



Schola Europaea • Bruxelles I

Activity Report

2018-2019

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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

Dear EEBI Parents,

We present APEEE's 2018-2019 Annual Report. We know that with its 49 pages, it may seem like a heavy read. But we encourage you to thumb through it, select a few topics that appeal to you, and read about the work that the APEEE has undertaken on your behalf.

In the 2018-2019 school year, we celebrated the arrival of a new Director, Mr Brian Goggins, who came to us from the European School at Mol, where he had served as Director for five years. This meant the direction teams at both Uccle and Berkendael were relatively new, leading to a few growing pains but also to a fresh energy and a new approach to some evergreen issues. The unexpected departure in summer 2019 of our Director of Finance and Administration, Mr Peter Segers, the longest standing member of our direction team, only completed this process. Mr Segers helped the school climb back from financial disarray after embezzlement was uncovered by our former director. He rolled up his sleeves, and by the time he left, the school was again in good standing with the Central Office and the Institutions. For this we owe him a debt of gratitude.

In 2018-2019 the number of pupils at Uccle stabilised at approximately 3400 pupils; by September 2019, the number had even dropped a bit. Nevertheless, this was still far above the 3100 pupil capacity set for our school, and the **endemic overcrowding** could be felt on the primary playground and in the secondary as well: timetabling was difficult; classrooms and facilities scarce; the canteen, cafeterias and libraries were brimming over. There were also multiple problems with our infrastructure, most notably the toilets in the Gutenberg building, which caused health and hygiene concerns. The school continued to put pressure on the Belgian government. But it also began to look for solutions to alleviate the crowds, create a better community atmosphere and to provide more support for our pupils through their youth, adolescence and early adulthood. For this, both our **Well-Being** and **Community Building** working groups worked closely with the school. I encourage you to read the sections dedicated to their work. A proposal to open a temporary S6-S7 school campus at Arts Loi was tabled by the Belgian government. The site was not suitable for use as a school and entailed a long and hard battle on the part of the four Brussels APEEEs, whose relationship strengthened as a result.

Berkendael has watched as its numbers have slowly crept up. In 2018-2019, it reached 562 pupils, and by September 2019 it had increased to 743 pupils. Berkendael added satellite classes in four new languages: English, Greek, Italian and Spanish. This was in addition to French, Latvian and Slovak sections and German satellite classes already in

place. As a community, they have experienced their own growing pains, but last year marked a new-found stability in their school direction and in their Berkendael Working Group parent team. Those programmes put in place during their early years (their after-school activities, newsletter, annual school party, etc.) have now become traditions. Berkendael families seem extremely happy in their still small community. A family of foxes inhabiting their playground and seriously cutting down on the space available for play was perhaps their biggest headline. On the other hand, Berkendael families still face uncertainty in the form of obligatory transfers of pupils to other schools after they finish P5. The Berkendael campus is also filling up more quickly than foreseen, and we will likely face classroom shortages quite soon. Please refer to the sections on **Berkendael** and on the **Central Enrolment Authority**.

Pedagogically, last year began with the roll out of the **New Secondary Marking System** in S1-S5. Teachers, pupils and parents spent the year familiarising themselves not only with the change in the marks but also with the competence-based approach—already used in primary. The APEEE followed the progress of the roll out and attempted to gauge the impact on our students. In the course of the year, a new risk emerged. With the arrival of the new marking scale, member states have been asked to update the “equivalence tables” used to establish the value of the Baccalaureate scores for national university admission. Germany, in particular, used the update as an opportunity to devalue the European Baccalaureate, making it all but impossible for European School students to enter certain courses in that country. This has not yet been resolved, and we await equivalence tables from other member states with trepidation. We continue to work closely with INTERPARENTS to address this and other system-wide issues.

We continued to follow several other pedagogical issues:

- a shortage of teachers and difficulties in recruiting and retaining the quality teachers we need, particularly native speaking teachers of our vehicular languages.
- a problem with lost teaching hours in the secondary in the form of un-replaced teacher absences and a shortened school year.
- a proposal by our direction to pilot mixed-ability French and English second language classes with special enrichment hours for advanced students—and with this the possible discontinuation of our so-called bilingual L2 groups for late primary and secondary students.

The bilingual groups have been cherished by many parents, particularly our SWALS families, and long considered a model by parent communities in the other Brussels European Schools so we watch the pilot rolled out in September 2019 with interest. The APEEE also confronted a late-in-the-day proposal by the direction to lengthen the Friday timetable for S1-S3 students, which led to the cancellation of our Friday early afternoon bus service and put many early primary families and the APEEE Services in a tailspin as they entered the last weeks of school.

We have also continued to provide pedagogical support to parents in various forms, from monitoring our Baccalaureate and other harmonised exams, to some great work undertaken by our Educational Support group—ours is now one of the only schools with school-specific Educational Support Guidelines already in place and new networks for parents with pupils on educational support and for parents of gifted students. We also worked to enhance programmes already in place, from our Science Fair and FabLab to our thriving music programme, choir and school orchestra. We encourage you to read sections on: **Primary and Secondary Pedagogy; Pedagogical Working Group (PedGroup); Educational Support; SWALS** and **INTERPARENTS**.

The APEEE is as always glad to deliver to parents the non-fee services on which they have come to depend, including our beloved *EUREKA!* run by a stalwart team of parents who continue to move from strength to strength—check out their videos! And our annual secondary used-textbook sale, run by parents in several language sections with a view to cost savings and environmental friendliness. And our Legal Working Group, which not only

serves the APEEE but also advocates for parents and helps regular families who find themselves somehow at odds with the system. We are proud of these services and thankful to the team of volunteer parents who continue to run them year after year. Please read the dedicated sections on **EURÊKA**, the **Booksales**, and the **Legal Working Group**.

Finally, this year the APEEE has introduced a formal Funding Procedure whereby members of the school community (parents, teachers, students and others) are invited in a formal call to submit applications for projects to be funded through the proceeds of the Fete. We have already funded over fifteen projects through this procedure, including the **Francis Pirotta Creative Arts Prize**, with more to come!

As always, we encourage you to find out more about what we do, voice your opinions and get involved in any area that interests you.

Kathryn Máthé
APEEE President

The Parents Association
in the school

Uccle – Nursery and Primary

Karin HUNDEBØLL
APEEE Vice President for Pedagogy

Pedagogy in the Nursery/Primary cycle - issues raised by the APEEE in the 2018/2019 school year

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
<p>Implementation of the recommendations from the May 2018 EEB1 Whole School Inspection (WSI)</p>	<p>Targeted follow-up action by the management to ensure improvements in the eight identified weak areas with low performance scores:</p> <ol style="list-style-type: none"> 1) management ensures <u>effective use of teaching time</u>, including <u>replacements</u> 2) education for <u>sustainable development</u> is fostered 3) there is <u>continuity and progression</u> from year to year 4) the planning within and across sections is <u>harmonised</u> 5) <u>individual needs of pupils</u> are respected in <u>planning</u> 6) teachers respect <u>pupils' individual needs</u> in their <u>teaching</u> 7) pupils develop the <u>ability to assess their own work</u> 8) a structure for <u>quality assurance</u> and development is implemented 	<p><u>CE Primary</u>: 16/10/18</p> <p><u>SAC</u>: 18/09/18 15/01/19</p> <p><u>Admin Board</u>: 01/10/18 30/01/19 24/09/19</p>	<p>The APEEE is unaware of concrete action plans drawn up in identified areas for school improvements. No written documentation has been presented to the CE Primary, SAC or Admin Board.</p> <p>The Annual Pedagogical School Plan (APSP) 2018/2019 and the draft APSP 2019/2020 include only four of the identified eight weak areas among the school priorities (points 4, 6, 7, 8). The lack of SMART performance indicators in the APSP hinders meaningful tracking/evaluation of progress in identified areas for school improvements.</p> <p>A follow-up WSI is planned for January-February 2020. It is unclear if the APEEE will be consulted/invited to give input.</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
	<p><i>Six of the above weak areas were also identified as weak by the 2013 WSI (points 3, 4, 5, 6, 7, 8).</i></p>		
<p>Overpopulation</p>	<p>Ensure via the enrolment policy that the number of enrolled students does not exceed the available capacity of the school site (Uccle site has in recent years enrolled around 300 students above its capacity of 3100).</p>	<p><u>CE Primary:</u></p> <p><u>Admin Board:</u> 01/10/18 30/01/19 24/09/19</p> <p>Joint statement by EEB APEEEs 22/10/19</p>	<p>The overpopulation is listed as one of the most serious pedagogical risks in our school with very likely and high impact on teaching quality, accidents and supervision problems. On top of the pedagogical and general wellbeing risks, the overpopulation also poses serious safety risks in case of an emergency evacuation of the Uccle site (gas leak, bomb threat, terrorist attack).</p> <p>The APEEEs of the four Brussels schools issued a joint statement on overpopulation in the Brussels schools in October 2019 and joint follow-up action vis-à-vis the Commission and EU Member States is in the pipeline.</p> <p>Initiatives like KIVA (anti-bullying programme) and "Living Together" (rules on dedicated zones/times for specific free play activities during breaks) strive to mitigate the negative effects of the overpopulation in the primary cycle.</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
			<p>The APEEE has in CE Primary meetings stressed the importance of training the hired supervisors on playground duty in KIVA principles and basic conflict prevention/resolution skills. The APEEE has also underscored the need to ensure that hired supervisors on playground duty have sufficient language skills to be able to communicate effectively with a multilingual pupil population (including many young pupils who do not understand French).</p>
<p>Educational support</p>	<p>Draw up and apply school guidelines on educational support.</p> <p>Draw up an implementation plan for follow-up to the evaluation report on educational support in the European Schools.</p> <p>Set up a network of parents on educational support.</p>	<p><u>SAC</u>: 18/09/18 15/01/19</p> <p><u>Admin Board</u>: 30/01/19</p>	<p>School guidelines presented in March 2019 at an information session organised by the school in the presence of the Director.</p> <p>An implementation plan for follow-up to the evaluation report is still pending.</p> <p>The APEEE organised a meeting for parents on educational support in February 2019.</p>
<p>Transparency on annual class work plans</p>	<p>Ensure that all parents have access to the annual pedagogical work plan for the class of their child</p>	<p>CE Primary: 18/06/19</p>	<p>At the CE Primary meeting in June 2018 the APEEE conveyed parents' concerns about the lack of a</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
	covering the main subject areas taught.		harmonised approach to inform parents about the teachers' annual pedagogical work plans. Some teachers provide a written annual plan to the parents, others inform parents orally at the class meetings at the start of the school year, and some provide little or no information to parents about the content of the annual pedagogical work plan for the class. The APEEE asked if the annual work plans could be uploaded in the SMS system where they would be easily accessible to all parents at any point in time during the school year. The school management is reluctant to ask the teachers to upload their annual work plans in the SMS system and encourages instead the parents to contact the class teachers directly for written or oral information about their annual pedagogical work plans.
Compliance with the 180-days rule	<p>Ensure that all EEB1 students are offered 180 school days as required by the rules. School days include normal lessons and pedagogical excursions/trips/projects.</p> <p>End the practice whereby the Admin Board approves an official school calendar with the required</p>	<p><u>CE Primary:</u> 16/10/18 31/01/19 18/06/19</p> <p><u>SAC:</u> 18/09/18 15/01/19</p>	<p>The May 2018 Whole School Inspection of EEB1 gave the management a low performance score on the quality assurance criteria linked to "effective use of teaching time".</p> <p>The Deputy Secretary-general of the European Schools clarified at the</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
	<p>180 school days, while the management implements a different school calendar with fewer school days for the pupils (178 days for primary and 172-175 days for S1-S6 students).</p>	<p><u>Admin Board:</u> 01/10/18 30/01/19 24/09/19</p>	<p>Admin Board meeting in January 2019 that <i>"he had consulted the archives, notably the decisions of the Board of Governors, and found no official document on exceptions to the 180-days rule that would allow the school to organise a school year with less than 180 school days for the pupils. However, he confirmed that the practice of counting the pedagogical day as a school day for the pupils (even though there is no school for the pupils on that day) has been a common practice in the European Schools for several years"</i>.</p> <p>The APEEE has invited the deputy-director in charge of nursery/primary to ensure effective use of teaching time throughout the school year, notably by scheduling the annual parent-teachers meetings outside school hours like in the secondary cycle, and by making the last day of the official school year more meaningful by ended the practice of requiring the pupils to come to school only to pick up a report card.</p> <p>The Deputy-Director in charge of Nursery/Primary announced at the CE Primary in June 2019 that starting</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
			<p>in the 2019/2020 school year, the last day of the official school year (Friday 3 July) would be a half day where the pupils could celebrate the end of the school year with their class teachers. Thursday 2 July would be a normal school day ending at 15:45. The Deputy-Director in charge of Nursery/Primary does not plan to schedule the annual parent-teacher meetings outside school hours. The practice of cancelling a school day to conduct the parent-teacher meetings is expected to continue.</p>

Uccle - Secondary

Karin HUNDEBØLL
APEEE Vice President for Pedagogy

Pedagogy in the Secondary cycle - issues raised by the APEEE in the 2018/2019 school year

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
<p>Implementation of the recommendations from the May 2018 EEB1 Whole School Inspection (WSI)</p>	<p>Targeted follow-up action by the management to ensure improvements in the eight identified weak areas with low performance scores:</p> <ol style="list-style-type: none"> 1) management ensures <u>effective use of teaching time</u>, including <u>replacements</u> 2) education for <u>sustainable development</u> is fostered 3) there is <u>continuity and progression</u> from year to year 4) the planning within and across sections is <u>harmonised</u> 5) <u>individual needs of pupils</u> are respected in <u>planning</u> 6) teachers respect <u>pupils' individual needs</u> in their <u>teaching</u> 7) pupils develop the <u>ability to assess their own work</u> 8) a structure for <u>quality assurance</u> and development is implemented 	<p><u>CE Secondary</u>: 15/10/18 04/12/18</p> <p><u>SAC</u>: 18/09/18 15/01/19</p> <p><u>Admin Board</u>: 01/10/18 30/01/19 24/09/19</p>	<p>The APEEE is unaware of concrete action plans drawn up in identified areas for school improvements. No written documentation on any action plan has been presented to the CE Secondary, SAC or Admin Board.</p> <p>The Annual Pedagogical School Plan (APSP) 2018/2019 and the draft APSP 2019/2020 include only four of the identified eight weak areas among the school priorities (points 4, 6, 7, 8). The lack of SMART performance indicators in the APSP hinders meaningful tracking/evaluation of progress in identified areas for school improvements.</p> <p>A follow-up WSI is planned for January-February 2020. It is unclear if the APEEE will be consulted/invited to give input.</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
	<i>Six of the above weak areas were also identified as weak by the 2013 WSI of EEB1 (points 3, 4, 5, 6, 7, 8).</i>		
Overpopulation, notably in the secondary cycle	Ensure via the enrolment policy that the number of enrolled students do not exceed the available capacity of the school site (Uccle site has in recent years enrolled around 300 students above its capacity of 3100).	<u>Admin Board:</u> 01/10/18 30/01/19 24/09/19 Joint statement by EEB APEEEs 22/10/19	The EEB1 pedagogical risk register lists overpopulation as one of the most serious pedagogical risks in our school with very likely and high impact on teaching quality, accidents and supervision problems. On top of the pedagogical and wellbeing risks, the overpopulation also poses serious safety risks in case of an emergency evacuation of the Uccle site (gas leak, bomb threat, terrorist attack). The APEEEs of the four Brussels schools issued a joint statement on overpopulation in the Brussels schools in October 2019 and joint follow-up action vis-à-vis the Commission and EU Member States is in the pipeline.
Implementation of the New Marking System (NMS)	Harmonized application of the NMS's competence-based assessment criteria ("attainment descriptors") to ensure fairness, validity, reliability and transparency of grades across and within sections.	<u>CE Secondary:</u> 04/12/18 21/02/19 20/05/19 <u>SAC:</u>	Comparative EEB1 data for S5 students shared with the APEEE in October 2019. Management assures that the issue is being closely monitored. NMS will be applied in S7 from September 2020.

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
		18/09/18 15/01/19 17/09/19 <u>Admin Board:</u> 01/10/18 30/01/19 24/09/19 Joint letter by EEB APEEEs	The APEEE has requested comparative EEB1 data for S1-S5 in time for the CE Secondary meeting on 3 December 2019.
Cancelled lessons (lost teaching hours) due to non-replaced teacher absences	Reduce number of cancelled lessons (lost teaching hours) to a minimum to ensure pedagogical continuity and minimise the negative impact on the students' learning. Parents are especially concerned about the high number of cancelled lessons in cases of <u>planned</u> teacher absences (meetings, training, excursions, school trips etc.) where the management has had time to find replacements or re-schedule the activities to times where replacement teachers are available. Parents understand and accept that it may be difficult for the management to find replacements with very short notice in cases of unforeseen absences (sudden sickness, accident, force majeure).	<u>CE Secondary:</u> 15/10/18 04/12/18 21/02/19 20/05/19 <u>SAC:</u> 18/09/18 17/09/19 <u>Admin Board:</u> 01/10/18 30/01/19 24/09/19	Parents' concerns about cancelled lessons (lost teaching hours) were confirmed by the May 2018 Whole School Inspection that gave the management a low performance score on <i>"effective use of teaching time, including replacements"</i> . The EEB1 pedagogical risk register lists <i>"number of teaching hours not assured"</i> among the top five pedagogical risks in our school with likely and high impact on several aspects, e.g. <i>pupils miss important parts of their subjects content, negative impact on learning attitude, learning process is affected due to the interruption in teaching.</i> A local replacement policy as recommended by the 2018 WSI has

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
			<p>not been put in place. An action plan to reduce the number of cancelled lessons has not been drawn up either. The organisational procedures for replacement of absent teachers appear ineffective and even planned absences continue to lead to cancelled lessons on a regular basis.</p> <p>Seven out of ten teacher absences resulted in cancelled lessons in the school years 2018/2019, 2017/2018, 2016/2017. Each secondary student lost on average 71 periods of teaching in the 2018/2019 school year due to non-replaced teacher absences. There is no transparency on the most affected year levels or subject areas. The APEEE's requests for disaggregated and anonymized statistics on cancelled lessons per year level and subject area, have been refused both by the former and the current director with reference to protection of the teachers personal data.</p> <p>A vacancy notice and on-line registration for replacement teachers was published on the school website in Sep 2019 with a</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
			<p>view to build a more solid replacement roster.</p> <p>At the Sep 2019 Admin Board meeting, the Deputy Secretary-general of the European Schools requested the director to provide a comprehensive analysis and detailed statistics on the main reasons behind cancelled lessons in time for the Admin Board meeting in Sep 2020.</p>
<p>Compliance with the 180-days rule</p>	<p>Ensure that all EEB1 students are offered 180 school days as required by the rules. School days include normal lessons, pedagogical excursions/trips/projects and for S5-S6 students also work experiences offered by the school.</p> <p>End the practice whereby the Admin Board approves an official school calendar with the required 180 school days, while the management implements a different school calendar with fewer school days for the pupils (178 days for primary and 172-175 days for S1-S6 students).</p>	<p><u>CE Secondary:</u> 21/02/19 20/05/19</p> <p><u>SAC:</u> 18/09/18 15/01/19 17/09/19</p> <p><u>Admin Board:</u> 01/10/18 30/01/19 24/09/19</p> <p>Joint letter by EEB APEEEs to the EP CULT Committee 15/01/19</p>	<p>The Deputy Secretary-general of the European Schools clarified at the Admin Board meeting in January 2019 that <i>"he had consulted the archives, notably the decisions of the Board of Governors, and found no official document on exceptions to the 180-days rule that would allow the school to organise a school year with less than 180 school days for the pupils. However, he confirmed that the practice of counting the pedagogical day as a school day for the pupils (even though there is no school for the pupils on that day) has been a common practice in the European Schools for several years"</i>.</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
			<p>Small incremental improvement for S1-S4 students at the end of the 2018/2019 school year: two days of pedagogical activities organised, i.e. number of cancelled school days reduced from seven to five.</p> <p>It was clarified in June 2019 that very few teachers are in reality involved in the BAC oral exams (5-15 teachers per day out of a total of +200 secondary teachers according to the School's own planning), leaving the large majority of teachers available for S1-S6 students during the last days of the official school year. The rules require class councils to take place outside school hours, so they have no bearing on the organisation of school days throughout the school year.</p> <p>The director committed at the Admin Board meeting in Sep 2019 to improve the situation, but he could not promise that <i>all</i> S1-S6 students would be offered 180 school days in the 2019/2020 school year. The director said he would inform all parents by early November about the organisation of the last days of the official school year 2019/2020.</p>

Issue title	Objective	Raised where	Status as of Nov 2019 / comments
<p>Spaces/activities available to students during free periods or cancelled lessons</p>	<p>Improved organisation of spaces and activities available to students during free periods and cancelled lessons, including possibilities for silent study, non-silent group work, physical activity or socializing with friends.</p>	<p><u>CE Secondary:</u> 12/09/19</p> <p><u>SAC:</u> 18/09/18 17/09/19</p>	<p>At the CE Secondary meeting in Sep 2019, the management committed to draw up a concept paper/plan for available spaces and activities for S1-S7 students during free periods and cancelled lessons in time for the 3 Dec CE Secondary meeting.</p>
<p>Educational support</p>	<p>Draw up and apply school guidelines on educational support.</p> <p>Draw up an implementation plan for follow-up to the evaluation report on educational support in the European Schools.</p> <p>Set up a network of parents on educational support.</p>	<p><u>SAC:</u> 18/09/18 15/01/19</p> <p><u>Admin Board:</u> 30/01/19</p>	<p>School guidelines presented in March 2019 at an information session organised by the school in the presence of the Director.</p> <p>An implementation plan for follow-up to the evaluation report is still pending.</p> <p>The APEEE organised a meeting for parents on educational support in February 2019.</p>
<p>Parents survey on the Pre-BAC 2018/2019</p>	<p>In response to complaints from S7 parents, the APEEE conducted a parents' survey on students' experiences with the Pre-BAC 2018/2019</p>	<p><u>SAC:</u> 15/01/19</p> <p>Survey results sent to the management</p>	<p>The management responded that it would only deal with individual complaints about the Pre-BAC. The APEEE conveyed this message to the S7 parents.</p>



Henning EHRENSTEIN
Associate Member of the APEEE Board for
Berkendael

Berkendael – Nursery and Primary

The Berkendael Working Group has been set up to implement the decisions of the APEEE General Assembly and the APEEE Administrative Board in the Berkendael campus. It is an informal gathering of section representatives that deals with topics relevant for the Berkendael site and that serves as the main channel of communication between the Berkendael members of the APEEE Administrative Board (elected by the General Assembly in 2018), other section representatives in Berkendael, class representatives and members of the Pedagogical Council.

It has also been serving, through its functional mailbox apeee.berkendael@gmail.com, as one of the main information sources for new parents, providing information on the parents' association, extracurricular activities and practical issues related to the Berkendael campus. Nevertheless, the greatest outreach to all the parents with relevant information on the Berkendael site has been achieved by a newsletter drafted by a group of devoted parents and edited three to four times a year.

In general, the Working Group meets once every two months, but can react, through electronic communication, to any open issue that needs to be urgently addressed. In 2019, it held six meetings, including two meetings of all class representatives and one meeting aiming at electing Berkendael representatives in the APEEE Administrative Board for 2020.

The following topics were discussed in 2019: enrolment procedures and criteria for admission of pupils to secondary classes in the European schools, creation of the fifth European school in Brussels, funding of school-related projects, infrastructure and hygiene, canteen, extracurricular activities etc.



Monika VELIKONJA
APEEE Board Member

“SWALS” children

SWALS are Students Without a Language Section corresponding to their dominant language, hence they are in Anglophone, Francophone or German-speaking sections. They have L1 in their dominant language and most of the other subjects in the language of their section, which is also their L2.

The EEB1 accepts Slovenian students, but there are also Bulgarian, Romanian and Croatian SWALS who enrolled before the redistribution of SWALS among Brussels' schools. In total the SWALS represent less than four percent of EEB1 students.

SWALS' main concerns are i) suboptimal timetables for L1 in secondary (same year classes split by sections, reduced hours, vertical groupings, classes outside school time); ii) conflicting timetables between mandatory and optional subjects in upper secondary; iii) limited exposure to their dominant language; and iv) organisation of L2 in secondary. In the secondary SWALS may also end up having a class teacher who doesn't actually teach them.

L1 timetable problems are a serious issue as it is the only subject SWALS have in their dominant language. The school's decision to change the S1-S3 Friday timetable might resolve some of the problems in the future. Improved timetables are ultimately beneficial for all students and will be pursued.

The issue with organisation of L2 in secondary is linked to the SWALS' intensive exposure to the language of their sections and their constant use of it, making it more their “additional” than “second” language. While SWALS are immersed in FR/EN/DE L1 during the primary, in secondary they are placed in L2 classes. The learning objectives of L2 are neither sufficiently challenging nor supportive enough to help develop language competences that SWALS need for other subjects, including mathematics and science, which they study with students in their respective section.

The school rejected parents' call for a pilot project (to extend L2 primary approach to the secondary under specific conditions) and the European School language policy revision, completed in April 2019, did not effectively tackle the problem. Until now EEB1 had L2 bilingual classes, which to some extent alleviated the problem. The school's decision to replace them with mixed-ability and enrichment classes raised serious concerns among

parents. This led to the adoption of the APEEE statement on L2 grouping calling on the school management to ensure that no student is disadvantaged under the new approach and to evaluate it. The pilot L2 enrichment programme introduced in selected year groups in 2019-2020 will require close follow-up.

Raising awareness about the SWALS and their needs within and outside the EEB1 involved several meetings, including with the Slovenian minister for education, Mr Pikalo, direct communication with the school management and teachers (e.g. on timetables) as well as activities in Educational councils and APEEE bodies. The revised APEEE statutes will ensure SWALS formal representation (voting rights) in the APEEE Board from 2019-2020.



Sara DAGOSTINI
Coordinator, Well Being Working Group

Well-Being Working Group

The "Well-being Working Group" aims at accompanying the pupils, via the school and the parents, to build a healthy personal and social development. The members of the group, through parent's feedback and active contribution looks into the challenges faced in these days by children and parents and sometime teachers. The main focus of the group is on:

- Drugs and addictions;
- Bullying;
- EVRAS; and
- Cyber education.

Actions carried out in 2018-2019

Sara Dagostini took over the coordination of the group in September 2018. It has been a year of transition, however an enormous effort has been put on to ensure continuity of the old programmes. Several old projects were continued and new ones proposed.

The recurrent programme Stop à la Drogue was continued, focusing on prevention about alcohol, tobacco and drugs. A conference for parents has also been held with the same organisation, headed by R. Maillet.

A conference about internet, social media, cyberbullying, video games and pornography online has been organised for parents, with C. Butstraen as speaker.

The group kicked off discussion with the school about KIVA, to better understand parents' involvement and potentially to start engaging parents into the programme. A conference for parents about bullying has been organised with the association Virage, from Liège.

Members of the group has drafted a proposal about a mobile policy, based on parent's contribution from all sections, which was sent to the school in February.

Members of the group engaged with the school to launch EVRAS, "Education à la vie relationnelle, affective and sexuelle" for secondary. The programme has been well perceived by the school and obtained the necessary funding in the spring call.

A successful pilot project about values (self-esteem, virtual/real) has been launched, targeting the students reps of S3 and S5. The speaker was from the SEVE Foundation. Members of the group held discussions to re-launch Mindfulness-based workshops.

Outlook for 2019-2020

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

- Implementation of EVRAS, currently ongoing together with the school. In addition, the group will explore the possibility to extend it to late primary
- Currently working on a substance abuse and prevention policy with the school. The group aim at proposing a new prevention programme for secondary students and a conference to raise awareness among parents;
- Carry on initiatives relating to the use of screens. A students' and a parents' conference;
- Continue exploring ways to introduce Mindfulness in both primary and secondary schools;
- Raise awareness of positive communication among parents and teachers;
- Explore possibility about management of conflicts among pupils;
- Educate parents and children to healthy nutrition.



Samantha CHAITKIN
Coordinator, Community Building Working Group

Community Building Working Group

In the 2018-19 school year, much of the APEEE's Community Building efforts were spent on furthering relationships with various components of school life. To start the year off, new-family materials and a welcome committee were present at the orientation day, to help new students feel more at home in our school community. A strong relationship was soon established with the new president and vice-president of the Students' Committee: the patterns of exchange and trust were fertile ground for concrete collaboration. Examples of this include the hosting of the CDE budget in the APEEE accounts from January on, and of course the joint CDE-School-APEEE investment in a new, safer and more comfortable surface for the football pitch in the middle of the campus. Together, we discussed and improved the 123 Caf alongside the 24-7 Caf, in a balanced way, using CDE funds.

Indeed many of the relationships maintained over the year were focused on Community Building's leading campaign, to improve free-time and free-time spaces. Overcrowding at our school makes it especially important to offer better options to students who are not in class, so they can make the most of their time at school and stay out of trouble. This is equally true for the long and short "récré" enjoyed by Nursery and Primary pupils, who benefited from new markings on the playground following our discussions with teaching staff and the school administrator, as well as picnic benches in the Fabiola courtyard.

Community Building also played a central role in defining and implementing the APEEE's new system of project grants for the school community, alongside the CDE, the school administration, and the Bien-Être and Pedagogical working groups. And little by little, those persistent conversations, reminding the school's other stakeholders of our commitment to a better school life, have led to a variety of improvements.



Kathryn MÁTHÉ
Coordinator, PedGroup

Pedagogical Working Group (PedGroup)

The Pedagogical Working Group (PedGroup) works with the APEEE and the school to ensure the quality of the educational offer and to support, propose and help implement measures or initiatives to improve the daily classroom experience of our children. The PedGroup works on several issues simultaneously, some of which have been spun off into full-fledged sub working groups:

- Subgroup: Educational Support (*with gifted children*)
- Subgroup: STEM
- Dossier: Quality Control
- Dossier: Benchmarking & Evaluation
- Dossier: Languages
- Dossier: Art & Music (*currently only music*)
- Dossier: Sport (*currently dormant*)

This year the PedGroup spun off the Data Protection Task Force, which now works under the Legal Working Group, and the New Students Task Force, which has been folded into the Community Building Working Group.

Our target audience is the APEEE and the parents, but we aim to work closely with students, teachers, management and the wider school community on issues of pedagogical import.

In 2018-2019, the PedGroup worked on the following issues:

Educational Support Subgroup:

- Established Learning Support and Gifted Students Parent Networks
 - Helped to develop and improve the school specific guidelines on educational support for primary and secondary
 - Supported the school's annual information session on Educational Support and helped organise EEB-wide parent information sessions on specific topics
 - Follow implementation of the school-level recommendations laid out in the Action Plan for Educational Support and Inclusive Education
 - Involved in developments in system-level on Educational Support Policy Group
 - Continue to work on: early identification of special education needs; special exam arrangements; and increased hours for support coordinators
-

Gifted Children Network

Upon the initiative of various parents, and within the SEN (Network for Educational Support) umbrella, in March 2019, the first meeting of a new network that aims at targeting the special educational needs of gifted children was organised. Approximately 100 parents replied to the first call for interest.

Gifted children are not only children with a very high IQ. They are pupils with "high ability in some or all areas, who may nevertheless also require special learning conditions to fulfil their educational potential". Therefore, they are children with a specific profile whose learning needs are often not adequately addressed in the school system. Sometimes this leads to difficulties at school and even dropping out.

While the Policy on the Provision of Educational Support in the European Schools refer to the need to address the educational needs of gifted children, and the EBB1 educational support guidelines refer to the wish to explore and research more on this area and develop educational programmes for pupils with high potential, no concrete policy has been developed so far.

To avoid inconsistent case-by-case actions, the network aims

- at collaborating with EBB1, both in Uccle and Berkendael, to create an effective educational support strategy for gifted pupils and
- at creating a network of support for pupils and parents, which can allow them to identify common problems, share information, propose activities or workshops, etc.

STEM Subgroup:

- Joined EEBI working group to sustain and expand of the EEBI Science Festival; worked to change deadlines to better accommodate secondary students; helped raise profile of the project and worked to increase participation rates
- Met with school on possibility of establishing CoderDojo
- Fielded financial requests for STEM-oriented projects (e.g. Science & Maths Coding Club S6-S7)
- Continue to push for the use of Uccle's Fabrication Laboratory (FabLab) in the classroom and extra-curricular activities
- Continue to provide general feedback on STEM-related curriculum development.

Quality Control Dossier:

- Followed up on position paper on replacement of lost teaching hours in the secondary, particularly looking at the recruitment and availability of replacement teachers, updating the replacement rules on the website and more transparency about cancelled lessons
- Followed up on position paper on "180 Days" of schooling, focusing primarily on the Bacc Oral period at the end of the school year
- Continue to track high level developments related to the recruitment, induction, evaluation and retention of teachers
- Continue to push for better communication to families about longer-term teacher absences

Benchmarking & Evaluation Dossier:

- Provided support for the so-called S8 survey run by the central office following up on students after they graduate
- Liaised with INTERPARENTS on developments related to the Pre-Bacc and Baccalaureate, including access to test scripts
- Gathered feedback from parents on EEBI pre-Baccalaureate exam
- Coordinated EEBI section of INTERPARENTS Bacc Complaints system

- Continue to follow and communicate developments with new secondary marking system; tracked roll out of new system in S5; closely follow development of national equivalence tables

Art & Music (currently music):

- Co-organised music and friendship activity with primary students culminating in 15 May concert-finale
- Fielded financial requests for music-based projects (e.g. Project Turandot – opera at school)
- Continue to support and promote EEBI orchestra and other musical programmes

Languages:

- Gave feedback on European School Language Policy at the highest levels
- Fielded financial requests for language-related projects (e.g. MUNUccle)
- Continue to provide feedback on language- and human-sciences-related curriculum development
- Continue to work on issues related to the language proficiency of teachers
- Continue to work on issues related to language class grouping, enrichment and bilingual classes at the school and on the special linguistic concerns of SWALS

Worked to improve communication and participation in European Schools Programmes – Eurosport, Festival of Arts and Music of the European Schools (FAMES) and European Schools Science Symposium (ESSS).

Legal Working Group

The Legal Working Group had an active year in 2018-2019. Its main files were:

- new financial procedure for the APEEE to support projects adopted in autumn 2018;
- an update of the APEEE statutes to better reflect the status of the Berkendael site and its representatives. These were passed in January 2019 will take effect at the APEEE's December General Assembly;
- an initial review of the proposed APEEE Services Convention with the school;
- a review of the school's proposed drug abuse and prevention policy. A Legal Working Group delegate helped draft the APEEE position paper and continues to serve on the working group set up by the school.

In addition, members of the Legal Working Group have been called upon to assist pupils (and their parents) who face disciplinary procedures as well as to provide legal guidance and support families in difficult meetings with the school. They were called upon several times in the recent school year.

The Legal Working Group also subsumed the Data Protection Task Force and continues to oversee their work with the Secretariat.

In 2019-2020, we look forward to continuing to provide legal advice on issues as they arise and to supporting parents/pupils in disciplinary matters. We will also follow closely the school's work related to the Child Protection Policy and the supporting policies and procedures needed to implement it, including first and foremost formal reporting and complaints procedures. We will also work closely with the Board as it attempts to update its Internal Rules over the coming months. As the Legal Working Group's role is to provide advice, it is necessarily reactive and deals with issues as they arise.

The Parents Association
Beyond the school



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

INTERPARENTS

INTERPARENTS is a federation of the 13 Parent Associations of the European Schools. His current president is Pere Moles Palleja (Brussels I)

Each parent association elects a team of up to four delegates that represent the Parent Association at INTERPARENTS. The Brussels I team is currently composed by Kathie Mathé (President), Neva Ales (Uccle), Nora Straehle (Berkendael) and Pere Moles Palleja (IP President).

IP delegates usually meet before the Joint Teaching Committee meetings in October and February and before the Board of Governors meetings in December and April. In 2018-2019 the meetings have taken place in Laeken (October), Mol (November), Brussels I (February) and Alicante (April).

INTERPARENTS represents the Parents at the Board of Governors and at the preparatory bodies of the European Schools.

INTERPARENTS is actively involved in all the topics discussed at the Board of Governors or its preparatory bodies.

The main topics discussed last year were:

- Implementation of the new marking scheme
- Language policy of the European Schools
- How to increase the attractiveness of European Schools for teachers with a package of approved measures.
- How to ensure a fair financing of the European Schools, on a double aspect (allocation of seconded teachers and contribution of accredited schools)
- Overcrowding in Brussels.

Last year, Kathryn Máthé represented INTERPARENTS at the Joint Teaching Committee and in the Secondary Reform Working Group and Pere Moles Palleja participated at the Board of Governors and the Joint Teaching Committee.

Sven Matzké and Emese Savoia-Keleti, two members of our Board, have also represented INTERPARENTS in the Inclusive Education and Data Protection Working Group because of their expertise in those fields.

INTERPARENTS organises every year a platform to channel in a structured way, complaints by parents and students related to the Bac. Each school puts in place a team who specifically deals with the complaints from their school. This year, the team was composed by Irene Bonvissuto, Kathryn Máthé and Pere Moles Palleja. Kathryn Máthé and Pere Moles Palleja were also members of the INTERPARENTS coordinating team.



Kathryn MÁTHÉ
President of the
Parents Association

Henning EHRENSTEIN
Associate Member of
the APEEE Board for
Berkendael

Central Enrolment Authority (CEA)

Results of the 2019-2020 enrolment policy (December 2018)

In September 2019, the total population of the Brussels Schools was 13.456 up over 450 pupils from 12.975 a year earlier. The theoretical capacity of the four current Brussels schools, including the Berkendael campus is 12.450; it has now been exceeded by more than 1000 pupils. For this reason, since 2015, the European School system has not been in a position to guarantee a place to all category I students in Brussels.

In October 2019 the APEEEs of the four Brussels schools wrote a statement to the Central Enrolment Authority raising alarm about the overcrowding and deploring the Belgian government for its failure to live up to its treaty obligations and asking for the Commission to take over from the Secretary General to handle the negotiations. They suggested that the 2020-2021 Guidelines should be adapted to assure that the population admitted to the schools in the coming enrolment cycle matches the infrastructure available.

The population in Uccle in September 2019 was 3351 pupils—down from 3402 in 2018--marking the second year of decrease. Despite its falling numbers, Uccle is still 250 pupils over the theoretical capacity as set by the Board of Governors with the secondary levels now most affected. Uccle has:

- 214 pupils in the nursery, spread over 11 class groups
- 1142 pupils in the primary, spread over 54 class groups
- 1995 pupils in the secondary, spread over 86 class groups

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 34% of the population with three classes in most primary levels and four in most secondary levels. In order to fill the Berkendael primary site, the enrolment in Uccle (as well as most other Brussels campuses) has been capped for the last two years at 20 for nursery and primary classes; only priority pupils are admitted above this number. Thus, for most language sections the primary cycle is characterised by smaller class groups than previously.

The population in Berkendael reached 743 pupils—up from 562 in 2018. 489 or 66% of these students are in the FR section. Berkendael is still the only site in Brussels with capacity to take new students. Its recommended capacity is 1000 students, though this capacity does not take into account the size of class groups and use of classrooms. (Spare capacity would also be needed for the eventual progress of existing sections and satellite groups to the P5.)

September 2019 marked the second “mandatory transfer” of Berkendael P5 pupils to other Brussels schools. Children from Berkendael were given priority enrolment (along with their siblings) in the secondary over new applicants. For the second year in a row, Berkendael pupils were all accommodated in their first-choice schools. This year, a total 43 FR pupils were transferred (23 at Uccle, 8 at Woluwe, 14 at Ixelles and 2 at Laeken).

The current sections supported at Berkendael are FR, LV and SK. The FR and LV sections extend from nursery to P5, while Slovak section currently go up as far as P2. Berkendael has DE, EL, EN, IT and ES satellite classes: DE extends to P4; while EL, EN, and IT extend to P1; ES which has only a nursery group. Each section or satellite has one class per level, though smaller sections have vertical grouping of levels as well. The FR section has 5 nursery classes and 3 classes per level.

Other issues:

1. Berkendael families are concerned about the level of uncertainty built into the mandatory transfer process; they feel the current system is discriminatory. They are asking for more forward planning to allow families to know in advance where their children will be admitted for secondary. The APEEE has asked the school direction and the Central Enrolment Authority take the Berkendael families wishes into account when setting the section structure at each school, ideally already in the primary so that the section balance at each school can be maintained.
2. This year the Central Enrolment Authority established a working group to develop the requirements for a technical solution to help manage enrolment applications and support direct online enrolment by parents. The work will be funded at least in part by the European Commission. Eventually the system should better match family profiles to schools during the initial application.
3. With the new enrolment schedule requiring most families to apply in phase I, there was a marked increase in the number of families missing the deadline and asking for reconsideration. Most based their claim on *force majeure*. It was decided to better publicise the phase I requirements and timing this year to avoid the same problem next year.
4. The question of the fifth school and temporary site remains a conundrum. The proposal for a temporary S6-S7 site at Arts-Loi was met with deep resistance by parents and many teachers. In the meantime, the package—which included a temporary site, a decision about the fifth school and the permanent gift of Berkendael—never materialised. In April 2019, the Régie des Bâtiments shelved the Arts-Loi proposal in favour of a temporary modular solution on the NATO site for 1500 pupils, near the eventual fifth school territory. The fifth school is now proposed for September 2026 to host 2500 students. Since this time last year, we have lost two years, and the new deadline is likely to change as well. The final plans still remain to be approved by the Belgian government.

The Parents Association

Its Services



Mariona Seró, Laurence Avila

EURÊKA, Lost and Found Service

In 2018-2019, the EURÊKA Team continued, in collaboration with the school and with the communication support of the APEEE, to find the best way to help students recover their lost belongings and also to take measures to prevent them from losing them.

For the youngest, kindergarten classes and 1st primary in Fabiola, the help of teachers and supervisors was essential.

But we need the parent's cooperation too:

- Check the EURÊKA spot in Fabiola - for Nursery pupils it is located next to the canteen door and for P1 it is next to the back entrance of the building. This makes it easier to recover the children's belongings. Parents can also request access when they drop off or pick up their children, or on occasions such as school holidays.
- As it is difficult for younger children to recognise their belongings, it is very important to mark them not only with the name, but also with the class and section. This system helps teachers to retrieve your children's belongings.
- Every three months, unrecovered items arrive at EURÊKA where they are sorted and classified. They are added to the list, or on the video with the mention Fabiola.

In Primary:

- During the year, we benefited from the cooperation of teachers. They are sent the EURÊKA list by email, and they remind the children to come. From time to time they accompany their pupils to the premises.
- The EURÊKA team helps children to mark their names on their belongings and have them sign the list when they pick them up. It is important to teach them to be responsible for them.

Successful measures already in place which we intend to continue:

- Take advantage of the parents' access permit to the school to make exceptional openings (School Fête, early school year meetings, reports day, Christmas holidays, Green Classes departures and arrivals, Sea Classes...)
- Throughout the school year we were open every Friday from 11:30 to 13:30. This opening became common and helped to empty the room. Generally more than 100 items/week are collected (in October 2018 the figure increased to 200 i/w).

- Thanks to the support of the APEEE, the list and videos are sent to parents regularly. In weeks when the list/video of lost items is sent, the recovery rate is double.
- The EURÊKA videos received very good comments, which encourages us to continue.

In Secondary:

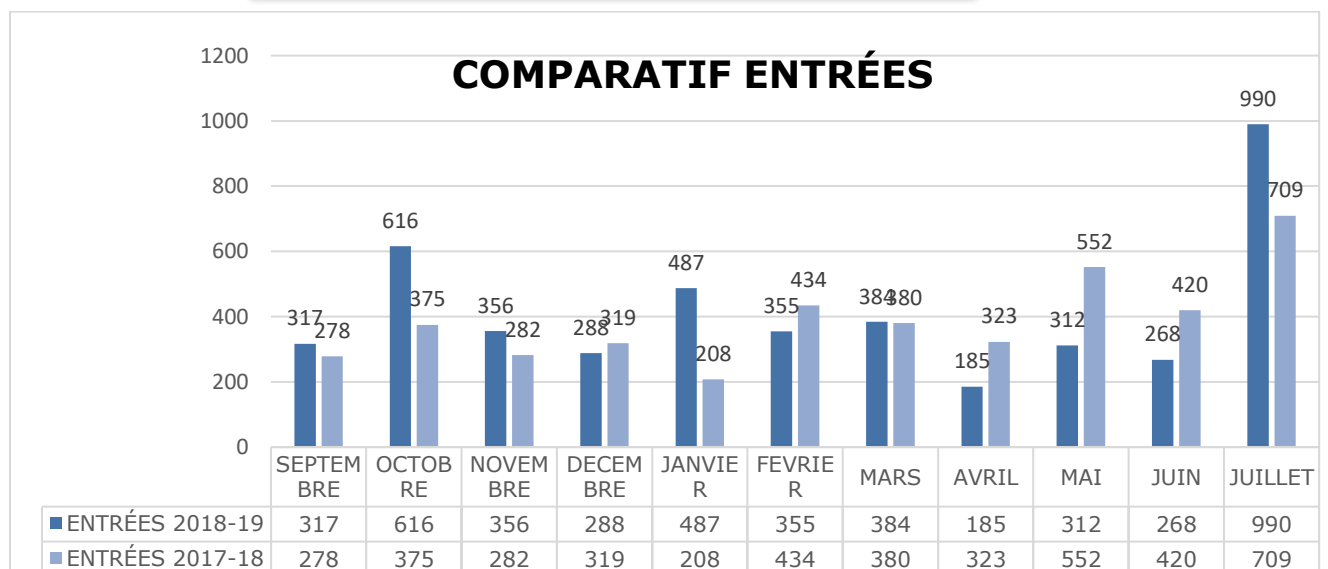
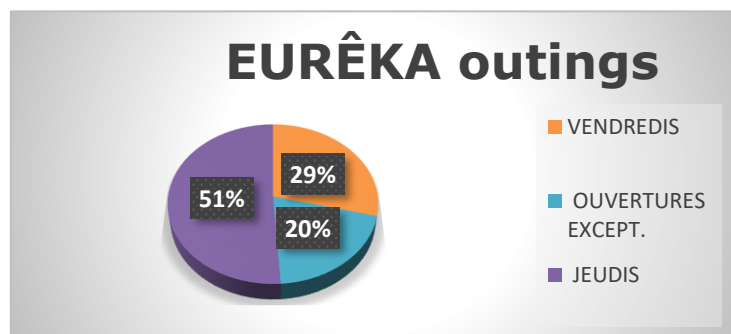
- New cooperation with the Student Committee to post on Instagram our schedules, calls...
- Setting up collection boxes at the Da Vinci and Michelangelo buildings
- We acknowledge the help of Mr. Santagati, gym teacher at the school: he sends us sports bags forgotten in the gym.

We also thank the APEEE Services' Transport team for forwarding us the things forgotten on the buses, and - if the name is marked - notifying the parents directly.

Thanks also to the Césame team who put aside the forgotten extracurricular items (e.g. judo bags), post our schedules on the illuminated signs and print/laminate our posters.

In figures: 4558 items were collected in school in 2018-19. There was an increase of nearly 300 items (4.7%) over the previous year. With 1897 recovered items, it is worth noting an increase of 9.5%, which makes a final recovery rate of 42% (of which 40% without name and 60% with name).

Items are usually picked up the following days:



This school year the weather was not favourable, especially in September-October: chilly in the morning and mild at lunchtime. Children were taking off their jackets in the yard and losses increased by 40% over the previous year.

Not to mention the persistent rain during the exceptional opening on the occasion of Césame's Day: only 14 outings...

It is also important to note the huge amount of items that remain on the last day of school; in two days we recovered about 900 items from the coat racks in the classrooms and corridors.

Many students have left on holiday without their belongings; it is important for students, parents and teachers to review coat racks more often at least before the holidays. Parents: remember to mark your children's belongings! And check to see if the coat your child brings home is his or her own. Everyone buys from the same stores (Decathlon, Zara...), and the confusion quickly happens.

We are a team of about 20 volunteers, almost all sections are represented, who collaborate according to their availability. But we are always on the lookout for new volunteers to be able to guarantee all openings. Please contact us on eureka@uccleparents.org if you have some time to devote.

Finally, unrecovered items are destined for a new life: they are given to entities and projects of social interest.

The beneficiaries who received our donations are:

- In December and June, the Red Cross, which received warm clothes and especially bags of hats, scarves and gloves.
- Project Zambia, in collaboration with the school, Ms. Thomas and the S6 students participating in the project.
- [La Cité Joyeuse](#) - The orphans' home in Molenbeek: this centre welcomes children who are orphans, disabled or living in difficult family situations. Leila Chahret, sports teacher at the school, is in charge of acting as an intermediary every year and we thank her warmly.
- [Confiance Haïti](#) - to support the Canaan and Santo Schools. Responsible: Anne Marie Berlier.
- Peter Pan Association - founded by parents of the Bulgarian section of the Laeken school, it supports orphanage schools in Bulgaria.
- The school infirmary which always needs spare clothes.

EURÉKA'S PREMISES



Example of Thank-You-Emails received

Mail Présidente de l'ASBL CONFIANCE HAITI

Chère toutes les deux ,
Un énorme merci pour la collecte pour Confiance Haiti .
Les 4 cartons seront acheminés à Brest le week end du 14 septembre .
Et le container partira par bateau 1 ère qui qu'en d'octobre pour accoster début décembre à Port au Prince .
La distribution sera aux alentours de Noël si tout se déroule bien jusqu'au bout .
Merci à toute l'équipe d'Eureka au nom de Confiance Haiti et des enfants et des jeunes scolarisés à l'école de Canaan et de Santo .
Le site [www. Confiance-Haiti .fr](http://www.Confiance-Haiti.fr)
Qui est aussi en partie traduit en anglais vous donne de l'info sur la vie des écoles .
N'hésitez pas à aller le voir .
Encore merci à tous et toutes ,
Anne Marie Berlier
Présidente de Confiance Haiti

Chers collègues,

L'asbl "Peter Pan" vous souhaite une très bonne année 2019!
Notre première action a été un vrai succès grâce à vous! Tous les dons ont été envoyés en Bulgarie et distribués aux enfants le 21/12/2018. Les médias locaux s'en sont d'ailleurs fait l'écho:

<https://ytcropper.com/cropped/sg5c3609f01e3aa> ;

<http://www.haskovo.net/news/463919/detsa-v-neravnostoyno-polozhenie-v-khaskovo-poluchikha-darenie-ot-sdruzhenie-v-belgiya> ;

<http://www.focus-news.net/news/2018/12/21/2604520/haskovo-detsa-v-neravnostoyno-polozhenie-v-grad-poluchiha-darenie-ot-belgiya.html>.

Nous avons reçu plus de:

- 950 pulls, chemises, t-shirts;
- 250 manteaux;
- 490 pantalons, jupes, robes;
- 130 bonnets, écharpes;
- 170 paires de chaussures;
- 25 cartons de jouets.

La quantité des dons nous a permis d'aider deux institutions supplémentaires. Une partie des sommes collectées a été utilisée pour l'achat du matériel scolaire et de friandises de Noël pour les enfants.

Nous remercions tout particulièrement les associations des parents des écoles européennes de Laeken et d'Uccle pour leur soutien.

Merci à tous pour votre générosité! Nous comptons sur votre soutien pour nos actions futures.

Cordialement,

L'équipe de "Peter Pan"

Peter Pan asbl – n° d'entreprise – 0702761040 – BE82 0018 4915 6668 –
peterpan.asbl@gmail.com



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

**Cristina Morte (ES
section)**

**Irene Bonvissuto
(IT section)**

**and the other parent
volunteers**

Books Sales

Books sale 2019

Under the aegis of the APEEE, volunteer parents organise second-hand book sales during the year. Each language section organises 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 APEEE Secretariat (info@uccleparents.org).

Books sale of the English section

During the 2018-2019 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!

Our 2019 booksale was the usual success, and involved numerous helpers who enjoyed the opportunity to hang out on the school grounds, we were also able to set up a September 1 day sale for the newcomers.

We have sold over 130 books, we have generated a small benefit. We are now discussing how to best invest it for the English library section.

We take this opportunity to thank Njeri Kimani who has been running the section booksale for many years! Grainne Suilleabhain is our new person in charge of the section booksale.

The English booksale needs volunteers for next year!

Books sale of the French section

The sale of second-hand secondary school textbooks took place as every year during 4 half-days at the end of June/beginning of July. This sale took place just after the school published the list of school books for the year 2019-2020. An additional half-day at the beginning of the school year allowed new secondary students to have access to the book sale, and to pay the sellers who had sold their books.

A reminder of the concept: each student can bring their old books if they are on the new list. They are then offered for sale at 50% of the Amazon price (money later donated to the seller) plus 1 Euro for the benefit of the school's libraries.

In 2019, the activity of the FR book sale was significantly lower than in previous years, due to a change of textbooks in many subjects: French, Maths, Philosophy... A donation of 400 EUR will be made to the secondary school libraries.

We would like to thank again the parent volunteers who came to help us at the booth, as well as Mrs Williams, the secretary of the Director of Secondary School Mr. Roesen, for their valuable help.

After six years of commitment to the FR book sale, we will hand over to other volunteer parents. We are therefore looking for volunteers willing to take over for the next edition. They will be able to count on our help for the organisation.

Interested? Please contact:

APEEE Secretariat, info@uccleparents.org

Ariane Bourcieu, bourcieu@hotmail.com

Elisabeth Peters, elisaeric.peters@free.fr

Books sale of the Spanish section

The Spanish book sale has been a bit lower this year compared to last year.

It was our fourth 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 sale of the Italian section

140 books were sold this year, which again represents an increase from previous years. We have noticed, once again, the need to better pass on information about the book exchange to the parents of the youngest students (S1-S3). Indeed, we have only sold a few books for these levels and we still have books available in stock because, on the other hand, the students of S4-S5-S6 have mobilised well and brought us many of the books.

We have established a good relationship with teachers who refer themselves to the book exchange to help new students who still do not have books at the beginning of the school year. We were able to help several new families and also a new teacher, beyond the official days dedicated to the scholarship, offering a listening and reference point and offering them stock books as they arrived at school.

A big thank you to the friendly parent volunteers who came to help us on the booth and to those who are involved in the project to donate the more used books to the school.

With the contribution of one Euro per book, we will be able to offer the library small dictionaries of Italian for "language 3" and other beginners.

Irene Bonvissuto, volunteer parent of the Italian section

The Parents Association

The accounts of the APEEE



Brian GRAY
Treasurer of the APEEE

The accounts of the APEEE

APEEE Financial report for 2018/19

In round figures, the APEEE received for the year 120 000 € in contributions from parents, every family paying 50 € per annum.

From this, it paid 70 300€ for the staff in its secretariat. This is considerably less than the amount of 92.300€ provided in the initial budget, a reduction which was mainly due to the long-term absence on sick-leave of its Secretary, Esther Proficz.

Other expenses totalled 13 900 €, against 30 500 € in the initial budget, certain expenses having not materialised, or having been postponed due to staff absences.

The result for the year was a surplus of 37 850 €, instead of a budgeted deficit of 2500 €. This surplus will be welcome as a cushion for the cost of reinforcing the staff of the Secretariat in 2019/20, and for a proposed new programme of projects.

On top of the annual budget, the APEEE managed 47 350 € of funds arising from past years' school fêtes and sales of hoodies. During 2018/19, 41 000€ of this was earmarked for projects, of which 20400€ was paid out, leaving some 6300 € available for future projects. The largest project during the year was a contribution of 15 000 € towards the artificial turf on the playground.

At the year end of 31 August 2019, APEEE had 321 865€ in its bank accounts, of which some 93 000 € represented parents' contributions received in advance for the following year, and assets at 1908 €. Its reserves, being excesses of income over expenditure accumulated over many years, amounted to 182 275€. A part of these reserves is necessary in case of unforeseen expenses, such as indemnities for staff which leave, and for replacement staff. Other parts could be used to budget for further projects for the well-being of students or the school, for example.

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

	Réel 2016/2017	Budget 2017/2018	Réel 2017/2018	Budget 2018/2019	Réel 2018/2019
CHARGES					
Participation projets école	1,609.48	5,900.00	200.00	0.00	55.94
Actions récurrentes	0.00	0.00	0.00	0.00	0.00
Entretiens locaux	0.00	1,231.72	0.00	1,400.00	0.00
Maintenance informatique	785.95	1,000.00	1,138.74	1,500.00	1,470.95
Frais téléphone / internet	902.87	1,870.00	582.00	900.00	2,099.42
Fournitures de bureau / ordinateur / copies	1,941.34	1,359.00	1,186.68	1,300.00	1,027.13
Cotisations + frais Interparents	3,190.00	1,680.00	1,680.00	1,700.00	1,680.00
Honoraires Avocats/ Comptable/ autres	1,836.32	1,855.00	1,864.10	9,520.00	1,893.57
Honoraires Secrétariat social	867.55	563.00	514.66	675.00	697.55
Formations, séminaires	959.00	0.00	619.90	1,000.00	0.00
Publications légales	124.63	223.00	224.91	225.00	265.96
Frais de déplacements	793.69	1,000.00	884.92	1,000.00	1,013.71
Dons, cadeaux	152.29	300.00	810.45	300.00	85.74
Réceptions	781.28	780.00	1,219.11	780.00	405.86
Intérimaires	0.00	0.00	0.00	0.00	6,635.52
Total biens et services	13,944.40	17,761.72	10,925.47	20,300.00	17,331.35
Site Berkendael (situation transitoire 2016-2017)					
Frais périscolaires Berkendael	17,606.82	0.00	0.00	0.00	0.00
TOTAL BIENS ET SERVICES	31,551.22	17,761.72	10,925.47	20,300.00	17,331.35

Rémunérations	48,458.92	50,702.37	53,599.18	68,566.44	51,437.08
Déplacements	264.00	264.00	295.55	516.00	307.07
Différences provision pécules vacances	179.16	157.68	736.13	1,114.25	-2,630.85
Charges patronales	12,073.67	14,485.15	13,076.76	18,577.36	12,079.89
Assurances accident travail / RC	874.45	875.00	1,086.55	1,100.00	818.08
Services médicaux	169.83	170.00	173.23	175.00	249.21
Chèques repas	1,102.53	1,040.16	1,236.70	1,883.00	956.45
Frais propres à l'employeur	216.00	216.00	286.00	426.00	440.00
Autres frais de personnel			181.50	0.00	0.00
TOTAL REMUNERATIONS ET CHARGES	63,338.56	67,910.36	70,671.60	92,358.05	63,656.93
Dotations amort. Immo. Incorporelles	0.00	0.00	0.00	4,000.00	0.00
Dotations amort. Immo. Corporelles	750.40	773.31	2,061.57	3,661.57	2,061.56
TOTAL AMORTISSEMENTS	750.40	773.31	2,061.57	7,661.57	2,061.56
TVA non déductible sur honoraires	385.64	390.00	391.46	1,999.20	397.64
TOTAL AUTRES CHARGES D'EXPLOITATION	385.64	390.00	391.46	1,999.20	397.64
Différences de paiement	0.00	0.00	0.00	0.00	0.00
Intérêts et frais de retard	0.00	0.00	0.00	0.00	66.94
Frais de banque	458.76	460.00	460.44	465.00	663.48
TOTAL CHARGES FINANCIERES	458.76	460.00	460.44	465.00	730.42
Charges exceptionnelles / subsides	0.00	0.00		0.00	0.00
TOTAL CHARGES EXCEPTIONNELLES	0.00	0.00	0.00	0.00	0.00
Impôts	44.23	32.50	0.00	22.50	0.00
TOTAL IMPOTS	44.23	32.50	0.00	22.50	0.00
TOTAL CHARGES	96,528.81	87,327.90	84,510.54	122,806.3 2	84,177.90

PRODUITS					
Cotisations	86,690.00	90,000.00	92,220.00	119,750.00	121,548.00
Conférences	345.42	300.00	30.60	0.00	0.00
Autres recettes	2,157.68	0.00	938.87	400.00	240.37
Total ventes Uccle	89,193.10	90,300.00	93,189.47	120,150.00	121,788.37
Site Berkendael (situation transitoire 2016-2017)					
Cotisations activités périscolaires	17,606.82	0.00	0.00	0.00	0.00
TOTAL VENTES	106,799.92	90,300.00	93,189.47	120,150.00	121,788.37
Exonération précompte professionnel	58.48	60.00	58.47	60.00	62.33
TOTAL PRODUITS D'EXPLOITATION	58.48	60.00	58.47	60.00	62.33
Intérêts reçus	176.91	130.00	99.57	90.00	175.02
Différences	0.00	0.00	0.10	0.00	0.00
TOTAL PRODUITS FINANCIERS	176.91	130.00	99.67	90.00	175.02
Produits exceptionnels s/ exercices antérieurs	0.00	0.00	0.00	0.00	0.00
TOTAL PRODUITS EXCEPTIONNELS	0.00	0.00	0.00	0.00	0.00
TOTAL PRODUITS	107,035.31	90,490.00	93,347.61	120,300.00	122,025.72
RESULTAT DE L'EXERCICE	10,506.50	3,162.10	8,837.07	-2,506.32	37,847.82

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