law	Soft law
	2: Gender equality	Soft & Hard law	Soft & Hard law
	3: Equal opportunities	Soft law	Soft & Hard law
	4: Active support to employment	Soft Law	Soft law
Fair working conditions <i>Participation in labour market (LABOUR MARKETS)</i>	5: Secure and adaptable employment	Hard law	Hard law (revision)
	6: Wages (directive on min wages)	-	Hard law (proposal)
	7: Information about employment conditions and protection in case of dismissals	Hard law	Hard law (revision)
	8: Social dialogue and involvement of workers	Social partner inclusion in hard law (directives)	Social partner inclusion in hard law (directives)
	9: Work life balance	Hard law	Hard law (revision)
	10: Health, safe and well-adapted work environment and data protection	Hard law	Hard law (revision)
Social protection and inclusion <i>Re-distribution/social contingencies (WELFARE STATES)</i>	11: Children and support to children	Soft law	Soft law*
	12: Social protection	—	Soft law (Council recommendation)
	13: Unemployment benefits	—	—
	14: Minimum income	—	-
	15: Old age income and pensions	Soft law	—
	16: Health care	Soft law	Soft law
	17: Inclusion of people with disabilities.	—	Soft law
	18: Long-term care	Soft law	—
	19: Housing and assistance for the homeless	Soft law	Soft law
	20: Access to essential services	—	—

Work-life balance directive in the EU (2019)



Directive 1996

Equalizing formal right to take parental leave for both parents;
From mother-based to family-based entitlement;
No payment obligation.



Directive 2010

Earmarking **one month** of parental leave;
From family-based entitlement to individual and nontransferrable entitlement;
No payment obligation.



Directive 2019

Earmarking **two months** of parental leave;
Strengthening individual and nontransferrable entitlement;
Payment obligation introduced, levels to be decided by MS.

Preamble of Work-life balance Directive

- "The lack of paid paternity and parental leave in many member states contributes to the low take-up of leave by fathers"
- "the **use of work-life balance arrangements by fathers**, such as leave or flexible working arrangements, has been shown to have a **positive impact in reducing the relative amount of unpaid family work undertaken by women and leaving them more time for paid employment**"
- "Member states that provide a significant portion of parental leave to fathers and that pay the worker a payment or allowance during that leave at a relatively high replacement rate, experience a **higher take-up rate by fathers** and a **positive trend in the rate of employment of mothers.**"

Work-life balance directive in the EU (2019)

- Paternity leave (10 days) – paid at least at level of sick pay
- 4 months of leave, of which 2 months of earmarked leave per parent – paid at a level decided by member states
- 5 carer days per worker/year – issue of pay not specified
- Flexible work arrangements (right to request flexibility)
- Father-specific *formal social rights* that must be implemented by member states
- The policies aim to ‘de-gender’ roles of men and women



Potential of the WLBD for upwards social convergence?

Normative Resources/Formal Social Rights

de jure rights (EU and national legislation)

Remuneration

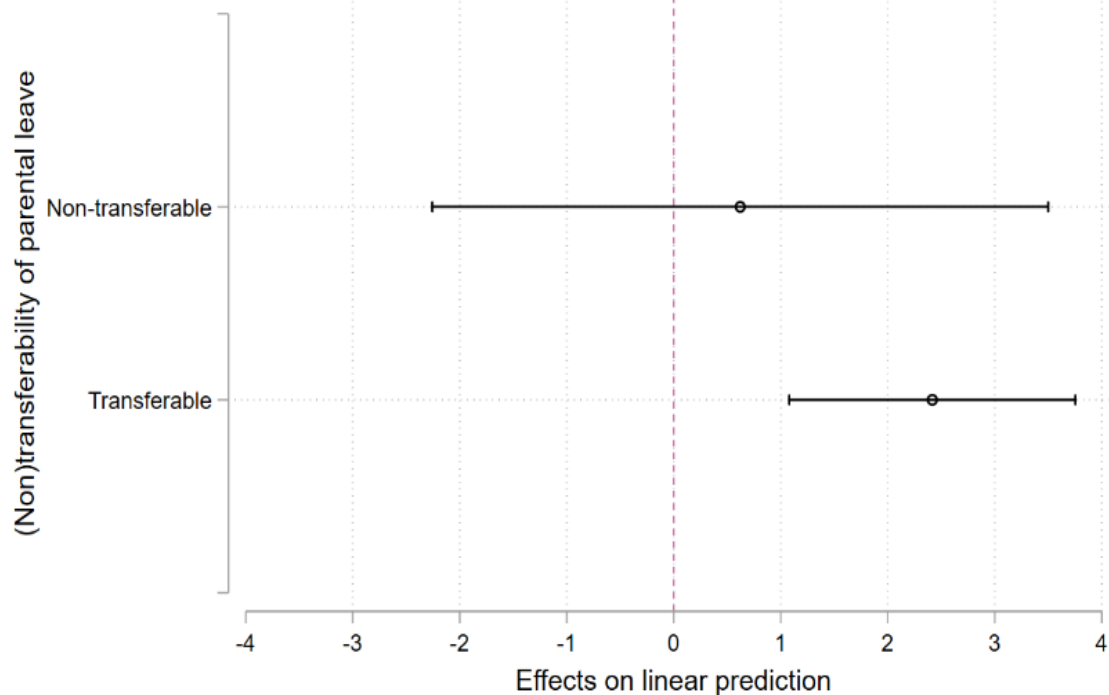
- Length of leave
- Earmarking of leave
- Types of leave (maternity, paternity and parental leaves)
- Level of Compensation (payment)

‘Instrumental resources’/Institutional capability

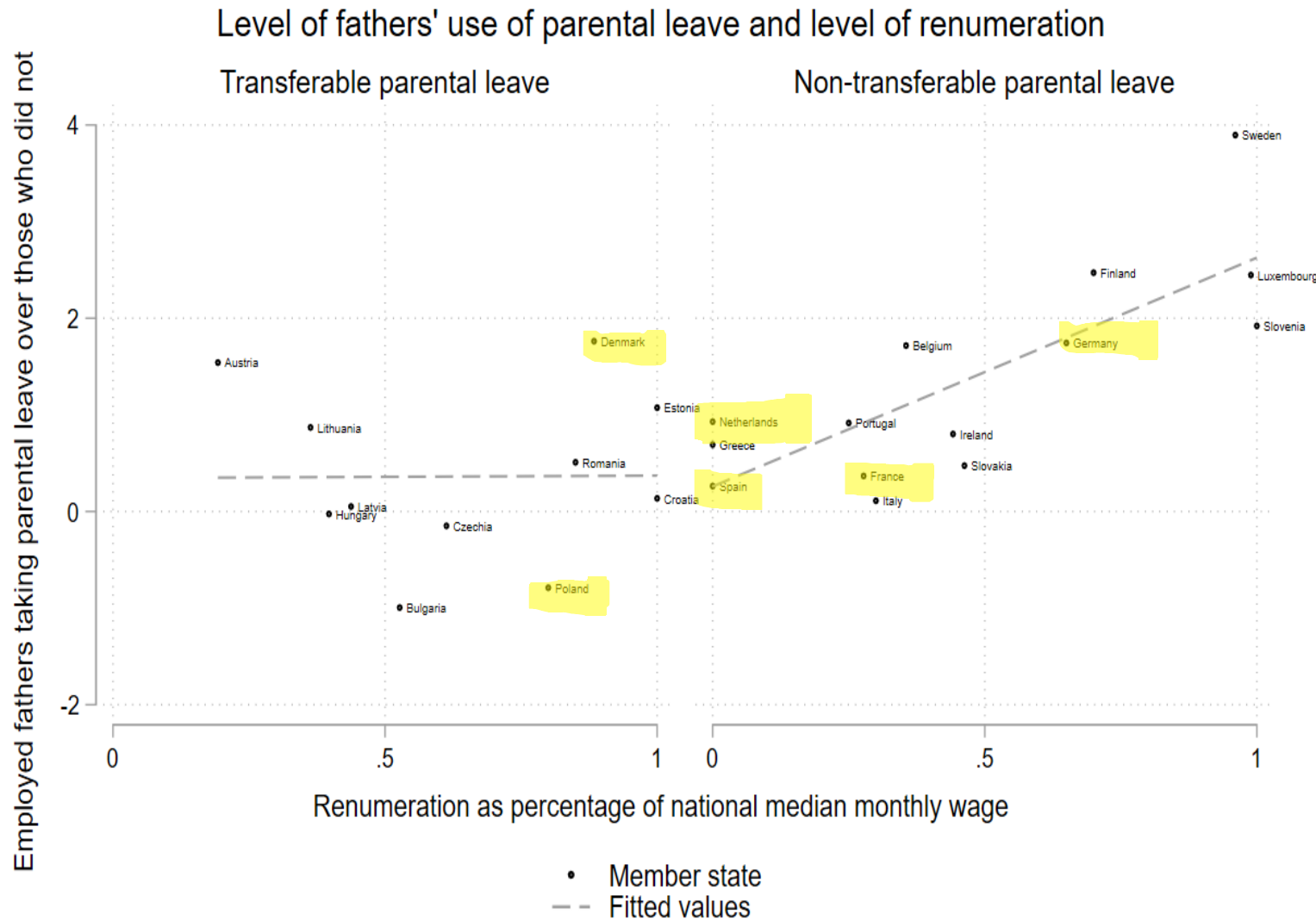
- Easily accessible information
- Easily accessible application procedure (digital/administrative)
- Resources for union reps on work place and HR personnel
- Resources to encourage men/Second carers to take-up leave, such as information campaigns

Father-specific leave in view of the WLBD

Average marginal effects of level of remuneration with 95% confidence intervals by (non)transferability
Predicting ratio of employed fathers' taking parental leave over employed fathers with children



- The level of remuneration is significantly associated with higher levels of fathers' use of parental leave *only when* the leave is non-transferable.
- The level of remuneration has no influence on the level of fathers' use of parental leave when the leave is transferable.



- Variation in design of parental leave has significant consequences for take-up rates.
- For Denmark, Germany and Poland We examine **formal social rights** and extent of **'instrumental resources'** to shift to enable take-up

Graphs split by (non)-transferability of parental leave.

Y-axis specifically shows log-transformed ratio of employed fathers with children taking parental leave over those who did(do) not.

Denmark

Formal Social Rights *after* WLBD

- Base-line model **24/24**, of which 11 weeks of earmarked leave (including 2 weeks of paternity leave). Total length of leaves related to parenting remains unchanged
- **Of the new 9 earmarked weeks**, 8 are with full payment for those covered by collective bargains
- In the round of collective bargaining in 2022, expectation that there will be top-up for 9th week to flat-rate of statutory unemployment benefit level, so that workers receive full wages.
- NB: Prior to this negotiation round, some collective bargains already incorporated earmarked leave
- Earmarked part is taken from pre-existing leave, which can be shared, but which is most often used by mothers – thus no new cost will be incurred.

Instrumental Resources

- High commitment to communication of new rights (especially unions)
- Aim to simplify and consolidate system (all actors)
- Digital planning instrument, later to be integrated with the digital application procedure
- Information being made prepared for communication via HR/work-place unions
- Information campaigns, especially organised in sectors with low take-up rates among fathers (for instance construction)
- Municipalities preparing the ground for daddy groups, etc

Poland

Formal Social Rights *after* WLBD

Process so far:

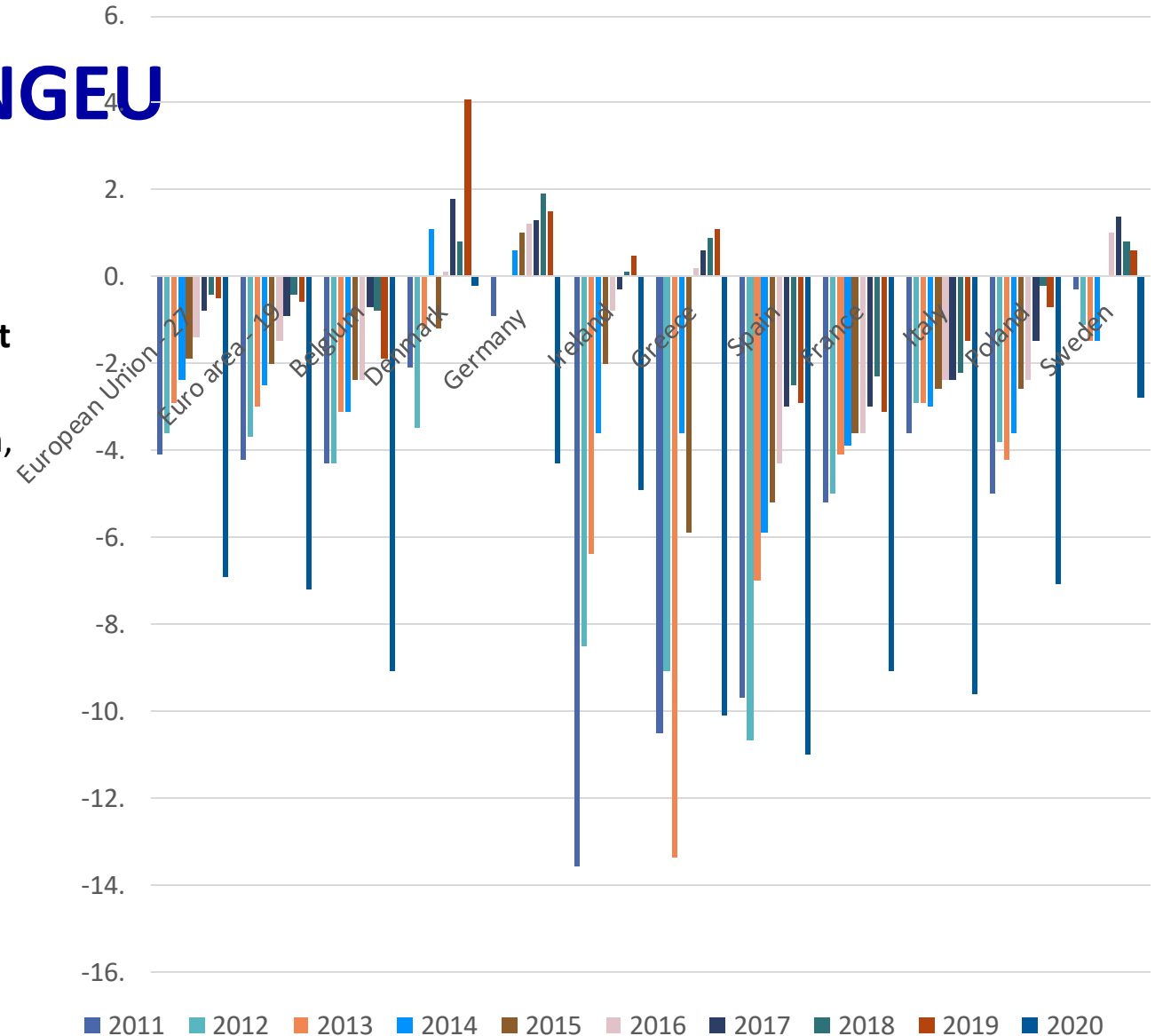
- The government has decided to have a level of compensation that is the same throughout the period of leave for fathers and mothers (78% of wages)
- There will be nine weeks added **on top** of the parental leave, and making it an individual and non-transferable entitlement

Instrumental Resources

- System is complex already; no plans to change
- No information campaigns planned (general or targeted)
- Prior to WLBD, recommendation by HR departments is normally that the mother should take the leave. Not clear if there is a plan to alter this

Covid-19 Pandemic and NGEU

- The COVID-19 pandemic led to an economic downturn across the whole European Union (EU)
- Multiple responses at EU level
- The most radical was a completely new measure – **Next Generation EU (NGEU)**
- The NGEU break with core principles of EU cooperation, especially no large common debt issuance, and no redistribution to avert economic crises.



NGEU OUTCOME OF DECISION

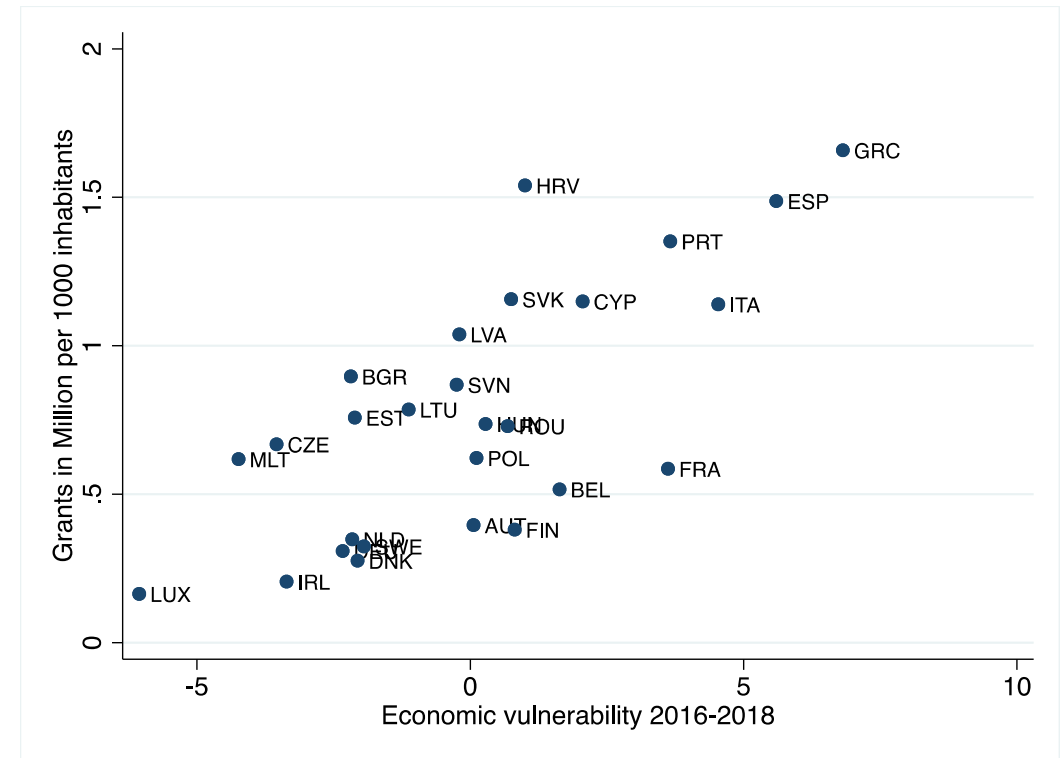
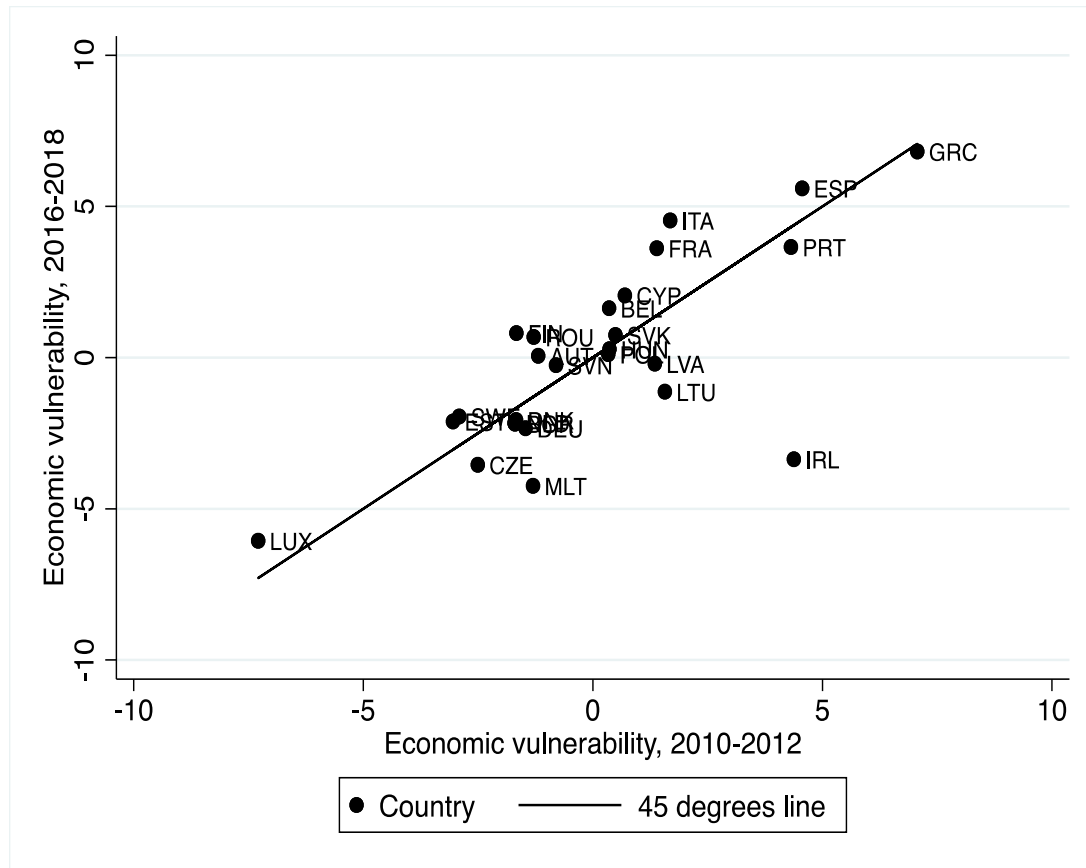
Outcome

- First and most important line of conflict, because *Grants* are seen to develop a European fiscal capacity.
- 750 billion euros for grants and loans;

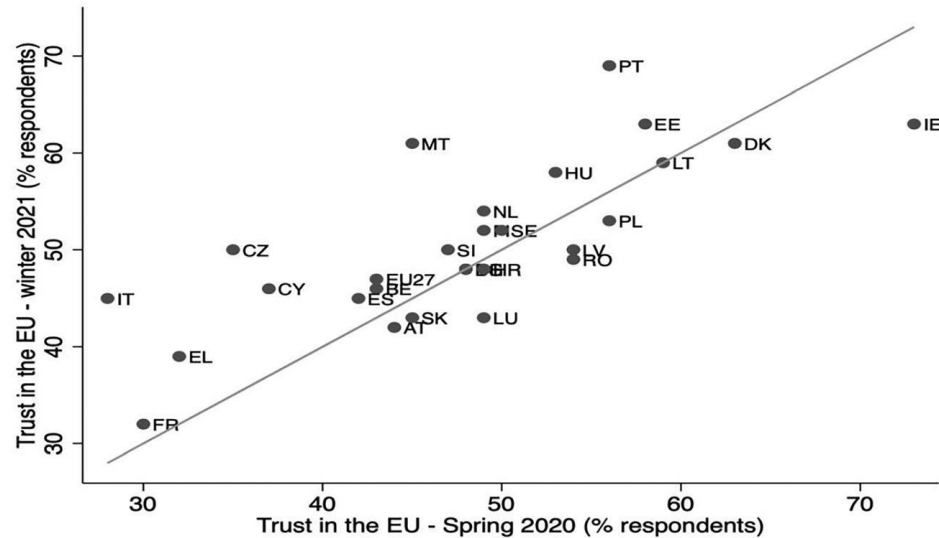
Most important instrument in NGEU is '**Recovery and Resilience Facility**' (RRF):

- *Loans* of up to 360 billion euros, to be administered by the EIB
- *Grants* comprise an amount up to **312.5 billion euros**, to be administered by the European Commission
- 37% Funds for initiatives to mitigate climate change; 20% funds for digitalisation
- '*Allocation key*' changed, from being focused on differences in economic development (favourable to CEE), to being more directly linked to economic impact of corona (favourable to countries with large service and tourism industries)

NGEU is about SRTUCTURAL economic vulnerabilities - Let's avoid another 2010-2012 (learning from the past)



NGEU is also about political vulnerability (public opinion): Citizens in economically vulnerable countries became skeptical about the EU during first phase of pandemic. Public opinion is (still) higher in those countries than prior to NGEU decision



- First report on **RRPs** here:
https://ec.europa.eu/info/files/recovery-and-resilience-facility-annual-report_en
- Overall, the ***mechanisms of EU conditionality*** has shifted from ***austerity-driven during the eurozone crisis*** to ***'expansionary-oriented'***
- Yet, it has to be within the framework of the reform and investment agenda of the EU

Social policy Via NGEU? Planned reforms social policy, selected countries

	Austria	DK	Sweden	Finland	France	DK	Italy	Spain	Portugal	Greece
RRF loans	No	No	No	No	No	No	122.6 billion	No	2.7 billion	12.7 billion
RRF Grant	3.5 billion	1.5 billion	3.3 billion	2.1 billion	39.4 billion	25.6 billion	68.9 billion	69.5 billion	13.9 billion	17.8 billion
Climate	59%	59%	45%	50%	46%	42%	37%	40%	38%	37.5%
Economic & social resilience										
Social Policy: Pensions	Yes	No	Yes	No	No	No	No	Yes	No	No
Social Policy: ECEC	Yes	No	No	No	No	Yes	Yes	Yes	No	Yes
Social Policy: Education	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No
Social Policy: Labour market policy	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes

EPSR and NGEU: Really upwards social convergence?

Work-life balance directive: Earmarked leave with high level of remuneration – necessary but not sufficient condition for high take-up

- In the **Netherlands & Denmark**, political establishment embraces father-specific leave
- **Normative resources: implementation with high replacement rate in both countries**
- **Instrumental resources:** High-level of commitment, i.e. AIM is to enhance leave take-up for fathers/second carers
- Inclusive and decentral/sectoral decision-making and implementation models (in **NL** – stakeholder organisations; In **DK** – social partners)
- **Poland:** attractive model on paper (new paid father-specific leave), but political decision not yet final; thus far, no new instrumental resources (centralised decision-making)
- **In all countries** - alongside **normative resources**, investments in **instrumental resources** indicate real intention of policy-makers to shift from formal transposition to actual implementation, i.e. increasing take-up among fathers
- Risk that countries that have well-functioning institutional capability will have more possibilities to fully implement the rights. Thus, perhaps there could be re-enforcement of inequalities in take-up social rights between north and south/east, undermining overall aim of EPSR'

Current context and NGEU

- Expansionary-conditionality is in the making
- Commission loans on financial markets has so far been successful
- Countries most in need of support for reforms and investments have received funding
- Other countries (such as from Frugals coalition) expect activity for business across EU, but not certain this will materialize



Break

Part II of the programme starts at 18:00



Annual School Meeting 2022





Structure of the upper secondary

Danish system	European School system	Cycle
9. grade	S4	Pre-orientation cycle
1.g	S5	
2.g	S6	Baccalaureate cycle
3.g	S7	



Pre-orientation cycle

- Many compulsory subjects and only few electives.
- Aim is to become acquainted with many different subjects to ensure 1) that students can make an informed choice of subjects for the bacc cycle, and 2) that all students receive a solid general education.



Pre-orientation cycle

Compulsory subjects	Elective subjects
Language 1 (Danish, English, French)	ICT
Language 2 (English, French, German)	Art
Language 3 (Danish, English, French, German)	Music
History (taught in Language 2)	L4 Spanish*
Geography (taught in Language 2)	Economics* (taught in L2)
Physical Education	
Mathematics (standard (B) or advanced (A))	
Biology	
Chemistry	
Physics	

* Requires prior knowledge.



The baccalaureate cycle

- Few compulsory subjects.
- Allows specialization based on interest and plans for tertiary education.
- Subjects build upon knowledge from S5, so electives can generally only be chosen, if that subject has been followed in S5.

The baccalaureate cycle

Compulsory subjects	Compulsory subjects at standard or advanced level	Optional subjects*	Complementary subjects**
Language 1	Mathematics	Biology (standard or advanced)	Introduction to Economics
Language 2	Philosophy	Chemistry advanced	Political Science
Religious studies	Geography (in L2)	Physics advanced	Sociology
Physical education	History (in L2)	Language 3 (French, German, Danish***)	L5 Chinese
		Music	
		Art	
		Economics (in L2)	
		L4 Spanish	

* at least one science must be chosen. ** only one compulsory subject can be chosen ***L3 Danish is required to enter a Danish university.



School reports and assessment

- Students in S5 and S6 receive four school reports each year.
- Students will receive a class mark in each subject each time (A-mark) as well as a formative comment.
- Students will sit two official tests in each subject each year and receive a mark on their performance in the test (B-mark).
- Students will receive an end-of-the-year mark based on the four A-marks and two B-marks.
- The marking scale is from 0 to 10.
- Marks in S5 and S6 will not count in the calculation of the final mark in S7.



The baccalaureate year

- Students will receive two A-marks in S7.
- They will sit a number of tests and exams during the year and will receive a B-mark for these.
- In June, students will sit 5 written and 3 oral exams. They can choose some of these exams themselves.
- All exam marks, A-marks and B-marks in S7 will count in the calculation of the final mark.

The marking system

Mark	Descriptoin
9.0, 9.5 and 10.0	Excellent but not flawless
8.0 and 8.5	Very good
7.0 and 7.5	Good
6.0 and 6.5	Satisfactory
5.0 and 5.5	Sufficient
3.0 – 4.5	Failed (weak)
0.0 – 2.5	Failed (very weak)



Applying for Higher Educations

- The baccalaureate is officially recognized as an entry qualification for Higher Education in all countries of the European Union as well as in a number of other countries.
- The final score will be converted into a score in the national system (e.g. the Danish "7-trins-skala") and students apply to universities based on that score.

Career guidance

- Studievalg.dk
- Study counsellors
- Specialized teachers
- Career unit





Academic support

- Homework cafes in math.
- Support lessons in L2 German and L2 French.



Events during the year

- Introtrip in S5.
- Study trip in S6.
- Theme days/assemblies throughout the year. For instance:
 - European Day of Languages
 - Europe Day
 - Visit from MEP Kira Peter-Hansen
 - Sustainability Day
 - Fun Run
 - Operation Dagsværk
 - Visit from Sex & Samfund



After school activities/clubs

- After school PE
- Student council
- Social committee
- Music group
- Sustainability group
- MUN
- Book club
- ESCPH newsletter
- Open mic
- And yours?



More info

- Orientation evening Tuesday January 10th.
- Taster days during January. Please visit our homepage to sign up at www.escph.dk