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# Activity report

## 2017-2018

# Summary

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**The Parents Association  
of the European School  
Brussels 1**



**Kathryn MÁTHÉ**  
President of the Parents Association

## A word from the President

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Dear EEBI Parents,

Welcome to our 2017-2018 Annual Report. We hope that you will take the time to read through it a bit so that you may understand more about how the APEEE serves you and your children.

During the 2017-2018 school year, we celebrated the **60<sup>th</sup> Anniversary of EEBI**, which opened its doors to students for the first time in September 1958. We took the year to look back on how far we have come, to take stock of where we are and to think about where we can go from here.

The anniversary celebrations began with a 60<sup>th</sup> Anniversary **Concert** at Place Flagey, in which the talents of our orchestra, chorale groups, chamber groups and bands were showcased in grand style. EEBI has a thriving music programme which we believe is unsurpassed in the European School system; it is a tradition to be proud of.

A good portion of the rest of the year was spent planning and preparing for our 60<sup>th</sup> Anniversary **Fête** which took place at the Uccle campus on Saturday 26 May. A School Fête Committee made up of parents, students, teachers and members of the school administration met monthly and eventually every two weeks to create a spectacle to remember. As we marked this important anniversary, we also took the opportunity to innovate and adapt our previous Fête model to be more inclusive and to harness the talent and energy of our parents, teachers and students. In the end, the Fête was attended by approximately 6500 members of our community (see more under [60<sup>th</sup> Anniversary Fête](#) and [Community Building](#)). Finally, at the end of the year the APEEE contributed pieces to a beautiful commemorative edition released by the school and documenting our last decade together. There is a copy of this select edition available with the APEEE Secretariat for parent viewing.

The school was also touched by tragedy this year. Young **Francis Pirotta** — an energetic and imaginative member of our EN nursery class — passed away in late May after a sudden and unexpected illness. The loss is still felt, and the school and APEEE are working with his family to create a project to remember Francis in a way that captures his creative spirit and love of life.

**Berkendael** came into its own in 2017-2018 — its second year as an annex to EEBI and as a vital part of our community. The school added classes in its French, Latvian and Slovak sections and also an additional German “satellite class”. During its first year, pioneering parents had worked with the APEEE and the school to set up a governance structure and to put in place extra-curricular activities, transport and canteen services. In the second year, as the population doubled in size to over 300 students, the parents began to form lasting working groups, practices and traditions, including their own village-style Berkendael Fête which took place at the end of the school year. In the interim, Berkendael has almost doubled in size yet again and four new satellite groups (Greek, Italian, Spanish and English) were welcomed in September 2018. Berkendael continues to urge long-term planning for the Brussels schools so that families can have more certainty about their prospects. In the meantime, Berkendael P5 students still must reapply to the system to be transferred to a secondary school (see [Berkendael](#)).

The **Uccle** campus remains overcrowded, and in 2017-2018 reached a high watermark of over 3400 students, more than 300 above the school’s recommended capacity. The overcrowding continued to affect the primary campus and particularly the use of facilities and play spaces. The school addressed this with a programme of Vivre Ensemble to keep students calm and happy and to strengthen the community while also regulating somewhat the activities in the playground. The KIVA programme also confronted problems of bullying and aggression through education and early intervention. The secondary campus has felt the effects of overcrowding too. Timetables have been stretched, sometimes compelling course groups to hold classes outside regular course hours. The libraries, outdoor areas, and “cafs” were all squeezed as students sought quiet places to study, relax or hang out with friends (see [Central Enrolment Authority](#)). The school has had difficulty with upkeep of the campus as it continues to suffer from its dependence on the Belgian Régie des Bâtiments. Several projects, including the Gutenberg toilet repairs, were once again delayed. The APEEE has been active in keeping these issues on the agenda, working closely with the school to monitor progress on this dossier.

The APEEE has continued its work through its monthly board meetings, representation at the school’s Conseil d’Éducation and in higher governing bodies and through the work of its dedicated working groups. The APEEE currently has four working groups: the Wellbeing Working Group (Bien Être), the Community Building Working Group (CBWG), the Pedagogical Working Group (PedGroup) and the Legal Working Group. These groups help formulate and consult on longer-term strategy, initiate projects with the school or members of the school community and provide general support to parents. In 2017-2018, the APEEE’s working groups were also strongly present at the School Fête (see [Bien Être](#), [Community Building](#), [Pedagogical Working Group](#)).

This year, the APEEE also worked closely with other European School parents associations. The four Brussels School not only work on topics related to enrolment and the “Future of the Brussels Schools”, but in February they co-sponsored with INTERPARENTS a panel discussion on the new secondary marking scale in order to inform and involve parents well in advance of the roll out. They have also begun to share best practices on services, pedagogical arrangements and community life and have held common workshops and presentations on issues of interest to the parents. Finally, EEBI has kept up its strong involvement in INTERPARENTS (IP), and we were proud when our former APEEE President, Pere Moles-Palleja, took the helm as the new President of IP in November 2017. We continue to work through IP on high-level issues such as: Brexit, Cost Sharing (of seconded teachers), New Marking Scale, Pedagogical Reform/Language Policy, Inclusive Education, Data Protection and Quality of the Baccalaureate (see: [INTERPARENTS](#)).

Finally, the later part of the year was marked by the **Whole School Inspection**, an external evaluation taking place every five years to assess the quality of teaching and

learning at each European School. Parents were consulted as part of the school's self evaluation and in a later interview with inspectors; we raised several concerns: the lack of a robust replacement policy in the secondary and consequent missed days of schooling, the need for local educational support guidelines, the adverse effects of overcrowding on playgrounds and learning spaces, the lack of middle management and coordination with effects in primary but especially in secondary. The final inspection report found the school's performance on the 29 quality assurance criteria was overall slightly weaker than five years ago. Among its recommendations, the inspection team highlighted the need for a local replacement policy.

I encourage you to read on to find out more about topics raised above. If you find yourself becoming interested in what you read and would like to get involved or simply need a bit of guidance, please do not hesitate to contact the APEEE Secretariat ([info@uccleparents.org](mailto:info@uccleparents.org)).

**The Parents Association**  
**in the school**

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**Samantha CHAITKIN**  
Member of the Primary  
Education Council

**Eduardo LANZA SAIZ**  
APEEE Board Member  
for Kindergarten

## Kindergarten and Primary – Uccle site

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### Kindergarten

The year 2017-2018 was the second after the reopening of the Fabiola building in Uccle and the return of the children in the kindergarten and first year primary after four years of “exile” in Berkendael and it has to be said the year went very well. Both teachers and school staff have continued to make the building more attractive by improving the waiting areas and by creating a cosy library space. The school also renovated the playgrounds. Overpopulation is unfortunately one of the things we have to cope with at our school and it puts a lot of pressure on the school facilities.

As far as new initiatives are concerned, many people have been asking for the outside playground at Fabiola to be improved and for there to be more play facilities for our youngest children in particular. This is something we are working on together with the Community Building working group. We believe it is of the greatest importance for our youngest children in particular to start school in the most pleasant way possible.

The Vivre Ensemble initiative has organised group activities for all children during break times, for example on days on which the children were invited to take part in dances and organised movement exercises.

This year, most of the sections requested a parents’ initiative on extracurricular activities at EEB1 Uccle for kindergarten children but unfortunately, due to lack of space in Fabiola this could not take place.

Having consulted all parents of kindergarten classes in the Fabiola building in June, we are now asking for the children’s menu at school to be improved. The aim of this proposal is to reduce the amount of sugar in school meals and to ban palm oil and ready-made products.

Lastly, we would like to point out that most families were closely involved in the organisation of the School Fête and many of the youngest children took part in the Fête activities.

And unfortunately we have to end on a particularly sad note since our dear Francis died last May. We intend to organise a commemoration for him during the 2018-2019 school year.

## Primary

The 2017-2018 school year was characterised by changes in leadership. Following the departure of Mr Gian Luca Longo to direct the Berkendael site, EN primary teacher Marla Candon took up the role of Deputy Director of primary school ad interim. In early spring, Simona Cajhen was appointed as Deputy Director: parent CE representatives from all sections were invited to an informal coffee with Mrs Cajhen to introduce her to our main issues and concerns from "day one". In the APEEE, too, after Paola Caruso stepped down as Vice-President for pedagogy mid-year, ad hoc parent coordination for the CE was needed! Luckily, the uncertain dynamics seemed to have helped nurture camaraderie between parents and the Primary school administration, and we are looking forward to building on that in a more stable context next year. Notably, at the entry of new deputy directors, parents and administrators discussed how best to present parents' points for the CE agendas, and all sides are committed to using the forum for constructive discussion, information, and sometimes endorsement. However, due to the end of the year rush and the Fête de l'École, the last planned CE meeting of the year was cancelled, meaning only 3 of 4 meetings were held this year.

Many of the leading issues dealt with in the CE were ongoing ones, related to the nature of our school and to the chronic overcrowding situation. The "Vivre Ensemble" initiative was always on the agenda: parents, teachers, and administrators debated the needed equilibrium between rules-based order in the playground and the children's need for free, unstructured time and space. Alternatives to the *cour* include the ICT room, the quiet games hall in Gutenberg, and a "quiet room". Related to our school's pattern of a long *récré*, the previous year's proposal of a change in school hours for MAT children was finally rejected this year, based on a whole-school consideration of the logistical and pedagogical stakes. The school infirmary confirmed with statistics that the restrictions on ball-playing during short *récré* have lowered the incidence of injuries at school. Later in the year, a reflection took place among HU section parents and teachers on ways to lower the emotional pressure at school, which often results in schoolyard conflicts: while teachers so far seemed threatened by some of the proposed ideas, we hope the outcomes of these reflections can be the basis for further discussion in the coming years. Parents repeated their perennial questions about the qualifications, continued training, and role of surveillants, the ratio of surveillants to children, their KIVA training, etc. In the beginning of the year, an exceptional overcrowding situation in EN MAT was relaxed through the deployment of extra assistants and use of additional spaces.

Later in the year, parents raised the issue of communication during school trips, suggesting that very basic and general information about the arrival of the children at destination and their departure back to Brussels was a minimum, and one to two lines each day on a secure website is not too much to ask, even in the full understanding of the tough job teachers have during these voyages. Parents observed that communication on the P5 FR L2 trip far exceeded such expectations, while for EN L2 there was too much variation from teacher to teacher, making many parents unnecessarily confused and nervous. Another perennial concern, communication about how "European Hours" classes are attributed was again raised this year. Video-watching in class was raised once again this year by parents, and once again the school claimed videos at school were justified for didactic purposes.

The long story of needed renovations in the Gutenberg building was kept on the agenda by parents, who asked if the school could do as much as possible to keep under control odors from the sanitary implantations, short of the Régie des Bâtiments' promised (and undelivered) substantive repairs. Parents even tabled the possibility to use APEEE funds

for renovations. Gutenberg classrooms and halls were to be painted over the summer holidays. In other infrastructure news, parents were pleased that swimming at school for the lower primary could resume this year, but were concerned that the curricular requirement for swimming was not satisfied in P4-P5 rotations in Longchamps. The school and parents looked positively on the possibility of using APEEE funds to provide more outdoor seating for MAT and Primary students, including to enable more appropriate seating for consuming snacks outside during the *récré*. Some of the security window-films were removed from Fabiola windows to allow more daylight to enter.

As to transitions MAT-P1 and P5-S1, new efforts were put into place that seemed to show positive reactions from students and would be followed by an evaluation after the *rentrée*. Parents noted that transitions from year to year, aside from these cycle changes, should also be monitored in light of good pedagogical coordination within sections. In some sections, teacher changes exacerbated these annual transitions: in an extreme example, 6 out of 7 primary teachers in the IT section were to be replaced at the end of the year (and secondment problems from the IT government meant that as many substitute teachers would also have to be found to cover the gap). IT parents worked closely on this challenge with the school, other Brussels European schools and the IT government. Mixing of classes was also a concern for yearly transitions: a drastic re-mixing of class groups in the PL section came as a surprise to parents.



**Henning EHRENSTEIN**  
Associate Member of the APEEE Board for  
Berkendael

## Kindergarten and Primary – Berkendael site

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A second campus of the EEB 1 is situated at the Berkendael site in Forest. Around 350 students were taught in *maternelle* and primary classes in French, German, Slovak and Latvian. At the outset of the 2017/2018 school year, a new Berkendael working group was elected with a representative from each of the four language groups. Members of the working group participated in meetings of the APEEE Administrative Board working jointly with parent representatives from the Uccle campus. Main issues for the working group were issues specific to the Berkendael campus, such as the canteen and infrastructure issues as well as the recruitment of local teachers. Members of the working group participated in meetings of the Group de Suivi and provided input to the Enrolment Board, in particular as regards the priority allocation of S1 places to students leaving the Berkendael campus after P5. An additional important project was the development with the Legal Working Group of a proposal to revise the statutes of the parent association of EEB 1 to ensure a fair representation of Berkendael parents in the joint APEEE structures. Parents at Berkendael moreover organised a summer school party and a large number of very successful *périscolaire* classes.



**Kathryn MÁTHÉ**  
President of the Parents Association

## Secondary school – Uccle site

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2017-2018 saw no big changes in the secondary school. Overcrowding, which had previously affected the primary, is now an established problem in the secondary with an increase of 78 pupils from the previous year to 1928 pupils, and with the primary still using classrooms in the Platon building. Free spaces, like the school cafeterias, outdoor yards, libraries and study halls were crammed with students; finding quiet places to study, eat a snack or talk with friends remained a challenge, particularly during inclement weather. Some pupils in lower secondary still had to take courses in period 6 on Fridays, and thus had to leave class early to catch the bus.

For the APEEE one highlight of our year in the secondary was the strong involvement of the Student Committee (CdE) in the School Fête. As a result we had a much more secondary-focused Fête. Students not only ran their own stands, but they organised extensive sporting activities, performed in bands, were involved in the design of the graphics and provided technical support for different productions. In parallel with this, we saw a marked involvement of secondary teachers from the secondary art department, the PE team, the music department and the French language department — which arranged the very popular “2018 EEBI LipDub”! And we should not forget our Secondary Advisor Team who supported students in all their activities and even headlined on the jazz stage. We hope that the involvement of the secondary students and staff in our Fête will quickly transform into a tradition (see Fête).

During the year, there were several recurring issues for parents. Issues fell for the most part into three broad categories:

- 1) Communication from the school:** Parents raised concerns that communication and information from the teachers and the school was uneven and that there were too many channels of communication with no clear policy about their use. With the introduction of Office 365, this did not seem to be improving. CE minutes and other documents were also taken offline and were no longer publicly available. The school responded to a few of these concerns, but communication remains an issue.
- 2) Quality control of education (courses and teaching):** The parents continued to raise concerns about the problem of non-replaced absences, but this year they also looked to some of the causes of cancelled lessons — among these the

shortened school year for secondary students due to the oral Baccalaureate, the use of school time for teacher trainings and meetings and the many missed classes during project weeks. In response, the school management mentioned the possibility to organise fewer but more pedagogical and comprehensive project weeks that touched every child; they also discussed the possibility of activities at the end of the year. (see Pedagogical Working Group) Other quality control issues that arose concerned: the qualification of ethics teachers and the lack of continuity of ethics teachers with particular groups through several years; the lack of clarity around S1-S3 marks which often seemed to conflate educational attainment with disciplinary issues.

- 3) School life:** Parents remained concerned about the level of drug use on campus and in particular the exposure of the smallest of our secondary students to drug consumption. There were also several high-profile drug busts this year that affected several sections and classes. Parents asked for extra support for those groups most affected. In general the school continues to work with the APEEE Bien-Être Working Group on a programme of addiction prevention and education. Some sections, in particular the HU section, also organise their own mother-tongue drug prevention programmes. In the spring, the school management organised a working group to formulate a new Prevention Policy, parents, teachers, students and management were all invited. There was a related concern about stealing and pilfering of mobile phones, wallets and other valuables on campus. A recurring problem is that valuables were taken from backpacks left outside exam rooms or in gym lockers. The school was asked to make sure these were kept under lock and key, and they responded in part by agreeing to put in lockers outside exam rooms. Finally, a group of parents raised concerns about the effect of the campus WiFi on the health of students. This has yet to be taken up by the school nor has a position been taken by the APEEE (see Bien-Être Working Group).

After fear about restrictions placed on exam preparation during the oral Baccalaureate period was eventually addressed by the Board of Governors, EEBI finished off this year with some relatively good results on the Baccalaureate. Our failure rates have recently been low; 2018 year saw pass rate of 98.79% (slightly down from 99.12% in 2017), with only three of 244 pupils failing. And the 2018 average was 79.30, which superseded 2017's 78.35 and was the best average for at least a decade (we also beat out all the other "big" schools, except Munich). A full breakdown of Baccalaureate results can be found at: <http://schola-europaea.eu/bacc/report/2018/mobile/index.html>



**Andrej KOBÉ**  
APEEE Board Member

## “SWALS” children

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SWALS – students without a language section represent only a tiny proportion of the full EEB1 population. Following the distribution of SWALS of different nationalities between the Brussels schools, Slovenes remain as the only sustained SWALS group in EEB1 with a more or less stable population (peak number of students slowly travelling through the levels, now around PRIM/SEC transition), with a smaller number of Bulgarian, Romanian and Croat SWALS finishing the school in which they have started.

The SWALS system has been considered for review and probable revision in a bigger ES language policy revision. There is a big weakness of SWALS system: in particular the students which go through the whole MAT/PRIM/SEC cycle as SWALS end without an actual principal language due to a) too limited exposure to the native language (limited hours of L-classes, no other subjects covered in the language) and b) limitation to develop skills in the vehicular language, in particular in the secondary school.

Unfortunately the weakness gets accentuated in a bigger school like EEB1, for several reasons:

- Organising timetables is a yearly struggle in which the smallest groups and classes (i.e. SWALS L1) are usually hardest hit with gaps, classes during lunch hours or with a requirement to combine classes between levels and/or split the SWALS L1 class of a particular year as timetables are not compatible.
- A continuous effort is required to ensure adequate information and awareness about the system in particular by the teachers. As SWALS represent a deviation rather than a respectful part of the population like in smaller schools.
- Especially in the move from PRIM to lower secondary the student experiences a shock as they start to learn vehicular language (SWALS L2) with other students' L2, at a considerably lower level and with much lower expectations. This step back and then long stagnation affect motivation and indirectly impedes also the competences to follow other vehicular classes SWALS still follow with the other students that continue their lessons of the vehicular language as L1. Lack of awareness between the teachers about the SWALS system as well as of the status of individual child does not alleviate these problems.

All of the above can actually be identified in EEB1. A number of interventions were required, from simple reminders on the existence of extra L2 pupils for L2 trips in primary, discussions on timetables in secondary, raising awareness between teachers etc. In 2017-18, Slovene parents launched again an initiative to enable, as a pilot project from which the results could also inform the language policy review, to allow SWALS pupils, under

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conditions (targeting in particular SWALS that are in the system from the beginning of PRIM), to follow L1 rather than L2 classes of the vehicular section in the lower levels of SEC. The school administration at the time did not support the pilot but the proposal is still being pursued.

In other ways, parents representative of SWALS contributes, together with representatives of sections, to all general policies that APEEE pursues.



**Sven MATZKE**  
APEEE Board Member

## “SEN” children – Educational support

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Following a request made by the APEEE, the school management is currently in the process of updating the existing school guidelines for the provision of educational support in nursery/primary and in secondary.

The APEEE’s educational support sub-group transmitted many suggestions to make the school guidelines more comprehensive, user-friendly and accessible. We hope that the school will finalise the documents by the end of 2018. The revised school guidelines should serve as a key reference document for teachers and parents, providing clarity on the provision of educational support and the related procedures at our school.

In February 2018, the APEEE held a dedicated meeting with the Vice-Director for Secondary, Mr Lars Roesen, to discuss issues related to educational support.

In the coming years, educational support should remain a priority at our school. In December 2018, the Board of Governors of the European Schools will endorse two reports on educational support: the evaluation report on educational support and a report on inclusive education in European Schools. Both reports include a set of recommendations to be implemented by the European Schools. The follow-up to the recommendations is among the priorities of the School’s Annual Plan 2018-2019. The APEEE will discuss the concrete follow-up with the school management and monitor this process closely.

Our sub-group also intends to launch a new network of parents having a particular interest in educational support. This will enable us to provide interested parents with relevant information from the APEEE and to organise dedicated meetings for an exchange of experience.



**Esther PROFICZ**  
Member of the Working Group

## Working Group “Well-being of children and adolescents”

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Children and teenagers in our school strive in a secure environment secure, but this does not prevent some of them from facing difficulties and/or asking themselves questions about who they are and what they will become.

Parents, too, face many challenges as their child(ren) grow(s).

The members of the "Well-being of children and adolescents" Working Group try, in all modesty, to find avenues for reflection, sometimes answers, but also professional advice on the challenges faced by children and parents.

### **Actions carried out in 2017-2018**

Alcohol, tobacco and drug prevention with the Association “[Stop à la drogue](#)” based in Lille.

In collaboration with the secondary school: interventions (in FR or EN) in all classes from 2nd to 6th secondary (except in the Hungarian section which organises its own prevention actions) in order to raise awareness among teenagers about the risks related to the consumption of alcohol, tobacco and drugs.

A conference for parents (19 March 2018) by Richard Maillet, President of the Stop à la Drogue Association.

Meetings with [Nicolas Ancion](#), Belgian author, on the theme of addictions.

We organised a visit of Nicolas Ancion to French classes (language 1, 2, 3 or 4), in collaboration with the teachers. Students in S2 were invited to read “J’arrête quand je veux” (“I Quit Whenever When I Want”) which deals with video games addiction. Other students were invited to read “En mille morceaux” (which deals with alcohol, drugs, suicide...) or other books by this author.

A conference for parents (27 April 2018) by Nicolas Ancion on addictions among young people and ways to prevent and cope with them. The conference can be replayed by clicking on this link.

Conference for parents (6 February 2018) on the theme of suffering in the schoolyard: better equipping children against harassment, led by Emmanuelle Piquet, psycho-practitioner and founder of the "A 180 degrés" and "Chagrin scolaire" ("Grief in school") consultation centres. The link to the conference is no longer active, but you can listen to the author on TEDx.

Conference for parents (16 April 2018) by Christophe Butstraen, school mediator: "Children, teenagers and... video games. First aid guide for worried parents". You can listen to the conference by clicking on this link.

Unfortunately, workshops based on the principles of Mindfulness could not be organised in 2017-2018 due to the difficult financial procedures on the school side.

Fairouz Rotenberg ceased to coordinate this working group at the end of the school year. We thank her for her energetic investment over the past few years!

## **Outlook for 2018-2019**

The Working Group is looking for a new coordination.

The projects will focus both on the continuity of the actions carried out in recent years and on new avenues:

- Re-launch Mindfulness-based workshops in both primary and secondary schools.
- Offer philosophy workshops at primary school, with Les Loulous Philosophes (from the SEVE Foundation).
- Raise awareness of positive communication among parents and teachers
- In the face of pornography, support youngsters by talking to them about sexuality but also about affection.
- Educate children and adolescents to nutrition and in particular to their consumption of sugars.
- Find ways to support adolescents in the face of rape, for example through self-defence.
- Carry on:
  - o initiatives relating to the use of screens: smartphones, internet, social networks, video games....;
  - o alcohol, tobacco and drug prevention sessions in most high school classes;
  - o actions that can help harassed children and adolescents.

Parents, you are welcome to join this Working Group! If you do not have enough time but you know of relevant speakers in your mother tongue, do not hesitate to inform the Working Group via the APEEE Secretariat ([info@apeee-bxl1.be](mailto:info@apeee-bxl1.be)).



**Samantha CHAITKIN**  
Member of the Primary Education Council

## Community Building Working Group

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The Community Building Working Group (CBWG) is dedicated to finding ways to bring our school community closer together. It can mobilise resources, especially from fundraising efforts like the Fête de l'École, but also the human resources of volunteer parents, teachers, other school staff and students, towards projects and initiatives that reinforce our relationships to the school and to one another.

Our overcrowded EEB1 needs a “fil rouge” (or better yet a complex fabric!) to somehow tie us all together. Since 2015 the Community Building has worked to develop, promote, and finance initiatives and project that **celebrate what is good and special about our school and the people who make up our school community; allow families, teachers, and school staff to know one another better, and to improve identity, belonging, and “ownership” of the school by students, parents and employees.** It focuses on three main types of activities: Improving School Infrastructures (especially free time spaces), Promoting Solidarity and Values (previously known as “charity”), and Supporting Projects and Initiatives (by members of the school community, through transparent processes).

### **In the 2017-18 school year, the Community Building Working Group...**

- Placed enormous effort in making the May 2018, 60<sup>th</sup> anniversary Fête de l'École a whole-school celebration, rather than “just” the food and football competition that the school community has enjoyed in recent fetes.
  - A **record number of stands** and initiatives, many of them free of charge for participants, involved more parents, students and teachers in “hosting” the Fête. Each of our 8 language sections put forward at least 4 initiatives, with SWALS groups, groups of teachers, and eclectic combinations of passionate people also coming together to share something fun and memorable with the community. Total proceeds from the Fête reached similar levels as in the past, despite considerably higher costs (see dedicated section elsewhere in this report), and participants from the youngest MAT to the Bac-taking S7s, their parents and EEB1 alumni, all claimed to find something for themselves and have a good time. An **evaluation survey among stand organisers** and others heavily implicated in the organisation was conducted in June to preserve lessons learned and assess the “soft”

success of the Fête. Around 60 respondents indicated that it was fun and worthwhile to have volunteered time, energy and fundraising efforts to putting on a party that they perceived was enjoyed by all cohorts, and brought us all together!

- An innovation at this year's Fête was the coordination of charity and solidarity efforts by the "solidarity" strand of the Community Building Working Group. The Solidarity Village organised school-based and external groups linked to our school community into a "**Solidarity Village**" of nearly 20 stands arranged in the Platon Circle. The aim was to promote solidarity as a value and as a binding element for projects and activities for EEB1 students, teachers, parents and staff to work on together.
- At past Fêtes and other school occasions, the Community Building Working Group has produced and sold school sweatshirts – one symbolic way of supporting belonging and ownership of our school. This year, as the CDE had sweatshirts covered, we took on the idea of selling **umbrellas with the 60<sup>th</sup> anniversary celebration logo**, that would also have mitigated the normally high risk of rain on the day of the Fête! Fortunately for the celebration, but unfortunately for umbrella sales, few party-goers purchased the umbrellas as parasols to protect against the blue sky and sunshine (even if heat and lack of shade were among the main complaints of stand-organisers!).
- The CBWG participated in the **identification of the 60<sup>th</sup> anniversary logo** for the Fête, together with teachers, direction and the Fête organisers. Sourced in student artwork and refined by teachers, we insisted the logo carry an overall positive message and identifiable school symbols.
- Encouraged **parent-teacher-administration cooperation** by inviting existing and new school administrators to APEEE meetings, using a few nibbles and drinks to help improve mutual trust and respect.
- Maintained a good **working relationship with the Comité des Élèves (CdE)**, by meeting with them on several occasions. While challenging to work with because their leadership changes annually, the CdE is an essential link to the student body and our cooperation is important for building community – also by acknowledging their institutional role. Within this framework the parent-student relationship is nothing like parents' often fraught, emotional relationships with our adolescent children! We are supporting the CdE to put in place structures and materials that overcome some inherent weaknesses (lack of institutional memory, management and political experience) through advice, models, etc. and are working together on issues such as infrastructural improvements, sweatshirt sales, and the Fête de l'École.
- Worked with school teachers, administrators and students on the first steps towards installing picnic tables to serve the MAT and Secondary students to improve their playground or free-time spaces. Early in the school year we toured the school with acting Primary Adjunct Director Marla Candon, consulting also with MAT teachers about the utility and placement of picnic tables in their *cour de récré*, and identifying further areas for potential improvement. (The primary and secondary administrative staff had a parallel plan for improvements to our outdoor spaces mainly through painting on the pavements, offering an opportunity for mutual support!) In winter we met with the CdE President and Vice President to discuss the needs they had identified through experience and consultation of secondary students. Finally, in Spring we met with school Administrative Vice-Director Peter Segers, who agreed in principle to the idea of installing more picnic tables in MAT and Secondary spaces as well as balancing the amount of benches and replacing playground equipment in Primary areas. The steps for next year will be to make these proposals concrete!
- Began working with the family of Francis Pirotta, our young student who sadly passed away in May 2018, on developing an appropriate project in his memory.

- Began planning for participative workshops for adolescents on values at school.

For these last three items, we are looking forward to continuing these efforts in 2018-2019 and seeing their fruits soon! The new financial rules for projects, adopted by the APEEE Board in Fall of 2018, will enable more interesting projects to be examined and accountably supported through the CBWG in the future: these were developed, beginning this school year, partly on request of the CBWG because of the need for fair procedures for considering initiatives.



**Kathryn MÁTHÉ**  
Working Group Coordinator

## **Pedagogical Working Group (PedGroup)**

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The PedGroup is an umbrella group created only two short years ago; it is composed of subgroups focusing on different poles of activity. The PedGroup met three times this year, in December, February and June. Meetings were attended for the most part by the coordinators of each subgroup, but subgroup members were also welcome and encouraged. The various subgroups continued to organise their own work internally. In 2017-2018 the PedGroup saw the creation of two new groups, the Sports subgroup and the New Students Task Force, both in response to interest from parents. The current subgroups include the following:

### **STEM – focusing on science, technology, engineering and maths education**

This year the STEM group set its focus on the FabLab (Uccle's Fabrication Laboratory for 3D graphics and robotics). After the school's successful efforts to set up S6-S7 complementary courses based on the FabLab, parents hope that the use of the lab would be extended to: ICT classes, other courses, extracurricular activities and/or a science & technology club; thus far it has been difficult to set up needed modules. The STEM members were happy to learn that an S3ICT FabLab module had been created, but they have found that the staffing of and restricted access to the FabLab remained a problem. In an ongoing project, the STEM group is attempting to work with the school to "map" all existing science and maths related competitions and events in order to increase communication and support across sections and levels.

The STEM group also helped coordinate the Space Age Science Hub at the School Fête, combining slime-making with FabLab VR and Rubik's cubes with a stand on debunking pseudoscience. The Science Festival presented highlights to passersby and fizzy science drinks were served to budding young scientists.

### **Languages – focusing on education in language arts and textual subjects**

The languages group has had difficulty getting off the ground. Originally set up to follow the development of the European School Language Policy as well as on-the-ground policy and practice, it has remained difficult to find a representative to coordinate the group.

## **Music & Art – focusing on fine arts and music education**

Though we still lack an art coordinator, our music team has worked hard to connect our official school music curriculum with our excellent extra-curricular music programme, specifically our orchestra and small groups/bands. The group continued to seek out opportunities for older students to present orchestra instruments to primary students in hands-on workshops.

The Music Coordinator also played a key role in the organisation of the School Fête, creating pop-up concerts and “musical vernissage” combinations of art and music in different parts of the site and working with our schools musicians to create a day-long jazz programme. The idea was for music and art to be seamlessly combined into the Fête experience.

## **Sport – focusing on sports education**

After a research into a possible four schools’ tennis tournament, which did not pan out, our sports group turned its attention to the Fête primary football tournament. At the behest of parents, the group expanded the tournament over several weekends in advance of the Fête so that more children and teams would have a chance to play full matches. The weekends-long event was popular with parents and kids alike and the finals matches at the Fête itself were highly anticipated as were the trophies given away at the dedicated prize ceremony. The sports group also worked closely with secondary students, school advisors, teachers, Césame and parents on the Fête Committee to coordinate the sports activities at the Fête in order to make sure there was a fair distribution of spaces and a variety of sports on offer for all ages and styles.

## **Educational Support – focusing on inclusive education**

(see section on Educational Support)

## **Quality Control – focusing on delivery of the curriculum**

The QC group treats strategic issues of longer-term concern to parents, and as such works for formal change of rules and practice. The QC group worked on two issues in parallel this year: 1) cancelled lessons in secondary due to non-replaced teacher absences (and in particular those related to planned absences); and 2) 180 working days for pupils/replacement activities during the oral Baccalaureate period.

In both cases, the QC group drafted position papers which were approved by the APEEE Board and presented at the Secondary CE and the School Advisory Council. The question of cancelled lessons was also introduced at the January Administrative Board, where parents were told that this was a school-level issue. This is a long process, but there are signs on the ground that the issues are being addressed. The school was considering the idea of organising activities during the oral Bac period and have begun to try to harmonise the project week activities so there are fewer missed lessons for the pupils that stay behind. The group was happy to see that the 2018 Whole School Inspection report included a recommendation for EEBI to draft a local replacement policy.

## **Benchmarking & Evaluation - focusing on attainment, assessment and valuation of the Bac**

The benchmarking & evaluation group has worked closely with INTERPARENTS following the development of the new marking scheme and its subsequent roll-out. The group also continues to monitor topics related to: harmonised testing, A and B marks, equivalence tables in the different members states, and proposals to change the Baccalaureate and/or pre-Baccalaureate. The group contributed to the development of the Baccalaureate complaints system in 2017 and worked as part of a team to administer the system and perform analysis to back up complaints in 2018.

## **Data Protection Taskforce – focusing on protection of parent and**

## **student data**

This group looked closely at the roll out of Office 365 and remained concerned about the risk that data collected by the school will be used by Microsoft or made available to third parties. The group monitored developments in the higher level Data Protection Working Group in coordination with a broader task force composed of the four APEEEs. The DP taskforce continues to monitor the agreements and documentation that parents are asked to sign. The group has also aided the APEEE in the roll-out of its own Data Protection regime and in its dealings with the school to support its own activities.

## **New Students Taskforce – focusing on induction of new families and continuous communication**

The new students task force was started by new parents who found both the APEEE and EEBI opaque for newcomers. The group focused on three main areas: communication, social and pedagogical. The group worked mainly on the communication strand this year and were instrumental in the hiring of our new Communications Officer and in the production of new information packets, newsletter type bulletins and welcome messages for parents. They also encouraged the physical presence of the APEEE in the Autumn 2018 events.

At the end of the year, the PedGroup met to discuss its working method. While the coordinators remain strong and have shown themselves capable of making big advances in their dossiers, they sometimes fail to develop thriving subgroups. It is also felt that the PedGroup still remains distant from INTERPARENTS at one end of the spectrum and the local CE representation at the other. Members agreed that the work method was nevertheless a good one and should be continued. Still, there is work to be done to link our work more closely with other activities.

## Legal Working Group

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The role of the Legal Working Group is to provide legal advice to the APEEE on legal issues arising.

Rather dormant for a few years, the Legal Working Group has been started afresh in 2017. And it had an active year.

Its main files were: new financial procedure for the APEEE adopted in Autumn 2018; review of the APEEE's statues to better reflect the role of the Berkendael site and its representatives; teacher absences; review of the school's drugs policy.

In addition, members of the Legal Working Group can be called upon to assist pupils (and their parents) who face the school's disciplinary board. This happened a few times during the year.



**André DE WOOT**  
APEEE Coordinator for the Fête 2018

## Fête de l'École 2018

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### **A very special School Fête!**

2018: the 60<sup>th</sup> anniversary of the first European School on the theme "Return to the Future".

Registration in order to gain access to the school grounds was compulsory (for security reasons and in order to be able to count the number of participants) and we counted around 6500 participants on that very special Saturday, the 26<sup>th</sup> of May, with an hourly average of almost 4000 people on the premises.

Children, parents and grand-parents enjoyed the day at around 130 stands, which provided: a number of activities specifically targeted at secondary pupils, painting workshops, pop-up concerts, jazz performances, music, dancing, sports, with the ever-successful primary and secondary football competitions, a chess tournament, a science hub, and stands with different European foods, such as the regular favourite Spanish paella, a selection of Italian delicacies, Polish barbecues, Mister Dillen's Belgian fries, as well as one stand serving both French wines, cheese platters and Belgian cakes. There were also 15 stands where Humanitarian Projects and NGOs presented their activities and explained why it is important to take part in cultural exchanges as well as local initiatives.

Lastly, there was the prestigious Gala, organised by the School, in the presence of EU Commissioner for Budget & Human Resources, Günther H. Oettinger, and speeches, a photo exhibition, folk dances as well as the award ceremony for the various tournaments.

As in previous years, the Fête was organised by several committees, using on-line systems to process reservations for stands and equipment. We also improved and simplified the financial side for the stands by introducing a ticket system. Tickets could be booked on line in advance or bought at two different stands on the spot, with payments in cash and by bank card.

A few figures: a greater investment had to be made this year in the bigger attractions, which required large electricity generators, whilst several other stands also asked for more support. Despite this we still managed to make a profit:

Total revenue deposited at the bank:  
€ 55,233.14

Total of tickets sold (counted per stand):  
€ 52,087  
€ 2,316 of which devoted projects and NGOs

Net revenue for the APEEE, after deduction of the humanitarian projects:  
€ 23,188.75

## **Projects and funding**

With this profit we will organise a call for projects to be carried out with the school's agreement.

**The Parents Association**  
**Beyond the school**



**Pere MOLES  
PALLEJA**  
President of  
**INTERPARENTS** and  
member of the  
**APEEE Board**

**Irene BONVISSUTO**  
**APEEE Board**  
**Member**

**Kathryn MÁTHÉ**  
**APEEE President**

## INTERPARENTS

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For the first time, [INTERPARENTS](#) organised one of its preparatory meetings at the Berkendael campus. We thank Mr Gian Luca Longo for his warm hosting. The other INTERPARENTS preparatory meetings took place in Bergen, Ixelles, Luxembourg I and in one of the Commission buildings in Brussels.

This year Irene Bonvissuto joined the Brussels I INTERPARENTS team. And Pere Moles, the former APEEE Brussels I President, was elected the new INTERPARENTS President. The main topics that were covered by INTERPARENTS were the new language policy, the attractiveness of the school staff conditions and the impact of new data protection regulations; we also continued to monitor the roll out of the new secondary marking scale and worked with the four Brussels schools to organise an information session for Brussels parents in February.

In May, INTERPARENTS approved a reorganisation of their structure, identifying coordinators on the different areas. APEEE President, Kathryn Máthé, was appointed as new coordinator on educational issues. INTERPARENTS organised, as in the previous year, a platform to centralise parents complaints about the European Baccalaureate. This resulted in an explosion of complaints concerning the two Maths written exams; these were brought to the attention of the Chair of the Baccalaureate.

INTERPARENTS continues to formally represent the parent associations of the European Schools at the highest levels of the system on key strategic issues related to: pedagogy, funding, governance and administration.



**Kathryn MÁTHÉ**  
President of the  
Parents Association

**Henning EHRENSTEIN**  
Associate Member of  
the APEEE Board for  
Berkendael

## Central Enrolment Authority (CEA)

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### Results of the 2018-2019 enrolment policy (December 2017)

In September 2018, the total population of the Brussels schools stood at 12,975 — up from 12,715 the year before. The capacity of the four schools, including Berkendael remains 12,450. Thus since 2015, the European School system has not been in a position to guarantee a place to all category I students in Brussels.

The population at Uccle in September was 3402 pupils, down from 3440 a year earlier. This is still 300 pupils over the recommended capacity of 3100. Uccle has:

- 224 students in the nursery, spread over 10 classes;
- 1212 students in the primary, spread over 55 classes;
- 1966 students in the secondary, spread over 85 classes.

The section structure at Uccle has remained more or less the same over the last years, though the EN section has lost classes in the primary and early secondary while the PL section has gained in the same levels. The FR section makes up approximately 33% of the population with three classes in most primary levels and four classes in most secondary levels.

At Berkendael the population hit 562 in September, up from 327. Almost 400 of these students are in the FR section. Berkendael is the only site in Brussels with capacity to take new students. Its recommended capacity is 1000 students, though this capacity includes two buildings that are not currently used for classes. The new enrolments were distributed to Berkendael through the systematic limitation of places in primary classes at the other four sites; class sizes were limited to 20 students with only priority students accepted above this number. Berkendael also saw its first “graduating class” in June 2018. Children from Berkendael are given priority enrolment (along with their siblings) in the secondary over new applicants. This year’s 22 FR children were lucky to have all been allotted their school of first choice (10 at Uccle, 5 at Woluwé and 7 at Ixelles).

The current sections supported at Berkendael are FR, LV and SK. The FR section extends from nursery to P5, while the Latvian and Slovak sections currently go up as far as P1. Berkendael previously established DE satellite classes — currently these go up to P3 — and this year an additional four satellite nursery classes were added in EL, EN, ES and IT as

well as an additional DE nursery class. The future of the satellite classes at Berkendael is less clear than the sections, though until now they seem to have been supported to the same level as the non-satellite classes.

A so-called "Transfer Bourse" was piloted in 2018. The pilot let parents apply to change places with families in the same section and level at other Brussels schools. In total 35 applications were received, and eventually there were eight families all from the FR secondary which were able to take advantage of the scheme; the four switches were effected in September 2018. After analysing the results, it was felt that the cost of running the transfer (4.5 months of full-time work) was not worth the benefits. It was recommended by CEA members to apply same funds to the improvement of the technical tools used to manage the enrolment process. The focus should be on better matching family choice and situation to schools during the original application.

The question of the fifth school remains a conundrum, but by September 2018, it seemed that the NATO site would finally be agreed by the Belgian state. Unfortunately, even under the best conditions the site will only be ready by 2024. In the meantime, the Belgian government is proposing a temporary solution to support the burgeoning population — an S6 and S7 campus at Arts-Loi. The proposal awaits the results of a feasibility study. As part of this package of proposals, it is also hoped that the Belgian government will grant Berkendael for the permanent use of the European Schools system.

# **The Parents Association**

## **The Services**



Mariona Sero, H el ene Avignon

and Agn es, Alessandra, C eline, Claire, Fina, Helena, Imola, Judith, Laura, Laurence, Luisella, Marie, Mariyana, Maud, Patricia et Patricia, Pilar, Sabrina, Simone, Sylviane et Yolande.

## Eur eka, Lost and Found Service

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During the school year, with the assistance of the school and the communication support of the APEEE, the Eur eka Team continued to find the most flexible way to help students recover their lost belongings.

### Kindergarten and 1<sup>st</sup> Primary

The help of the teachers and supervisors is indispensable in returning items. We have put see-through containers and a clothes rail in the Fabiola building to make lost items more visible for parents when they are dropping off/collecting their children or when attending class events... As it is difficult for the smaller children to recognise their belongings, **it is imperative to put their name, class and section on all their clothing**. This enables teachers to return clothing to the children. At the end of every term the uncollected items are sorted and filed in the Eur eka. These items are entered on the list (marked Fabiola) and included in the video.

### Primary

The primary teachers have been a great help to us in reminding the children to go to the Eur eka. Many classes have been coming regularly to look for their lost items. The Eur eka team continues to help children mark their names on their belongings and get them to sign the list when they collect them. It is important to teach them to be responsible for their belongings.

### Successful measures we have in place

- **Opening on days when parents are in the school** - School F ete, meetings at the start of the year, report day, Christmas parties, departure and arrival of green class, sea class.
- Since April we have been opening **every Friday from 11.30 to 13.30**. This has helped us return more lost items. We collect approximately 100 items a week.
- Thanks to the **support of the APEEE** by sending out the list and video regularly, we have found that our recovery rate doubles in that week.
- We have had a very positive reaction to the **videos** and therefore will continue with them.

### Secondary

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Eurêka timetable information, posters with QR code of the video are placed in visible locations such as the canteen, locker rooms, gym halls, information boards... The gym teacher Mr Santagati has helped us by passing on the bags left in the gym halls. The Transport Office deals with items left on the bus. It contacts parents directly if there is a name and passes the others to the Eurêka. The Césame team looks after forgotten items from extracurricular activities (judo bags etc.).

## Statistics

- 4280 items were collected during the year 2017-18. An increase of 21% over the previous year.
- 1732 items were returned to their owners. This increased the return rate by 13% over the previous year.
- 40% of items collected were returned to their owners (59% with names, the rest were without).
- Despite the increase in pupils, the amount of items returned to students has gone up by 13%, but this is neither sufficient nor sustainable. With the continued support of the APEEE and a further increase in communication with and collaboration by parents we hope that this will increase even further next year. The Eurêka will continue to get better with this help and more people will be able to get their possessions back.
- We are a team of about 20 volunteers from almost all sections.
- At the 60<sup>th</sup> anniversary school fair the Eurêka team held a workshop with the help of students from the secondary classes 2ES, 1 ES and PL. Single gloves that had been collected over several years were used to make toys. This was a great success and enjoyed by the many children who participated. €382 were raised on the day and passed on to the APEEE for school programmes or solidarity projects.

## Uncollected items were given to the following:

- The **Red Cross** were given bags of warm clothes: hats, scarves, gloves and the like.
- The **Zambia Project**, run by Ms Thomas and the 6<sup>th</sup> years taking part in the project.
- **La Cité Joyeuse** – Children’s home in Molenbeek which welcomes children who are orphaned, disabled, or living in difficult family situation. Leila Chahret a sports instructor at the school very kindly arranges this.
- **Confiance Haiti** – which supports the Canaan and Santo Schools. Anne Marie Berlier facilitates this.
- **Le Centre sportif d’Alsemberg** – for refugees supported by the Red Cross. Claudia Schneider from the S1-3 library facilitates this.
- **The school infirmary**, which always needs spare clothes.

## 2018–2019

We have had a difficult start to the year due to the mild weather and changes in school personnel. The mild weather has resulted in the doubling of items collected due to the cold mornings and warm lunchtimes. Thanks to the assistance of the school and two new volunteers we have been able to increase our opening times. We would especially like to thank Mrs Esther Proficz, APEEE Secretary, Mrs Abril Catanan, Mrs Sylvie Julliot, primary secretary, and Mr. Jean François Deraedt who have provided great support to the Eurêka team.

## EURÉKA'S PREMISES



## 60th ANNIVERSARY SCHOOL FAIR - EBB1 - EURÊKA WORKSHOP



### Atelier Eureka

Samedi 26 mai 2018 : Fête de l'école



Des vieux gants non réclamés deviennent des peluches.

## DONATIONS



## Example of Thank-You-Emails received

De : "Economat" <[economat@lacitejoyeuse.be](mailto:economat@lacitejoyeuse.be)>  
Date : 3 nov. 2017 17:10  
Objet : Réception des dons  
À : "[chahret@gmail.com](mailto:chahret@gmail.com)" <[chahret@gmail.com](mailto:chahret@gmail.com)>  
Cc :

Bonjour,

Nous avons bien reçu, à la date du 2/11 des dons de Matériel scolaire, jeux divers, vêtements.

Nous vous remercions pour votre générosité.

Les bénéficiaires seront ravis.

Bien à vous.

Gérard ALEXIS

Responsable logistique de la Cité Joyeuse

Tél : 02-482-06-68





**Ariane Bourcieu  
and Elisabeth  
Peters (FR  
section)**

**Cristina Morte (ES  
section)**

**Irene Bonvissuto  
(IT section)**

**and the other parent  
volunteers**

## Books Exchange

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### Books exchange 2018

The school second-hand book sale took place as usual in the S-1-2-3 Cafeteria at the end of June / beginning of July, each language section organising its own stand. If your language section is not represented but you want to hold a stand for the book exchange project, please contact the secretariat of APEEE ([info@apeee-bxl1.be](mailto:info@apeee-bxl1.be)). For the practical organisation, you can rely on the help of people already involved.

### Books exchange of the English section

During the 2017-18 school year, EN section volunteers once again offered the traditional book sale service to provide parents and students the opportunity to clear out their old schoolbooks and find relevant new ones at reasonable costs. As always, the payment-slip system allowed parents to be sent the standardised sale price of their books, in case of sale, minus a contribution to the fund towards library resources in EN. A win-win situation!

We are now the best, and certainly cheapest, source of Spotlight Science spiral edition worldwide. Although our September 2017 booksale was the usual success, and involved numerous helpers who, as usual, enjoyed the opportunity to hang out on the school grounds, unfortunately we were not able to set up a June 2018 instance of collecting books and allowing early birds to prepare their books before the summer holidays. However, we have begun clarifying the steps and procedures for the posterity of fun and accountable EN book-sale cycles, and a new team is emerging for September and June book sales next year.

Njeri Kimani, EN Section

### Books exchange of the French section

The book sale essentially takes place during four half-days at the end of June/beginning of July, shortly after the publication of the book list for the following school year. In addition, a further two half-days at the start of the autumn term give new secondary students the opportunity to also take part in the book sale.

The principle is simple: students can bring along any of their old books provided they are on the book list. The books are then sold at 50% of their Amazon retail price (the money is passed on to the original owner of the book at a later date), plus an additional fee of one Euro, which is used to help fund the school library.

This year, the French section's book sale helped give a new life to almost 200 school books.

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The number of participants and books sold was unchanged compared with the previous year, and we were able to sell a good proportion of our stock, with the proceeds of the book sale helping to support the S123 library to which we donated a total of 300 EUR this year.

We would like to once again thank all those parents who volunteered to come and help out on the stand, as well as Ms Vossen, the librarian for S4-S7, for all their valuable help. Our thanks also go out to Marie Didion for her initiative regarding the choice of books last year.

Ariane Bourcieu, [bourcieu@hotmail.com](mailto:bourcieu@hotmail.com)  
Elisabeth Peters, [elisaeric.peters@free.fr](mailto:elisaeric.peters@free.fr)

### **Books exchange of the Spanish section**

The Spanish book sale has been a bit lower this year compared to last year. It was our third year but parents and students did not bring many books to exchange this year. Primary and secondary books can be exchanged for free, including L2, L3, dictionaries, maps, novels, etc.

Cristina Morte, ES section

### **Books exchange of the Italian section**

A total of 130 books were sold this year, which represents yet another increase on previous years. We noted, once again, that there is a need to get better at passing on information about the book sale to the parents of younger students (S1-S3). In reality, we only managed to sell a handful of books for these school years and still have books in stock as the S4-S5-S6 students were very active and brought us plenty of books.

We managed to establish good working relations with teachers who themselves turned to the book sale as a way of helping students new to the school and who were not always in possession of the right books at the start of the school year. We were also able to help several new families, outside the confines of the official book sale days, providing them with a point of contact and offering them books from our stock, as and when necessary. I would also like to say a big thank you to all those parents who volunteered by helping out on the stand and to those involved in the project to donate unused books to the school.

Thanks to the contribution of one Euro from the sale of each book, we will be able to provide the library with a set of small dictionaries for Language 3 learners of Italian and other beginners.

Irene Bonvissuto, volunteer and parent of a child from the Italian section



**Brian GRAY**  
Treasurer of the APEEE Services

## APEEE Services

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At the end of the 2016/2017, Gilbert Luciani, who had served as President of the APEEE Services for four years, was no longer eligible to continue, and Zoltan Krasznai was elected to the post. Pascale De Smedt continued as responsible for coordination of the ASBL's activities and for managing the accounts and the administration of the ASBL.

Together, the President and the Coordinator play a key role in overseeing the activities of the ASBL, which include the canteen, cafeteria, transport for both the Uccle and Berkendael sites, extracurricular activities for both schools, and the daycare, with a permanent staff of 26 people and an annual budget of some 6,5 million EUR. They are helped by parents who form the management committees of each activity.

The APEEE Services' IT systems were improved over the year, in particular the web-based registration and notification system. This proved more user-friendly for parents, and greatly assisted the administration of the some 3000 users of the services provided.

The various services are constantly looking for ways to better meet pupils' needs. Given the growing number of pupils as well as our involvement in the Berkendael school, we continue to look for more parents who are willing to help in the management of the services, which receive only moral support from the school.



**Zoltan KRASZNAI**  
President of the APEEE Services

## Transport

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The European School in Brussels I was spread over two sites. The Uccle site welcomed secondary, primary (1, 2, 3, 3, 4, 5) and kindergarten students. The Berkendael site welcomed kindergarten and primary school students (1, 2, 3, 4, 5). The transport network of the European School of Uccle therefore remains very complex due to the organisation of the dual service Uccle & Berkendael.

### Buses

As a result, a large number of buses had to be managed, with a fleet of **66** buses in the morning and **70** buses in the afternoon. This fleet of buses comes from **19** different coach companies. The policy of the Transport service is to diversify the companies in order to obtain better offers and avoid a "monopoly" situation.

For the Berkendael site, children are dropped off and picked up on school premises.

For the Uccle site, children are dropped off in front of the school and picked up on school premises for 95% of the buses.

### Staff

The daily management of the Transport service is ensured by six people.

Frédéric Herinckx, Manager (Berkendael & Uccle) - full-time

Carine Decostre, Assistant (Berkendael & Uccle) - part-time 24 hours

Agnès Laurent, Assistant (Berkendael & Uccle) - part-time 32 hours

Nathalie Moraitis, Assistant (Berkendael & Uccle) - part-time 23 hours

John Horny, Assistant (Uccle) - full-time

Julia Montier, Assistant (Uccle) - part-time 19 hours

The service relied on a team of 11 adults to supervise Berkendael students (kindergarten and primary) and another team of 25 adults to supervise Uccle students upon their return on Friday at 13h20.

The Transport Committee is composed of volunteer parents whose students use the school's transport, including its President.

- Zoltan Krasznai, President APEEE Services & Transport
- Eduardo Lanza, Member

- Ivo Schmidt, Member
- Valentina Corsetti, Member
- Thomas Elsner (Berkendael), Member

## Students

**+/- 2,880** students (Berkendael & Uccle) were travelling to school by school transport in the 2017/18 school year.

As always recommended by the Transport Service, many parents of small kindergarten pupils accompany their children to school themselves during the first few days, thus avoiding any inconvenience (students who cannot find their bus, etc.).

Like every year, a bus safety and bus evacuation training course is organised. All primary and kindergarten classes receive this training, including a practical exercise in the buses. This involves 67 classes (Uccle) and 17 classes (Berkendael). The same training is given to bus supervisors (adults and students).

## Fees

The annual fee of the school transport subscription was set, for the year 2017/18, at EUR 1,335 payable in three instalments (530-370-435). A price reduction was applied during the second half of the school year, which resulted in a reduced fee of EUR 1,285.

85 to 90% of subscriptions are paid for by the various European institutions. The Service therefore invoices them every quarter for the fees to be paid.

For the other 10 to 15%, it is the parents or others who must pay the subscription fee each quarter.

## Rentrée 2018

The start of the 2018/2019 school year was difficult due to the ever increasing number of children (especially in Berkendael) on the buses (2964) and therefore the increased number of buses. We have welcomed a new colleague, Mrs Charlotte Van Balberghe, to our team to strengthen the service on Berkendael.

Like at the beginning of each school year, we received requests from several parents for a change of stop or proposals for new stops. These requests were analysed during a Transport Management Committee (composed of the staff of the ASBL APEEE Services Transport and the parents who are members of the Transport Management Committee). As far as possible, and as long as the requests for changes were reasonable and feasible, we tried to give them a positive response.

The Transport Committee thanks parents for their trust in the Service and for their messages of encouragement.



Ariane  
BOURCIEU  
Elisabeth  
PETERS  
Teresa  
FERNANDEZ-  
GIL  
Véronique  
LESOILE

## Canteen

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### Our team

The following parents administer the Canteen service for the school community on a voluntary basis and on behalf of all other parents: Ariane Bourcieu, Teresa Fernandez-Gil, Véronique Lesoile and Elisabeth Peters.

Every six weeks we organise a meeting with the canteen manager, Mr Tony Dillen, and the APEEE Services coordinator, Ms Pascale De Smedt. We also invite various other members of the wider school community to these meetings, including management, administration, teacher representatives, student representatives etc.

### The Van Houtte canteen currently offers

- A choice of four starters
- Soup of the day
- A choice of two hot meals: one meat dish and one vegetarian or fish dish
- A choice of two desserts

There is always a salad bar with a selection of fresh vegetables and other mixed salads, as well as a choice of salad dressings.

Children can always ask for an extra serving of the main dish.

The monthly menu at the self-service restaurant is available online on the APEEE website <http://www.uccleparents.org/cantine-home/menu/>

Allergy items are clearly marked on the menu.

### The canteen in numbers

Number of meals served (average per day)

Nursery school	220
Primary school	1065
Secondary school	1150

### Cafeterias

The two cafeterias serve a selection of pastries, fresh sandwiches, hot food, salads, fruit, soup as well as drinks and other snacks on a daily basis. The cafeteria for older secondary students also sells a number of food items prepared on site including pasta salads, smoothies and fresh fruit salads.

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The 2017/2018 academic year was a quiet and constructive year for our Canteen Service (very welcome after several difficult years due to building work and the long gas outage), and saw a number of new projects:

### **1. Refusal of food waste at the self-service restaurant**

The canteen service has asked the directors of the primary school to remind all students and teachers about the canteen rules on this issue. Since September 2018, three people have each been assigned a queue in the self-service restaurant in order to:

- Ensure the smooth passage of students through the restaurant
- Monitor the amount of salads and desserts taken by students
- Encourage children to help themselves to more fruit and vegetables
- Help to successfully distribute the meals

### **2. Vending machines**

The Students' Committee raised the problem of the excessively long queues in the cafeteria at break time. It suggested installing vending machines, following a study of the existing situation in other European schools. Neither the school nor the parents have expressed any support for this plan to date (problems in terms of maintaining the machines and healthy eating – an unwelcome invitation to snack, particularly in the case of young secondary school students).

The canteen has suggesting adding an extra member of staff who can help serve during certain break times (particularly for the Platon cafeteria). The situation will be re-assessed at the beginning of the 2018-2019 academic year.

### **3. Plastic packaging**

Following a proposal to reduce the amount of disposable plastic products at the canteen and in the cafeterias, a system has been in place since September 2018.



**Paola CARUSO**  
President of the Césame Committee

## Césame

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### Extracurricular activities and swimming

The 2017-2018 school year was a transitional year for the extracurricular activities during which we recorded a considerable financial loss. This loss can be explained by several factors:

- In 2016-2017 we stopped taking care of the extracurricular activities at Berkendael. These activities provided considerable revenue for Césame and in fact we had already recorded a loss in 2016-2017. However, due to an accounting error, an amount of € 49,000 for enrolments for 2017-2018 was booked under the wrong financial year. As a result, the profit for the previous year was grossly inflated and the deficit for 2017-2018 all the more painful.
- The departure premium paid to Ms Lipsin, affecting both the extracurricular activities and the *garderie*.
- A drop in participants in primary school, who are usually the ones who take part most in extracurricular activities.

After Ms Lipsin's retirement two new colleagues were recruited: Mr Raffaele Rizzo, who is in charge of the *garderie*, swimming and extracurricular activities, and Ms Céline Chacun, also in charge of extracurricular activities.

One of the particularly popular new activities this year has been philosophy in French and English, which got off to a slow start but has now become a firm favourite among budding young philosophers.

For swimming we had 238 enrolments, which was below expectations. The late re-opening of the VUB swimming-pool at the end of January apparently put people off and we ended up cancelling several courses. We had recruited a new coordinator at the beginning of the year but were unhappy with the results, so we have decided to carry out some internal reshuffling in order to take care of registration and swimming lessons ourselves.

A number of other events were also organised during the school year:

- The Christmas concert, at the beginning of December, which took place at the Conservatoire Royal de Bruxelles, and was a great success.

- The theatre festival, which lasted for two weeks, from the end of May till mid-June. We rented a room at the Roseraie so that the S4-S7 secondary pupils could perform on a proper stage.
- During the School Fête we organised an exhibition of pupils' art work and a demonstration of martial arts, judo, self-defence and aikido.

## **The ESB swimming team**

The European School Swimming Team ESB OCTOPUS prioritised the promotion of the team during the 2017-2018 season in order to increase the number of swimmers and to get more swimmers from EEB2 and EEB4 on board. This was a great success as more than 25 new swimmers signed up for the team for the current season. Three bigger competition trips were organised, one being the league championship held in the London Olympic Pool in February 2018. There were also three home competitions as well as a sprint meet. As is the case every season, the team took part in a Splash Charity Meet, with both parents and pupils participating. One team training course was organised in order to prepare for Champs. Moreover, the daily activities were re-organised while some responsibilities were shifted around amongst team members in order to run activities more efficiently and to prepare for this season's Champs, to be organised by our own team.

## **The Orchestra**

The school orchestra is made up of some 50 musicians. It is run by conductor Arman Simonian and his assistant Agnieszka Zywert. Apart from regular rehearsals on Fridays, the orchestra also organised two workshops: one weekend of rehearsals to prepare the traditional Christmas concert, and one 10-day trip to Armenia during the Easter holidays. The orchestra also gave several concerts in Belgium throughout the year.

The chamber orchestra and the string and wind orchestra are now an integral part of the programme performed by the symphonic orchestra.

A new activity was started in 2016, as part of the extracurricular activities: the so-called rhythmic orchestra, run by Agnieszka Zywert. The children taking part in this activity were also included in the percussion section during the orchestra's concerts.

The orchestra also works together with the primary and secondary music (and art) coordinators in order to create an environment that will help develop pupils' musical creativity. And in order to encourage the links between primary and secondary, regular concerts by the symphonic orchestra and musical performances for primary pupils are organised at the Uccle school.

## **Garderie**

The number of children registered for the 2017-2018 school year was basically the same as in the previous year. However, there were 30 kindergarten children more for the second school bus departure, 15 more primary children for the first school bus departure and about 10 more primary children for the second school bus departure.

## **Lockers**

There were 1729 lockers in use by secondary pupils this year, compared to 1696 last year, with five lockers still available. Most families pay the due amount on time, but a few changes in the rules will be made in order to make the beginning of the year run more smoothly next year. As was the case last year, first-year secondary pupils received their locker keys right at the start of the school year and we were able to meet all requests for a locker. We also continued to replace old lockers: thirteen new ones were installed in place of the old ones in the Brueghel building.



Dheepa  
RAJAN  
Stéphanie  
RESSORT  
Margarita  
SAVOVA  
Members  
of the  
Working  
Group

## Extra-curricular activities in Berkendael

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Berkendael's extracurricular activities were organised for the first time in 2016 on the initiative of a few volunteer parents. The year 2017-2018 was a challenging one. It was a matter of continuing, extending and structuring the project initiated a year earlier. The multiple challenges were met with determination thanks to a motivated team that was able to structure itself thanks to the commitment of a half-time manager.

The number of proposed activities has increased significantly to sixteen different activities spread over a total of thirty-three groups.

The team of instructors has grown considerably to twenty, which has enabled 318 children from 152 families to be welcomed each week.

Courses in Dutch, Chinese, English, German, Hindi and Bulgarian were organised. Extra-curricular activities have thus been fully in line with the European Schools' policy of promoting language learning.

A wide range of activities were offered kindergarten pupils as well: musical awakening, dancing, psychomotricity, balloon games, capoeira, art and creative movement. Primary school students also benefited from a plethora of activities: music, dance, balloon games, capoeira, karate and art.

With regard to music, six private guitar slots and twenty-seven private piano slots were allocated. To meet the demand for private piano lessons, a piano was acquired by the extracurricular at the beginning of the school year.

Since January 2018, the ACTIVE Friday afternoon daycare for children who take the bus home at 15h00 has been taken care of by the after-school programme.

The team of parent volunteers also organised several activities to complete the extracurricular budget: waffle sales, organisation of the School Fête, etc.

The team of teachers has been strengthened thanks to the enrolment of new teachers and forms a motivated and highly qualified group.

The year 2017-2018 was therefore rich in many respects, but it is not a time to rest on our laurels.

For 2018-2019, while deepening the objectives achieved over the past year, the team has set itself new objectives. These include:

- The organisation of a transport to the Schuman district on Tuesdays at 16h00 to allow children who take the bus at 15h00 to take part in the activities.
- Language courses will be organised by age and by level in order to cope with the expected increase in the number of students.
- The organisation of new language courses such as Romanian, Hungarian and Italian.
- The establishment of a daycare service on Mondays, Tuesdays and Thursdays for children who are not eligible for the OIB daycare.

**The Parents Association**

**The accounts of the APEEE**



**François ROSSIGNOL**  
Treasurer of the APEEE

## The accounts of the APEEE

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Please find the 2018-2019 budget on the next page.

## ASSOCIATION DES PARENTS D'ELEVES DE L'ECOLE EUROPEENNE DE BRUXELLES I

### BUDGET

	Réel 2015/16	Budget 2016/17	Réel 2016/17	Budget 2017/18	Réel 2017/18	Budget 2018/19
<b>CHARGES</b>						
Participation projets école	1.000,00	12.200,00	1.609,48	5.900,00	200,00	0,00
Entretiens locaux	0,00	0,00	0,00	1.231,72	0,00	1.400,00
Maintenance informatique	2.883,49	2.500,00	785,95	1.000,00	1.138,74	1.500,00
Frais téléphone / internet	582,00	2.902,08	902,87	1.870,00	582,00	900,00
Fournitures de bureau / ordinateur / copies	652,20	1.600,00	1.941,34	1.359,00	1.186,68	1.300,00
Cotisations + frais Interparents	1.850,00	1.850,00	3.190,00	1.680,00	1.680,00	1.700,00
Honoraires Avocats/ Comptable/ autres	1.813,50	1.840,00	1.836,32	1.855,00	1.864,10	9.520,00
Honoraires Secrétariat social	586,54	538,52	867,55	563,00	514,66	675,00
Formations, séminaires	2.585,50	1.839,00	959,00	0,00	619,90	1.000,00
Publications légales	203,21	203,21	124,63	223,00	224,91	225,00
Frais de déplacements	598,40	1.000,00	793,69	1.000,00	884,92	1.000,00
Dons, cadeaux	77,00	200,00	152,29	300,00	810,45	300,00
Réceptions	653,18	520,00	781,28	780,00	1.219,11	780,00
<b>Total biens et services</b>	<b>13.485,02</b>	<b>27.192,81</b>	<b>13.944,40</b>	<b>17.761,72</b>	<b>10.925,47</b>	<b>20.300,00</b>
<b>Site Berkendael (situation transitoire 2016-2017)</b>						
Frais périscolaires Berkendael	0,00	10.064,80	17.606,82	0,00	0,00	0,00
<b>TOTAL BIENS ET SERVICES</b>	<b>13.485,02</b>	<b>37.257,61</b>	<b>31.551,22</b>	<b>17.761,72</b>	<b>10.925,47</b>	<b>20.300,00</b>

Rémunérations	44.215,47	44.920,66	48.458,92	50.702,37	53.599,18	68.566,44
Déplacements	264,00	264,00	264,00	264,00	295,55	516,00
Différences provision pécules vacances	-27,08	111,98	179,16	157,68	736,13	1.114,25
Charges patronales	11.333,55	11.534,85	12.073,67	14.485,15	13.076,76	18.577,36
Assurances accident travail / RC	970,28	830,00	874,45	875,00	1.086,55	1.100,00
Services médicaux	166,50	166,50	169,83	170,00	173,23	175,00
Chèques repas	1.387,99	1.350,00	1.102,53	1.040,16	1.236,70	1.883,00
Frais propres à l'employeur	216,00	216,00	216,00	216,00	286,00	426,00
Autres frais de personnel					181,50	0,00
Charges salariales personne supplémentaire (12,5h)				13.000,00		
<b>TOTAL REMUNERATIONS ET CHARGES</b>	<b>58.526,71</b>	<b>59.393,99</b>	<b>63.338,56</b>	<b>80.910,36</b>	<b>70.671,60</b>	<b>92.358,05</b>
Dotations amort. Immo. Incorporelles	0,00	0,00	0,00	0,00	0,00	4.000,00
Dotations amort. Immo. Corporelles	277,08	378,08	750,40	773,31	2.061,57	3.661,57
<b>TOTAL AMORTISSEMENTS</b>	<b>277,08</b>	<b>378,08</b>	<b>750,40</b>	<b>773,31</b>	<b>2.061,57</b>	<b>7.661,57</b>
TVA non déductible sur honoraires	380,84	386,40	385,64	390,00	391,46	1.999,20
<b>TOTAL AUTRES CHARGES D'EXPLOITATION</b>	<b>380,84</b>	<b>386,40</b>	<b>385,64</b>	<b>390,00</b>	<b>391,46</b>	<b>1.999,20</b>
Différences de paiement	0,00	0,00	0,00	0,00	0,00	
Intérêts et frais de retard	33,25	0,00	0,00	0,00	0,00	
Frais de banque	511,91	515,00	458,76	460,00	460,44	465,00
<b>TOTAL CHARGES FINANCIERES</b>	<b>545,16</b>	<b>515,00</b>	<b>458,76</b>	<b>460,00</b>	<b>460,44</b>	<b>465,00</b>
Charges exceptionnelles / subsides	0,00	108,33	0,00	0,00		0,00
<b>TOTAL CHARGES EXCEPTIONNELLES</b>	<b>0,00</b>	<b>108,33</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>
Impôts	44,43	74,00	44,23	32,50	0,00	22,50
<b>TOTAL IMPOTS</b>	<b>44,43</b>	<b>74,00</b>	<b>44,23</b>	<b>32,50</b>	<b>0,00</b>	<b>22,50</b>
<b>TOTAL CHARGES</b>	<b>73.259,24</b>	<b>98.113,41</b>	<b>96.528,81</b>	<b>100.327,90</b>	<b>84.510,54</b>	<b>122.806,32</b>

<b>PRODUITS</b>						
Cotisations	84.695,00	84.397,20	86.690,00	90.000,00	92.220,00	119.750,00
Conférences	211,00	200,00	345,42	300,00	30,60	0,00
Autres recettes	0,00	500,00	2.157,68	0,00	938,87	400,00
<b>Total ventes Uccle</b>	<b>84.906,00</b>	<b>85.097,20</b>	<b>89.193,10</b>	<b>90.300,00</b>	<b>93.189,47</b>	<b>120.150,00</b>
<b>Site Berkendael (situation transitoire 2016-2017)</b>						
Cotisations activités périscolaires	0,00	13.180,00	17.606,82	0,00	0,00	0,00
<b>TOTAL VENTES</b>	<b>84.906,00</b>	<b>98.277,20</b>	<b>106.799,92</b>	<b>90.300,00</b>	<b>93.189,47</b>	<b>120.150,00</b>
Exonération précompte professionnel	294,49	300,00	58,48	60,00	58,47	60,00
<b>TOTAL PRODUITS D'EXPLOITATION</b>	<b>294,49</b>	<b>300,00</b>	<b>58,48</b>	<b>60,00</b>	<b>58,47</b>	<b>60,00</b>
Intérêts reçus	296,20	296,00	176,91	130,00	99,57	90,00
Différences	7,26	0,00	0,00	0,00	0,10	0,00
<b>TOTAL PRODUITS FINANCIERS</b>	<b>303,46</b>	<b>296,00</b>	<b>176,91</b>	<b>130,00</b>	<b>99,67</b>	<b>90,00</b>
Produits exceptionnels s/ exercices antérieurs		1.788,26	0,00	0,00	0,00	0,00
<b>TOTAL PRODUITS EXCEPTIONNELS</b>	<b>0,00</b>	<b>1.788,26</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>	<b>0,00</b>
<b>TOTAL PRODUITS</b>	<b>85.503,95</b>	<b>100.661,46</b>	<b>107.035,31</b>	<b>90.490,00</b>	<b>93.347,61</b>	<b>120.300,00</b>
<b>RESULTAT DE L'EXERCICE</b>	<b>12.244,71</b>	<b>2.548,05</b>	<b>10.506,50</b>	<b>-9.837,90</b>	<b>8.837,07</b>	<b>-2.506,32</b>

## APEEE FINANCIAL REPORT - ACCOUNTS FROM 01/09/2017 TO 31/08/2018

### REVIEW OF THE ANNUAL ACCOUNTS AS AT 31/08/2018

The annual accounts of the APEEE Brussels 1 AISBL have been prepared with a view to ensuring the continuity of activities.

### AAB1 APEEE INCOME STATEMENT AS AT 31.08.2018

On reading the accounts, we observe that the net result is positive at €8,837.07 for a total income of €93,347.61 and total expenses of €84,510.54.

It is useful, for a better understanding, to compare the results achieved in 2017-2018 with the budget and the results of the previous year.

We note the following:

#### 1. Revenues

Overall, revenues are €3,649.47 higher than the budget, representing a 3.92% increase, but a decrease of €13,610.45, or 14.61%, compared with the previous financial year. The major difference compared to 2016/2017 comes from the absence of the Berkendael site in the APEEE's accounts; indeed, movements relating to this entity now pass through the APEEE Services. This had been anticipated in the 2017/2018 budget.

#### 2. Expenses

Overall, the expenses for the financial year are significantly lower than last year (-12,018.27 € or 14.22% decrease); the budget clearly predicted this decrease and the cause is largely similar to that mentioned for the revenues.

### In conclusion

We can summarise the results of the 2017-2018 financial year as follows:

Budgeted result	(+) 429.46
Excess of income over budget	(+) 3,617.61
No expenses in relation to the budget	(+) 4,790.00
Result for the year 2017-2018	(+) 8,837.07

The APEEE's income corresponds to parents' contributions, since the APEEE does not benefit from any subsidies. Any profits made during the School Fête are included in the balance sheet (see below), which de facto constitutes a debt of the APEEE towards the community and is therefore intended to be used for the financing and subsidy of educational and school projects.

### ASSETS AND LIABILITIES OF THE UCCL APEEE AS AT 31.08.2018

We can summarise the situation as at 31 August 2018 as follows:

ASSETS		LIABILITIES	
Tangible fixed assets	3.969,64	Equity capital	144.427,69
Customers	2.852,38	Short-term debts	75.459,34

Cash position	289.094,26	Accruals and deferred income	76.088,00
Accruals and deferred income	58,75		
	<u>295.975,03</u>		<u>295.975,03</u>

## Comments

### Assets

Tangible fixed assets: 3,969.64 €

The APEEE I made some new investments in 2017-2018; mainly in the development of the website and IT equipment.

In addition, the amortisation of past investments is still ongoing.

Customers: 2,852.38 €

This item represents a claim on the European School concerning its participation in a seminar for students. This receivable will be honoured in the following year.

Cash and cash equivalents: 289,094.26 €

The cash position has increased significantly compared with last year (increase of 11.54%). The cash position represents nearly 98% of the total balance sheet and is equivalent to just under three years of contributions.

Accruals and deferred income: 58.75 €

These are only insurances carried over to the following financial year to comply with the principle of breakage.

### Liabilities

Equity capital: 144,427.69 €

Equity capital increased by the amount of the profit for the year, i.e. €8,837.07.

Short-term debts: 75,459.34 €

A part of the short-term debts consists of salary and social security debts: €1,667.56 of withholding tax on earned income, €284.09 of O.N.S.S. and €6,062.35 of provision for holiday pay.

In addition, there are other miscellaneous debts for €3,728.85, a miscellaneous credit item (mainly towards other services) for €15,573.32, a "Fête de l'école" debt (€2,797.00 for 2015, €19,403.61 for 2017, €23,188.75 for 2018) and a Sweatshirts debt for €1,961.60.

Finally, there are still supplier debts of €792.21; these were paid in September 2018.

Accruals and deferred income: 76,088.00 €

These are mainly contributions received before 31/08/2018 and which relate to the 2018-2019 financial year.

François Rossignol, APEEE treasurer, based on the comments of Benoît Goret, certified Public Accountant and IEC Tax Advisor of the Debroux firm.

**The Parents Association**

**The accounts of the APEEE  
Services**



**Brian GRAY**  
Treasurer of the  
APEEE Services



**Pascale DE  
SMEDT**  
Coordination of  
the APEEE  
Services

## The accounts of the APEEE Services

Please find the accounts on page 62.

### FINANCIAL REPORT OF THE APEEE SERVICES - ACCOUNTS FROM 1/09/2017 TO 31/08/2018

#### REVIEW OF THE ANNUAL ACCOUNTS AS AT 31/08/2018

The annual accounts of the ASBL APEEE Services in Uccle have been drawn up for 2017-2018. We certify that these have been carried out in accordance with the legal requirements and that they are sincere and in conformity.

#### INCOME STATEMENT OF THE APEEE SERVICES UCCLE AS AT 31/08/2018

On reading the accounts, we observe that the net result is positive at €54,622 for a total income of €6,758,247 and total expenses of €6,703,625.

We think it is useful to compare the results achieved during the year 2017-2018 with the previous year's results.

	<b>Achieved 2016-2017 (€)</b>	<b>Achieved 2017-2018 (€)</b>	<b>Difference (€)</b>	<b>Real growth</b>
<b>Revenues</b>				
Contributions	6.268.988	6.627.020	(+) 358.032	(+) 5,40%
Other contributions	196.309	124.723	(-) 71.586	(-) 57,40%
Other operating income	23.117	1.315	(-) 21.802	(-) 1.657,95%
Financial income	1.734	5.189	(+) 3.455	(+) 66,58%
Exceptional income	-	-	-	-
<b>Total</b>	<b>6.490.148</b>	<b>6.758.247</b>	<b>(+) 268.099</b>	<b>(+) 3,97%</b>

<b>Expenses</b>				
Cost of benefits	3.478.359	3.738.465	(+) 260.106	(+) 6,96%
Services and other goods	919.725	1.000.432	(+) 80.707	(+) 8,07%
Remunerations	1.356.072	1.683.983	(+) 327.911	(+) 19,47%
Depreciation and amortisation	105.411	144.797	(+) 39.386	(+) 27,20%
Other operating expenses	112.955	119.468	(+) 6.513	(+) 5,45%
Financial expenses	3.109	16.480	(+) 13.371	(+) 81,13%
Exceptional expenses	-	-	-	-
<b>Total</b>	<b>5.975.631</b>	<b>6.703.625</b>	<b>(+) 727.994</b>	<b>(+) 10,86%</b>
	<b>514.517</b>	<b>54.622</b>	<b>(-) 459.895</b>	<b>(-) 841,86%</b>

We note the following:

### 1. Revenues

Overall, revenues are €268,099 higher than in the previous financial year. In addition to an increase in registrations, this financial year also includes the figures for the Berkendael site; this section represents a turnover of €107,441 for this 2017/2018 financial year.

### 2. Expenses

Overall, the expenses for the financial year are up compared to the previous financial year (+10.86%); we observe a significant increase in the cost of services (which nevertheless follows very logically the increase in income) but also an increase in remuneration; this item has been strongly affected by the payment of an employee's exit allowance (impact of 170,000 € on this item).

### In conclusion

We can summarise the results of the 2017-2018 financial year as follows:

Profit 2016/2017	(+) 514,517 €
Excess of income over 2016/2017	(+) 268,099 €
Excess of expenses compared to 2016/2017	(-) 727,994 €

Result for the year 2017-2018	(+) 52,622 €
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The General Assembly decides to allocate this entire amount to the reserve for corporate liabilities. In addition, €398,874 is deducted from the retained earnings and transferred to this same reserve for social liabilities; the reserves amount to €1,346,085 at 31/08/18.

### ASSETS AND LIABILITIES OF THE APEEE UCCLE SERVICES AS AT 31.08.2018

We can summarise the situation as at 31 August 2018 as follows:

ASSETS (€)		LIABILITIES (€)	
Property, plant and equipment	675.447	Equity capital	2.914.507
Inventories	21.094	Short-term debts	224.348
Short-term receivables	25.927	Accruals and deferred income	<u>934.422</u>
Cash flow	<u>3.350.809</u>		
	<b><u>4.073.277</u></b>		<b><u>4.073.277</u></b>

## Comments

### Assets

Tangible fixed assets: 675,447 €

The APEEE Services I made many investments during this financial year, mainly in furniture, equipment and in the development of the web platform (116,438 €)

Depreciation of previous years' investments continues. In addition, there is the amortisation of new acquisitions.

Stocks: 21,094 €

The APEEE has a stock in the canteen (14.340€) and in the cafeteria (4.910,55€). The stock in the cafeteria increased by 27.29% and that in the canteen by 11.26%.

Short-term receivables: €25,927

The APEEE has an outstanding amount of €25,927, and this concerns only customer invoices that are paid at the beginning of the 2018-2019 school year.

Cash flow: 3,350,809 €

The cash position has increased compared to last year by approximately 3.64%. This item represents 82.26% of the balance sheet total and represents half a year's revenue.

### Liabilities

Shareholders' equity: 2,914,507 €

The shareholders' equity increased by the amount of the profit for the financial year, i.e. €54,622.

Short-term debts: 224,348 €

Trade payables of €22,318 represent operating and service payables and miscellaneous goods. Suppliers are paid no later than 30 days from the date of receipt of the invoice.

In addition, there are social and wage debts (withholding tax on earned income: €15,809, ONSS: €26,633, Remunerations: €1,266, PV provisions: €97,765); these debts are paid within the legal deadlines.

Finally, there are still deposits on lockers, which amount to €60,557.

Adjustment: 934.422 €

These are mainly contributions received before 31/08/2018 and which relate to the 2018-2019 financial year.

<b>APEEE Services 2017/2018 Situation 31/08/2018</b>										
	<b>TOTAL</b>	<b>Coordination</b>	<b>Cantine</b>	<b>Cafétéria</b>	<b>Transport</b>	<b>Césame périscolaire</b>	<b>Garderie</b>	<b>Casiers</b>	<b>Equipe natation</b>	<b>Periscolaire Berkendael</b>
<b>Produits</b>										
Cotisations	6.520.268	0	2.038.456	237.096	3.689.660	317.536	72.382	35.713	22.811	106.613
Autres recettes	231.475	124.723	0	0	16.558	79.813	0	560	0	9.821
Récupération biens et services	1.693	305	-86	724	296	205	83	2	0	164
Produits financiers	4.811	2	4.284	0	371	91	56	7	0	0
<b>Total produits</b>	<b>6.758.247</b>	<b>125.030</b>	<b>2.042.655</b>	<b>237.820</b>	<b>3.706.885</b>	<b>397.645</b>	<b>72.521</b>	<b>36.282</b>	<b>22.811</b>	<b>116.598</b>
<b>Charges</b>										
Coûts des Prestations	3.753.306	0	575.929	130.279	3.023.770	23.326	0	0	0	0
Biens et services	985.591	33.685	557.985	0	119.076	182.882	1.647	23.641	35.116	31.559
Rémunérations et charges	1.683.943	87.616	529.781	110.219	416.695	333.225	132.385	2.376	0	71.645
Amortissements	144.797	4.012	95.367	0	14.701	8.263	4.852	17.104	234	266
Participation Coordination	119.468	0	38.477	0	74.272	4.825	538	458	898	
Charges financières	16.480	7.863	4.651	0	1.103	1.163	312	558	402	429
Taxes	0	0	0	0	0	0	0	0	0	0
<b>Total charges</b>	<b>6.703.585</b>	<b>133.177</b>	<b>1.802.189</b>	<b>240.498</b>	<b>3.649.618</b>	<b>553.685</b>	<b>139.733</b>	<b>44.136</b>	<b>36.650</b>	<b>103.899</b>
<b>RESULTAT</b>	<b>54.663</b>	<b>-8.147</b>	<b>240.466</b>	<b>-2.678</b>	<b>57.268</b>	<b>-156.040</b>	<b>-67.213</b>	<b>-7.854</b>	<b>-13.839</b>	<b>12.699</b>

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