



Activity Report

2019-2020

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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,

As I look over our challenges and accomplishments of 2019-2020, I can't help feeling a sense of nostalgia. The events of the year naturally sort themselves into "before" and "after". There was life before COVID-19, all the way through end of February when many of us blithely headed off to enjoy the snow, and there was life after...where we find ourselves still.

Our concerns and interests during the "before" period now seem a little dated. At a time when we await weekly news on whether classes will be held at all, concerns about project weeks, teacher replacement, organisation of study halls, and secondary timetabling can seem finicky. As we urge our teachers and kids onto TEAMS and beg for a distance learning policy, concerns about mobile phone use or overcrowding on our campuses may feel misplaced. As our primary pupils struggle to make up the hours of L2 lost in spring, our anxieties about bilingual classes can now seem a luxury. And as we sit unsure about whether there will even be a Baccalaureate exam, our concerns about the competence-based approach and the new marking system may seem a bit less relevant.

But I would argue that these issues were worth the effort at the time and will be again soon — and some, like the mobile phones or the national equivalence tables, have already taken on new relevance in the current context. COVID has absorbed us, but we must also remember to look up and look ahead or we will lose more than this year...

We started the year 2019-2020 with the departures of our Deputy Director for Finance and Administration, Mr Peter SEGERS, and Head Educational Advisor, Mr Jeff LOUARN. The school spent several months in flux. Eventually, Mr Jan BELIEN moved into the post of Deputy Director of Administration and Ms Susanne KÜNSTER took up the role of Head Educational Advisor and eventually Assistant Deputy (and now acting Deputy). We welcomed them heartily and found them ready to roll up their sleeves. And this was needed in the spring when our existing way of working was overturned.

The year ended with two significant departures: the expected departure of our Deputy Director of Berkendael, Mr Gianluca LONGO; and the unexpected departure of our Deputy Director of Secondary, Mr Lars ROESEN. In their different ways, each left his mark on our school, and their absence this year has been felt.

The APEEE itself had a transformation with many new members; three new Vice Presidents, Nils BEHRNDT, Marc GUITART, Henning EHRENSTEIN; and a new Secretary and Deputy Secretary, Valentina PAPA and Julien REICHSTADT. The new Board has been marked by a general goodwill, constructive attitude and consensus-driven approach that were not only appreciated but necessary given the difficult challenges that we faced in the second half of the year. I take this opportunity to thank the 26 hard-working members of our Board (and in particular our 8 members of the Bureau and 5 working group coordinators) for their selfless work on behalf of all parents over this stressful year.

Much of our effort this year has been spent trying to better clarify the parents' role vis a vis the school and the system. COVID has involved parents in their children's education more than ever before. We have spent much of the year searching for a constructive way to give our input and voice our perspective...and to work with the whole school community on practical solutions for the novel (and not so novel) challenges that we face. I cannot say that we have succeeded in this at every moment...but I think the endeavour is an important one.

More concretely, this year has been marked by a new interest and a developing expertise in digital learning. The European Schools had already committed to TEAMS some years ago, and a few teachers had even started using the system. But the project remained in the background. It turned out to be quite lucky that we had TEAMS in place when COVID broke out, as this has allowed the European Schools to build a distance learning programme from scratch at a relatively quick pace. The APEEE is now asking our school to codify the practices we have developed in the form of a distance learning strategy which lays out a basic standard for harmonised practice at each level. We also hope that TEAMS will continue to be used when we go back to business as usual. It would be good to reap longer-term benefits from this shared experience.

Finally, COVID has brought with it a new focus on hygiene, health and safety in our schools, and raised the interesting question of our relation to the Belgian regulators. The APEEE has already been urging the school to put in place a child protection policy, which would lay out our approach on the safety of the physical environment but also on the support provided to our students in a variety of risky situations. For this we will also need to establish the legal jurisdiction under which we operate, so the discussion is set to continue.

Generally, I take a moment to highlight bits of the report, but I think you will find that all of our work this year has been cut in half by COVID. You will see the "before" and "after" reflected in page after page as you read. This sharp change in our activities was not a choice, but I hope that parents will feel that the APEEE has responded well to their needs and the needs of their children during this period. 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



Henning EHRENSTEIN
APEEE Vice-President for Berkendael

Update on Berkendael – Nursery and Primary

The Berkendael Working Group consisting of representatives of the different sections and satellite classes at Berkendael continued its work meeting on a monthly basis as well as ad hoc on specific subjects.

Main issues of activity during the 2019-2020 school year were related to the school infrastructure accommodating an ever-increasing number of pupils, enrolment procedures and criteria for admission of pupils to secondary classes in the European schools, the creation of the fifth European school in Brussels and the challenges related to the COVID outbreak, notably as regards distance teaching and return to in situ teaching in June 2020. The working group consulted Class Representative regularly, mostly through Section Representatives, but also during two meetings of all Class Representatives.

The Parents' Association
in the governance of the
school

The Education Councils

There are **three Education Councils (CEs)** at EEBI, two in Uccle and one in Berkendael, and each meets approximately four times each year.

The Education Councils are whole-school bodies, composed of the following stakeholders for each cycle, Nursery/Primary and Secondary: directors, representatives of staff and coordinators, parent representatives from each section and the APEEE, teacher representatives from each section and the Staff Committee, and in Secondary student representatives from each section and the Student Committee.

The task of the Education Councils is to find the best conditions for effective teaching, promote positive and stimulating human relations, affirm the European character of the school.

In 2019-2020, the APEEE's Vice Presidents of Pedagogy, first Karin HUNDEBØLL and then Marc GUITART, represented the APEEE at Uccle's Primary and Secondary CEs. The main objective of the APEEE representatives in the Education Councils (CE) has been to make the CE meetings a real forum for consultation, strategic thinking and shared vision with the school management on a range of educational topics, as defined by the General Rules of the European Schools.

The following APEEE delegates were appointed or served on Working Groups constituted by the Uccle Primary and Secondary CEs:

- Prevention of Addictions Working Group - Krisztina SZABÓ, Luis ESCOBAR
- Green Working Group - Dietrich ROMETSCH
- Science Festival Working Group - Kathryn MÁTHÉ, Line FREDSLUND VOLKERS
- Mobile Phone Policy Working Group - Noémie BEIGBEDER, Caroline CAMBAS
- Homework Working Group - Kathryn MÁTHÉ, Monika VELIKONJA
- Vending Machine Working Group - Samantha CHAITKIN

Uccle Primary Education Council

The main specific topics of raised by parents at the Uccle Primary Education Council have been:

- **Distance Learning Strategy and Pedagogical Continuity:** setting of basic DL requirements and assuring that these are met; minimum quality standards for distance learning; use of common tools (TEAMS); equipping teachers and providing teacher and student IT training; requirement for live streaming and interactive lessons; harmonisation of teaching practice; teaching L2 from a distance; rattrapage and differentiated learning during distance learning.
- **Absent Teachers:** procedures in place for vulnerable and quarantined teachers.
- **Internet Safety:** safety, protection of data and netiquette when using TEAMS.
- **Special Educational Needs:** serving gifted students, support provided during COVID distance learning.

- **L2 Enrichment/Bilingual Classes:** introduction and evaluation of the pilot enrichment programme.
- **Classes Transplantées: organisation** and reporting on annual class trips; possibility for a standing steering group based on previous Snow Classes Group model.

Music, Art and PE classes with dedicated teachers as well as European Hours and Choir

Uccle Secondary Education Council

The main specific topics of raised by parents at the Uccle Secondary Education Council have been:

- **Proposal for Distance Learning Strategy by level/sub-cycle:** minimum quality standards for distance learning; use of common tools (TEAMS); implementation of timetable; and requirement for live streaming and interactive lessons.
- **Communication of Pupils' Progress:** use of SMS and TEAMS by teachers for work programmes, assignment management, and recording marks.
- **Assessment in S4-S6 and Baccalaureate:** 2020 Baccalaureate and S4-S6 A, B and C marks during distance learning; access for students to marked B tests and pre-Baccalaureate papers.
- **Scheduling of B-Tests:** long and short exam periods and missed lessons due to B-test scheduling.
- **L2 Classes:** introduction and evaluation of the pilot enrichment programme; linguistic competence of teachers.
- **New Marking Scale:** examine first NMS results from S5 harmonised exams.
- **Maths and Science:** new syllabuses to S5 and phase out of calculator.
- **Cancelled Lessons:** communicating short- and long-term absences and identifying appropriate replacement teachers; obtain replacement statistics; programme to replace end-of-year Baccalaureate Oral period.
- **Projects, Trips and Project Weeks:** creation of a programme for school trips, excursions and projects; work experience in S5 and S6; selection process for European School events.
- **Timetabling, Free Periods and Free Spaces:** organisation of study hall, libraries and other spaces and activities; aggression in the school yard.
- **Digital Potential and Risks:** SELFIE self-assessment tool; BYOD policy; FabLab; Mobile Phone Policy.
- **Parent-Teacher Meetings Organisation:** suggested use of online scheduling tool.
- **Special Education Needs:** differentiation in classes; coordination unclear; and possibility to hold an information meeting.

The Safety and Hygiene Committee

EEBI has **two Safety and Hygiene Committees (CSH)**, advisory bodies that treat topics related to health and safety in the school's two sites. These meet approximately three times each year. Each CSH is a whole-school body, composed of the following stakeholders: management, the school doctor, transport service, safety officer, head educational advisor, security, parents, teachers and students. The Safety and Hygiene Committee safeguards the school's physical site as well as the health and safety of the students and staff.

In 2019-2020, there was only one formal CSH meeting which took place in Uccle on 13 February; other meetings of CSH scheduled for Berkendael on 4 March and Uccle in June were eventually cancelled and school-wide meetings to address COVID measures held instead. The APEEE Vice President of Administration, Nils BEHRNDT, and delegates Alejandro MARTINEZ TUREGANO, Georg BECKER and Marek BOBIŚ attended the CSH and related meetings on behalf of the APEEE.

The February meeting was an update on general repairs at the school, including the long-awaited repair of the Gutenberg toilets; new equipment in the Fabiola play yard; issues with the football field enclosure; etc. Relations with the Regie des bâtiments had recently improved and regular meetings were now scheduled to review the list of works. There were also reports on the fire drill run at the school in November 2019 and on student accidents. The APEEE raised several questions on: the need for a Child Protection Policy; the first-aid training given to staff/teachers (5 nurses, 11 first-responders, and 7 guard with special training; training for teachers each year); preparedness for Coronavirus; the results of the fire department's 2018 inspections on capacity and safety; and increased access to the site for parents.

After the lock-down in Spring 2020, the work of the Safety and Hygiene Committee was taken up in several extraordinary School Advisory Council (SAC) meetings which focused mostly on pandemic related issues. From the beginning of the discussions, the APEEE asked for the highest possible level of protection and prevention from infections at school. The APEEE's engagement with the school focused on questions relating to the overall approach and to what extent the rules of the Fédération Wallonie-Bruxelles would be binding and appropriate for the school. The APEEE discussed intensely with the management and other stakeholders the possible re-opening of the school before the summer break, what preventive measures (in particular social distance, "bubbling", wearing of masks, use of disinfectant gels, ventilation of rooms) should be taken at school, and how to ensure continuity and quality of teaching and learning in situations of home-schooling and hybrid teaching with primary students in school four out of five days each week.

The APEEE also followed up on plans for after the summer break, questions of contact-tracing, reducing the contacts of students of different groups and rapid communication on confirmed cases at school and the necessary rules to be followed by students and parents moved into the focus of discussion. Throughout this difficult period, the APEEE collected suggestions from parents and continued to make concrete suggestions to support the school in reducing the risk for students and staff while ensuring pedagogical continuity.

The School Advisory Council (SAC) and Administrative Board

In accordance with the European Schools Convention and General Rules, the highest governing body of the school is the **EEBI Administrative Board**. There are two school Administrative Board meetings each year (generally in September and January). These are chaired by the Secretariat General of the European Schools and attended by different stakeholders: the direction, teachers, administrative staff, and parents and also students for some points. The European Commission and Eurocontrol also attend.

The September meeting focuses on pedagogical issues, including the evolving population and class structure, Baccalaureate results, staffing and pedagogical planning/risk management, while the January meeting is primarily administrative and budgetary. **School Advisory Councils (SAC)** are internal to the school community and are held to prepare for the Administrative Boards or to treat a particular whole-school issue.

In 2019-2020, the Administrative Board meetings were on 24 September and 3 February, both before the COVID-19 outbreak in Europe; SACs were held on 16 September and 14 February. Several extraordinary SAC meetings were held in May and June 2020 to discuss the response to COVID. The APEEE President, Kathryn MATHE, and Vice President of Administration, Nils BEHRNDT, attended on behalf of the APEEE this year.

The points raised by the APEEE in EEBI Administrative Boards and regular SAC meetings included:

1. **Working methods of the Management:** In particular, the absence of preparatory documents and formulated agendas for formal meetings (CEs, SAC, Admin Board). We requested that the CE Rules of Procedure Working Group set up in December 2018 be called. Also, the lack of response from the direction to formal APEEE letters was raised as well as concerns about communication to the parent body at large. The APEEE requested that the school Communication Policy be updated and should also include formal complaints and reporting procedures; a working group was formed but has not yet been called. In general, there was a decline experienced in the formal consultation of parents by the management.
2. **New Secondary Marking Scale:** The APEEE requested comparative results data on the new marking scale and updates on the roll out. We expressed concerns over the German and Danish equivalence tables and urged the Commission to put pressure on the member states that had not yet updated their tables. We asked the Secretary General's Office to provide needed information to member states to support the update of the equivalence tables.
3. **Child Protection Policy:** We urged the school to create a Child Protection Policy as required by the Board of Governors since 2008. The policy would frame more targeted policies on bullying, drug abuse, online safety, etc. and also assure that key support structures are put in place. It was suggested that the Child Protection Policy be created within the Safety & Hygiene Committee but in February the management suggested to create a dedicated working group. The APEEE also called on the central office to guide this process in the schools. This work has not yet started.

4. **Future of the Brussels Schools:** The APEEE drew attention to over-crowding on the Uccle site and followed the report on site capacity being prepared for the Board of Governors. The report should consider safety standards but also examine the effects of the population on logistics/services, well-being, and the pedagogy. The APEEE stressed the importance of long-term planning for the Brussels Schools, drew attention to the uncertainty of the Berkendael situation and asked the Commission to put pressure on the Belgian government to honour its obligations to provide suitable sites.
5. **Secondary School Cancelled Lessons:** We highlighted the continuing problem of non-replacement of absent secondary teachers, particularly when absences are foreseen. We also urged the management to reconsider the cancellation of days of secondary school during to the Oral Bacc at end of year. At the SAC, there was also a discussion about the organisation of Etudes for S1-S3 and free time spaces for S4-S7.
6. **L2 Enrichment Pilot Project:** We expressed concerns about the pilot enrichment programme for L2, which was touted to replace the bilingual/levelled class groups. We noted the negative response received from parents and in particular bilingual families in primary and secondary. The APEEE asked that the pilot programme be fully and transparently evaluated. An evaluation was carried out and a report produced in June 2020; the report suggested that bilingual families were not well served by the current system.
7. **Educational Support:** The APEEE followed up on the implementation educational support recommendations given by the inspectorate and Board of Governors. We also raised the issue of Educational Support coordination and suggested that a ratio be established related to student numbers to allocate hours of coordination appropriately in all schools.
8. **Retention of Locally Hired Teachers:** Due to updates in the Cost Sharing approach, the school is now compelled to open up teaching posts already filled by locally hired teachers each year to member states—creating a sort of Russian roulette for the teachers. The APEEE expressed solidarity with the teachers and asked the school to address the insecurity created and to retain quality teachers. The Commission was asked to reconsider this approach to meeting the Cost Sharing quotas.
9. **Mobile Phone Policy (SAC only):** The APEEE urged the school to put a clear mobile phone policy in place for both primary and secondary students; they also asked the school to limit phone use in monitored spaces—e.g. libraries and etude.
10. **Project Weeks (SAC only):** In response to the decision to cut the number of project weeks in 2019-2020 and to create an all-in/all-out programme, the APEEE asked to receive more information on the proposed programme as well as an overview of trips and projects carried out—as well as those that were cancelled or not continued under the new policy. The management was asked to explain the criteria used to determine which trips or projects can go ahead.
11. **School Party (SAC only):** We requested that the school management and community more closely with the APEEE on the school party; a task force was called.

In May and June, there were several extraordinary SAC meetings related to the reopening of the schools under the new COVID measures. In May, stakeholders were consulted on the question of reopening; the APEEE was unable to present a consensus opinion at that time, but suggested that if it was determined to be safe, there may be value in opening

even for a few weeks at end of year to help prepare for September scenarios. The school surveyed parents in the end and determined to open for the primary school for four days each week while secondary school was limited to two-day returns.

In the June meetings, issues raised by parents included:

1. **Preparations for September Rentrée:** In particular, followed up the preparation for different scenarios, status of distance learning training for teachers and best practice exchange, how teachers were equipped, and arrangements in case staff were missing due to COVID vulnerability or sickness. Extra support was sought in Autumn to help kids catch up on the material missed. Parents recommended that TEAMS should be used for communication, assignment management and file sharing even during regular schooling. We suggested that the APEEE Well-Being group could help put netiquette measures and training in place.
2. **Safety and Security:** Raised concerns about protocols for detecting cases and tracing contacts, asked about the “bubbles” of classes and whether these were well respected, and discussed the level of hygiene in general.
3. **Pedagogical Continuity for Secondary Students:** The APEEE asked that teacher absences be tracked and communicated to ensure teachers worked until end of year. Parents also asked if there could be more transparency around A marks and follow up on the communication of Bacalaureate results.
4. **Pedagogical Continuity for Primary Students:** We emphasised the importance of live L2 lessons for primary pupils, and also asked about pedagogical continuity for pupils who could not return to school.



Kathryn MÁTHÉ, APEEE President



Henning EHRENSTEIN, APEEE Vice-President for Berkendael

The Central Enrolment Authority

Results of the 2020-2021 enrolment policy (approved in December 2019)

The parent delegates of the four Brussels Schools and Berkendael serve in the **Central Enrolment Authority (CEA)** with other stakeholders, including the Brussels Schools Directors, the Commission, a Representative of Belgium and the Secretary General. Each group has a single vote. Every Autumn, the CEA sets the annual enrolment guidelines to be approved by the Board of Governors, and then elaborates the policy based on these. The CEA monitors the implementation of the policy through the rest of the year, considering particular cases and making decisions when numbers exceed expectations.

In October 2019 the APEEEs of the four Brussels schools wrote a statement to the Central Enrolment Authority raising alarm about continued overcrowding, 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 statement elicited a strong response from the Board of Governors, who themselves issued a statement to the Belgian Government. One likely result is that a temporary site has since been proposed on the former NATO site at Evere to be opened in September 2021. Still, for September 2020, the enrolment guidelines remained unaltered.

Thus, in September 2020, the population of the four Brussels Schools (five sites) was 13.935 (almost 500 pupils more than the previous year), while the capacity of the four schools, including Berkendael, remained 12.450. Thus capacity has been superseded by 1485 students, with all four main campuses overcharged and just over 100 places remaining at Berkendael. Though it is worse with every year, this situation is by no means

new; the European Schools have not been able to guarantee category I pupils a place since 2015.

In September the population of Uccle (capacity 3100) was 3426, up from 3351 last year and a high-water mark for recent years. The secondary levels remain the most heavily affected with:

- 211 pupils in nursery in 2 levels / 10 classes (down from 214 pupils in 11 classes)
- 1117 pupils in primary in 5 levels / 53 classes (down from 1142 pupils in 54 classes)
- 2098 pupils in secondary in 7 levels / 90 classes (up from 1995 pupils in 86 classes)

The school has 8 sections and SWALS groups; the section structure has remained relatively stable compared with recent years, though the HU section gained two new classes in secondary. The FR section makes up approximately 36% 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 classes in Uccle (as well as most other Brussels campuses) has been capped at 20 for most nursery and primary classes; only priority pupils and cases of unexpectedly high enrolments are admitted above this number. Thus, for most language sections the primary cycle is characterised by smaller class groups.

In Berkendael, the population now stands at 883, up from 743 last year.

- 231 pupils in nursery in 2 levels / 12 classes (down from 249 pupils in 12 classes)
- 652 pupils in primary in 5 levels / 39 classes (up from 494 pupils in 29 classes)

The campus has three sections and five so-called satellite groups. The school is growing from the bottom, and in 2020 only four groups extend up to P5: FR, DE, LV, SK; three extend up to P2: EL, EN, IT; and one up to P1: ES. 59% of the population is FR, down from 66% last year. LV and SK remained small and had vertically grouped classes. Though the recommended capacity is 1000 students, this does not take into account the size of class groups and use of classrooms. There are in fact few classrooms left.

September 2020 marked the third "obligatory 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 third year in a row, Berkendael pupils were all accommodated in their first-choice schools. This year, a total 71 FR pupils were transferred (49 to Uccle, 9 to Woluwe, 19 to Ixelles and 1 to Laeken). 9 younger siblings were also transferred from Berkendael.

Other points of interest:

1. Berkendael families remain concerned about the level of uncertainty built into the obligatory transfer process; this has been more deeply discussed at the Brussels Steering Group - Groupe de Suivi.
2. The CEA is still working on an updated technical solution to help manage enrolment applications and support direct online enrolment by parents. Eventually the system should better match family profiles to schools during the initial application.
3. The CEA supported a wider reading of force majeure in this year's policy, particularly due to COVID. There were also more allowances made for families on mission and separated / reunited for work or family reasons.
4. There were still problems with families forgetting or unable to apply in phase I.

The Groupe de Suivi

Brussels Steering Group and the Future of the Brussels Schools

The Steering Group of the Brussels European Schools, better known as the **Groupe de Suivi (GdS)**, is organised by the Secretary General as a strategic discussion between the stakeholders in the European Schools in Brussels. It brings together the directors of the European Schools, teachers' and parents' representatives from each school, and representatives from the European Commission and the Belgian Government. The Staff Committee and Future Parents also attend and the students have recently joined as well. The Steering Group meets 4-6 times or more each year depending on the issues arising. Discussion generally revolves around school capacity and physical infrastructure, overcrowding and long-term planning, the setting up and management of new sites, analysis of population trends, distribution of sections across the city, safety and security, and logistics. The Groupe de Suivi is attended by the APEEE's President, Kathryn MÁTHÉ.

In 2019-2020, the group focused primarily on the need to set up a temporary site as a stop-gap measure while awaiting the arrival of the fifth school—which was originally requested for 2015, then promised by 2019, but has now been postponed till 2026. In April 2019, the Régie des Bâtiments shelved the proposal to set up an S6-S7 site at Arts-Loi—a proposal that had met with deep resistance from parents and many teachers—to explore other options. By January 2020, the schools were offered another solution, a temporary site on the former NATO campus in Evere; this was envisioned as a primary campus with quick-build structures for 1500 pupils and planned to be opened in September 2021.

Several meetings took place in spring to discuss the integration of the new campus into the existing Brussels school structure, and the Board of Governors eventually agreed at their April 2020 meeting to attach the Evere primary site to the Woluwe school and at the same time to more closely attach the Berkendael primary site to Uccle. Importantly, both Berkendael and Evere are still considered temporary until such time as a proper fifth school is opened. The remaining meetings of the school year 2019-2020 were spent detailing these plans. By Autumn 2020, the plan agreed was:

- **Populating Evere:** the Evere site would be populated with new primary enrolments from across the system in sections already established at Woluwe. Pupils enrolled in primary at Evere would go to Woluwe for secondary. Importantly, no existing Woluwe primary classes would be moved unless they specifically requested. It is understood that the site will fill more slowly using this method, but this will also mean that currently enrolled families will not be moved against their will.
- **Integrating Berkendael:** starting from September 2021, all pupils enrolling on the Berkendael site in sections established at Uccle (FR, DE, IT, EN, ES) will attend secondary school at Uccle. For those currently enrolled, the same guarantee was eventually negotiated with the provision that these pupils would also retain the right to a priority transfer to another EEB in S1 if they so wish. The latter provision not only honours the promise made to families upon entry, but also helps control the population at Uccle. As we write this, there is ongoing debate about exactly when this rule comes into force.
- **Other Berkendael Groups:** Uccle has no Latvian, Slovak or Greek section. Thus, for secondary the LV and SK students will become SWALS at the schools currently

hosting their SWALS populations, EEBII and EEBIII respectively. Eventually, it is hoped that sections will be created in secondary. The students in Greek satellite classes will attend secondary school in EEBIII, the site of the only Greek section.

There are still several concerns:

- There is an overabundance of primary campuses (soon to be six) compared with secondary campuses (still only four) in Brussels, and the new proposal does not contain clear measures designed to make space for the Evere and Berkendael primary students in the already overcrowded secondary campuses at Woluwe and Uccle;
- the temporary nature of the Evere and Berkendael sites means that any measure proposed may be “undone” in as little as 5-6 years;
- the plan to populate the Evere site does not take into account the impact across the existing Brussels schools, particularly in the EN, DE, IT and NL sections;
- there is still no longer-term planning which foresees how the current proposal fits with the eventual opening of a fifth school.

In the meantime, we await the final timeline for the fifth school and the granting of Berkendael (and possibly Evere) as a permanent site. It has been noted that the pupil population in Brussels is already 1500 over the available capacity and that given a growth rate of approximately 450 additional pupils each year, we will already need a sixth school by 2026.



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

INTERPARENTS and the Board of Governors

INTERPARENTS is the federation of the 13 Parents Associations of the European Schools that represents the parents in the Board of Governors and its subsidiary bodies. Each Parents Association elects a team of delegates to INTERPARENTS. Our team is currently composed of Kathryn MÁTHÉ (Uccle), Nora STRAEHLE (Berkendael) and Pere MOLES PALLEJA (Uccle), the current President of INTERPARENTS.

This has been a very particular year for INTERPARENTS as all the meetings have been organised online since March. This has been a challenge but also an opportunity as it has proved that internal communication at a distance was possible through more frequent meetings combined with an enhanced use of social networks.

INTERPARENTS met in Laeken in October 2019 and in Uccle in February 2020, in preparation for the Joint Teaching Committee meetings and in Frankfurt in November 2019 in preparation for the Board of Governors meeting in December. The meeting scheduled in Alicante in April 2020 in preparation for the Board of Governors meeting of April had to be cancelled and replaced by an online meeting due to travel restrictions.

In 2019-2020, priority topics of discussion were...

COVID-related:

- Distance teaching and learning. A new distance learning working group was organised by INTERPARENTS, coordinated by Kathryn MÁTHÉ from EEBI.
- Replacement of absent teachers.
- IT support to families, learning from the experience provided by our EEBI APEEE (laptops to families project)
- Assessment during COVID-19
 - Baccalaureate:
 - Cancellation of Bac and alternative assessment method
 - Moderation applied to the Bac results, including advice on recourse options to parents
 - Cancellation of B tests (S4-S6) and alternative assessment method
- Reduction of Category III student fees due to COVID-19

- Reimbursement of cancelled trip costs due to COVID-19

Non-COVID-related:

- New Marking System. Implementation of new system in Bacc 2021; discriminatory tables of equivalence translating the Bac results for university admission in national systems.
- Educational support. With active participation in the Educational Support Policy Group by Sven MATZKE from EEBI.
- Protection of vulnerable students and families
- Child protection, tolerance and conflict mediation
- Overcrowding of the Brussels schools and the fifth school

Participation of our delegates in Working Groups

Pere MOLES PALLEJA and Kathryn MÁTHÉ participated at the advisory group of the European School COVID-19 Task Force that was expected to make concrete proposals for the improvement of the school system in the context of the pandemic for the school year 2020-2021. Pere MOLES PALLEJA (EEBI) represented INTERPARENTS at the meetings of the Board of Governors in April and August. He also served as a delegate to the Bac Observatory Group. Kathryn MÁTHÉ represented INTERPARENTS at the extraordinary JTC in June. She also takes part in the Pedagogical Reform Working Group. External EEBI delegate Sven MATZKE is an active participant in the Educational Support Policy Group.

Our Activities



Marc GUITART
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 current daily classroom experience of our children, and also their longer educational prospects. The group's target audience is the APEEE and the parents, through a fluid, transparent and frequent exchange of information with the APEEE Board (CA), Educational Council (CE) representatives and INTERPARENTS. The PedGroup aims to promote a close working relationship between parents, students, teachers, management, and the wider school community on issues of pedagogical import.

General Scope of Activities

The PedGroup provides analysis and consultation on pedagogical issues for the APEEE Board (CA) and Education Councils (CEs), responding directly to parent concerns on topics within its mandate. It also consults and advises the INTERPARENTS representatives on pedagogical issues raised at system level. It currently functions as an umbrella group for several issue-driven subgroups and dossiers:

- SubGroup: Educational Support - EdSupp SubGroup: Languages
- SubGroup: STEM - science, technology, engineering, mathematics
- SubGroup: INTERPARENTS - IP Quality Control
- Baccalaureate, Evaluation, Orientation
- Art & Music; Sport; EdTech; and others

Participation and Working Methods

The PedGroup is open to Board members and committed parents who have a strong interest in the pedagogical programme in place at the school. Members may choose to work on a range of topics or focus closely on a specific dossier. All parent Section Representatives of the Primary and Secondary Education Councils (CEs) are likewise encouraged to take part in the PedGroup.

The PedGroup meets four times each year to hear reports from subgroup coordinators and task leaders, to agree on proposed measures and to discuss future strategy. Otherwise, each subgroup and dossier has its own coordinator or lead and its working method is set to best fit the demands of the dossier and the group members. The PedGroup may also oversee task forces created by the board to address specific topics. PedGroup coordinators or leads may likewise participate in bilateral meetings with the school administration in pursuit of the PedGroup mandate.

2020 Activities

In 2020, the group has been working on several dossiers, with the focus on Distant Learning under the current circumstances, and the pursuit of Working Groups (parents + school administration + teachers + students) to boost the most relevant dossiers:

- **COVID / Distance Learning Strategy:** PedGroup has been pushing for a level-specific Digital Learning Strategy to ensure the quality of teaching during partial or full closure of the campus; ensure that vulnerable and affected children are ensured an educational offer on par with that of their classmates. Our Remote Learning Feedback Team also collected and collated opinions from parents to feed back to the school.
- **Languages:** PedGroup has been overseeing implementation of the European School Language Policy, ensuring the provision of language teaching for a range of learners, in particular L2 lessons and bilingual pupils (See: [L2 Bilingual Classes](#)).
- **Consultation of stakeholders:** maintaining the key role of Education Councils (CE) as a forum for consultation, strategic thinking and shared vision on a range of educational topics; closely involving CE representatives within the PedGroup activities and discussions (see specific CE section in this APEEE Annual Report).
- **New Marking System:** PedGroup has been monitoring the implementation of the new system in the Bacalaureate cycle and pupil results at EEBI and closely following the release of national equivalence formulas updated to reflect the new system.
- **Bacalaureate cycle and career orientation:** ensuring that the arrangements for the PreBac and Baccaleaurate Exams meet system requirements under COVID circumstances, that results are transparently reported, and that students are well prepared for the next step in their education. The APEEE has also assisted in the administrative appeals related to the correction formula applied in the BAC 2020 results.
- **Digital teaching and learning:** PedGroup keeps trying to work with the school to implement a full-fledged BYOD policy, to encourage blended learning and the appropriate use of digital technologies in the classroom, and to train pupils on the safe and appropriate use of educational technologies.
- **Promote involvement in the non-cancelled European Schools Programmes:** European Schools Science Symposium (ESSS), Model United Nations/Model European Council (MUN/MEC), Festival of Arts and Music (FAMES), and EUROSPORT
- And last, but not least, the PedGroup has been defending in 2020 the need for parents to be involved in the **Project Week** (secondary) and **Trips** (primary) planification, as it successfully did it in the past, so all students can take the best of them once COVID limitations are lifted.

Educational Support

Since 2017, the APEEE's Pedagogical Working Group has included a sub-group on Educational Support which is coordinated by Sven MATZKE. In winter 2019, the sub-group established a **Network of Parents with Children on Educational Support**. The aim of the network is to provide interested parents with relevant information and to organise dedicated meetings for an exchange of experience.

In 2019-2020, the sub-group closely followed the implementation of the Action Plan on Educational Support and Inclusive Education approved by the Board of Governors in April 2019. In terms of concrete outcomes, the European Schools agreed recently on new requirements on the qualifications and expertise of support coordinators and teachers. In the spring of 2020, the sub-group on educational support focused on ensuring that during COVID crisis (distance learning) the school provided educational support in line with the general policy of the European schools and the school specific guidelines. Issues related to educational support were regularly raised at meetings of the Educational Councils.

The Gifted Children Network

Following the interest among parents resulting from the first meeting focusing on targeting the special educational needs of gifted children, a separate network was created and its mandate approved in January 2020. The **Gifted Children Network** sits within the Pedagogical Working Groups Educational Support Group and is coordinated by Arantzazu GOLDEROS.

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 and avoid difficulties or even academic failure.

In the framework of the 2020 Educational Support Policy, the network aims at developing an effective educational support strategy for gifted pupils, and at establishing a support network for pupils and parents.

Although the COVID crisis affected the work of the new network, during spring 2020, the group set up its strategy and designed initial actions to assess the situation of gifted children at EEBI in both the Uccle and Berkendael sites.

In the period, the network also engages with various parents who reached out with questions and/or seeking about their children (diagnosis, extension work vs more challenging work, extracurricular activities, differences between primary and secondary children, etc.), and the school's approach to gifted children.



Sara DAGOSTINI
Coordinator, Well Being Working Group

Well-Being Working Group

The **Well-Being Working Group** aims to support pupils, via the school and the parents, in a healthy personal, mental and social development. The members of the group, through the active feedback and contribution of parents, look into the challenges faced in these times by children, parents and even teachers.

The main focus of the group is on:

- Drugs and addictions;
- Bullying and cyber bullying;
- EVRAS; and
- Safe internet and social media.

The first part of **school year 2019-2020** was very productive, with the continuation of several successful initiatives and the launch of a few new initiatives as well. However, since the lockdown in March 2019, the activities of the group have slowed down and, in some cases, even stopped.

In January 2019, the Drug Policy Task Force was formed by the school to re-draft the *Guidelines for the Care and Prevention of Addiction*; this was an opportunity to reshape not just the drug policy but also the drug prevention program. A second task force on **substance abuse, addiction and prevention**, headed by Kriszta SZABO, undertook a **search for a new programme** that would suit the school's population and needs. Unfortunately, the proposals put forth were neither valued nor retained by the school management. As a consequence, no drug program or conference was held in the school year. The drafting of a drug policy was also put on hold following the COVID emergency.

The **mobile policy task force**, headed by Noemie BEIGBEDER, has continued to focus on the APEEE's proposal for a mobile phone policy, also seeking input from the school and other stakeholders. Unfortunately, the COVID emergency has refocused the school's attention from smartphone to crisis.

In 2020, the newly approved **EVRAS, "Education à la vie relationnelle, affective and sexuelle"**, was launched for a few classes in the secondary. The program was also put on hold due to COVID.

The successful joint project with the Community Building Working Group on **Values**, a series of themed discussions with students across sections and headed by Cristina MORTE, was also put on hold and not completed last year.

Several conferences were organised:

- **Parenting “communication between parents and children”** in autumn 2019, which had high participation and received very positive feedback;
- **Nutrition**, held in January 2020, for which participation was not as high;
- **Safe internet, social media, cyberbullying, video games and pornography online**, held in early 2020 for lower secondary students, with C. Butstraen as speaker and with high participation;
- **Online risks** in June 2020, a virtual conference and the first in English, for which participation was extremely high – 311 people.

The big challenge for **school year 2020-2021** is to cope with the constantly changing measures, which have high impact on our programs. The focus is both: mental health for students and parents and the continuity of programs for students. The group is collaborating with the school on a **mental health survey**, to identify well-being needs for students and related tailor-made programs.

The group is exploring possibilities for continuing EVRAS and Values in the current COVID context. It is also seeking new initiatives relating to the use of screens and safe online behaviour and exploring ways to introduce Mindfulness in both primary and secondary schools (the introduction of Mindfulness and yoga programs in the broader school population only failed due to lack of room on the campus). Not least, stay, safe and healthy!



Samantha CHAITKIN
Coordinator, Community Building
Working Group

Community Building Working Group

The **Community Building Working Group (CBWG)** was founded in 2015 as an organ of the APEEE that examines and enables initiatives to increase the sense of community, mutual respect and school “ownership” among students, school staff and parents. The group mobilises APEEE financing, organises or promotes activities, or raises awareness about values including, but not limited to: solidarity, sustainability, respect, team spirit, belonging. Beyond the wish to add value and values to the school environment, it was also considered that disinterest and negative views of school, peers and colleagues may be at the root of some risky behaviours exhibited by students (including for example vandalism, harassment, addictions).

The Community Building Working Group had great ambitions for the 2019-2020 school year and got off to a great start! In the first days of September, a successful **welcome campaign** made many new school families transition more smoothly into life at EEBI. At the same time, students began enjoying the **newly resurfaced football pitch**, installed over the summer as a joint venture between the APEEE, the CdE (students committee) and the school. A new **Teacher Appreciation Day tradition** began in October when the APEEE joined together with the direction of the school to visit ALL the classrooms, from nursery up to S7, offering teachers tea and coffee and a croissant, and rousing the students to enthusiastic cheers. Meanwhile, the CBWG played a role in the selection and support of projects through the APEEE’s funding mechanism, where more interesting, high quality projects are proposed in each round. They also continued their support of the CdE in its Annual Hoodie Sale.

The **Green Group**, coordinated by Dietrich ROMETSCH, deserves special mention under the CBWG umbrella (no pun intended, we gave out the last of the umbrellas at the welcome event!): during the 2019-20 school year it has grown into a centre of energy for parent participation and collaboration with school and students. This could be seen through the Green Round table, held in December, which led to the eventual installation of solar panels – see the details in the October 2020 Green Newsletter, which is more evidence of the ascendant Green Group!

Unfortunately, the COVID pandemic made Community Building activities tougher than usual. One initiative was to bring EEBI community to the streets by singing the European

Anthem in the streets on **Europe Day**. And COVID rules couldn't stop the bees from swarming, so on 20 May we helped celebrate the third annual **World Bee Day**. Finally, we have been happy to work with the Well-Being Working Group on the **Values Series** of teen talks hosted on campus for all sections and levels. We hope that as we rebuild our patterns and lives around the limitations imposed by the pandemic, one way or another and through the efforts of everyone in the school community, we will also rebuild the social fabric around our school.

Legal Working Group

The main files of the **Legal Working Group** in 2019-2020, a year overshadowed by the COVID crisis, were:

- A first review of the working arrangements within the APEEE;
- A review of the proposed the APEEE Services Convention with the school;
- Work on the school's proposed drug abuse and prevention policy.

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, which is coordinated by Emese SAVOIA-KELETI, and continues to oversee their work with the Secretariat.

In 2020-2021, we look forward to continuing to provide legal advice on issues as they arise, taking duly into account the role of the parents, and in particular the parents' representation (APEEE), as enshrined in the European Schools' legal framework. We will continue to support 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. As the Legal Working Group's role is to provide advice, it is necessarily reactive and deals with issues as they arise.

Communication Working Group

During this year, our association has endeavoured to improve its communication tools. In early 2020, the **Communications Working Group** was set up for this purpose with three different objectives:

- to think about a new graphic charter,
- to help redesign the website
- to write and distribute regular newsletters to parents.

The special circumstances encountered in recent months have made it difficult to achieve these goals quickly or easily. But all have been met.

A new logo is currently being developed. A specialised company has been contacted to help with its creation; several consultation meetings have been held. The design that has been imagined is quite modern and should reinforce the singular character of our association (and avoid any confusion with the APEEE Services). The reflection process is well underway. The chosen logo should soon appear on all our communication materials.

Significant work has also been done on the [website](#). The presentation and content of our online platform have been changed. A new homepage has been built. Compared to the previous version, what appears on the screen is better organised, clearer and easier to access. A search bar and a more detailed news feed have also been added. Other changes have also been made within the webpages. The structure of the site has been optimised; some texts have been added and some others have been reworked (regrouped or rewritten).

The creation of a multi-annual newsletter is part on the same desire: to offer simplified access to information. This tool allows us to reach parents directly and to share recent news with them. They don't have to do any research; the useful elements come to them. Such newsletters exist in Berkendael and are sent to families several times a year. In Uccle, this aspect had to be improved. Things are progressing positively. A newsletter was sent in July 2020 and others should follow.

Today, our association can rely on several channels of communication. In addition to those already mentioned, a [Facebook page](#) has been created with content regularly updated or expanded this year.

The efforts undertaken during this mandate will continue!

Projects implemented in 2019-2020

Twice a year, the APEEE makes calls for projects from members of the school community including parents, students, teachers and staff. These are based on a clearly articulated set of objectives defined for each call, such as:

1. Create friendly indoor and outdoor spaces and promoting innovative outdoor activities aimed at students.
2. Support healthy mind and body awareness, including mindfulness and stress management; promote early intervention and peer support; explore issues of self-awareness, self-doubt and self-harm; address substance abuse and other addictive behaviours; educate about the benefits of nutrition and exercise.
3. Foster the use of digital technologies in the classroom and other eLearning initiatives.
4. Promote sustainability and "green" or ecological initiatives; support environmental advocacy or environmental education.
5. And more...

Projects are weighed based on the characteristics defined above as well as on the following general criteria:

1. Quality of the design and implementation methodology (e.g. clear lines of responsibility, a priori-agreement with the school, use of sound procurement practices, clear reporting processes and timelines)
2. Expected impact of the proposal, including a) total number of students or parents affected or potentially affected by the project b) coverage of different sections and levels c) perceived seriousness of the issue d) potential efficacy of the project
3. General financial viability of the project, including the contribution required from the APEEE and whether the remaining funding is assured
4. Any positive or negative experience from previous funding awards, including their methodology and their impact

Projects are selected by the Board, generally based on a recommendation from an award's panel, including APEEE working group coordinators, financial advisor, selected Board members, school management, a teacher, and a student. The whole process is overseen by APEEE's Financial Advisor, Gundars OSTROVSKIS.

In the school year 2019-2020, there were two calls for projects:

- Autumn Call 2019: 20 project proposals, 8 were selected. 4550 euros allocated.
- Spring Call 2020: 21 project proposals, 9 were selected. 6200 euros allocated.

Examples of projects run in 2019-2020:

The Francis Pirotta Creative Arts Prize

This annual art competition is aimed at primary and nursery classes and celebrates Francis Pirotta's short but creative life to ensure that his spirit and determination remain alive through the creativity of other children.

The prize is organised annually by his former teachers and carers, is open to all language sections in nursery and primary and is awarded to whole classes.

The theme for 2019-2020 was "Flags for Nature". It was chosen according to Francis' interest (he loved flags) and also to this year's school theme, which happened to be nature. Entries were exhibited between 17 and 21 February (the month of Francis' birth) in the Erasmus building, and the final results were announced on 21 February 2020. Prizes were awarded to classes MATEN, P4ENa and P5MT. Each child in the winning classes received a T-shirt with their flag printed on it. All the flags were printed on fabric and hung outside the facade of the Château building on the EEBI campus. They were also exhibited at this year's edition of EU Green Week, 19-22 October 2020. (See: [Photo Gallery](#)).

The APEEE contributed 600 euros towards this project.

MUNUCCLE – Uccle Model United Nations

This programme for students is a simulation of the United Nations in French, Dutch and English. The prestigious initiative was hosted by EEBI over three days on 4-6 October 2019 in the European Commission's Conference Centre, Albert Borschette. EEBI's Model UN is organised by our students for students from different schools and is a unique experience during which participants have the opportunity to represent a country's stance on certain topics and debate with others to bring their country's ideas forward. This year's theme for the conference was "Let's reshape our present for a sustainable future".

The APEEE contributed 1520 euros towards this project.

EuropaInCanto - Italian Opera Project.

This project for students and teachers aimed to create a new, young audience, aware of the importance of the heritage of the opera and capable of truly appreciating it. The project started by analysing and staging Turandot by Giacomo Puccini, one of the most remarkable works in the history of the Italian Opera. The learning process was supported by specific educational tools handed out to each participant. Among these there was an engaging text-book and an interactive karaoke DVD, thanks to which students were able to practice by themselves. The project also foresaw the inclusion of people with disability (hard of hearing). On 19 February 2020, the children performed a flash mob at the European Parliament, singing the arias of Turandot (see: Video). The project was capped off with a performance on 21 February 2020 at the W:Hall Auditorium in Brussels with children from several schools participating.

The APEEE contributed 1000 euros towards this project.

Reinforcement of Values Series

This project is a series of interactive workshops for students across sections aimed at reinforcing values among teenagers to complete what is done at home and by the school. The most recent edition was for S3 and S5 classes. Themes in the series include: "What is a successful/happy life?", "Development of self-esteem", "Difference between real and virtual", "Importance of truth", "How to say no (with role playing)", "How to deal with toxic relationships/friendships (for example in a class)", etc.

Workshops of 25-30 students took place during religion and ethics classes and during the Project Week period; each session corresponded to one period of class. Workshops were hosted by specialised coaches from the organisation "Les Loulous Philosophes / Les Ados Philos". Unfortunately, sessions planned for the second half of the year needed to be postponed.

The main goal was to inspire secondary students to reflect on the importance of core values for their lives and social community. Workshops may be complemented by testimonials, debates and cine-forums.

The APEEE contributed 1500 euros towards this project.

For a description of completed and ongoing projects, please consult the [APEEE's Projects webpage](#).

**Our volunteer-run
Services**



Mariona SERÓ and Simone RODEN for the EURÊKA team

EURÊKA, Lost and Found Service

This school year with all that happened because of COVID was very different and impacted the course of EURÊKA. It is necessary to distinguish two parts of the school year until March before the arrival of the school closure and afterwards with a very different end of course.

From September to March, EURÊKA proceeded as usual to help recover lost items. But we continue to ask parents for their help.

As it is difficult for the smallest children to recognise their belongings, it is very important to mark them not only with the name, but also by indicating their class and the section which they are in. This system helps teachers to retrieve your children's belongings.

The collection points at FABIOLA work well, facilitating the quick recovery of lost items by teachers, and also parents when they have an entry permit.

Approximately every quarter, the unrecovered items arrive at EURÊKA and are put away and classified. They are added to the list, or to the video with the mention "Fabiola".

In Kindergarten and Primary School

We have continued to benefit from the collaboration of the teachers. Usually, we send them the EURÊKA list by email, and they remind the children to come. Sometimes they even accompany their pupils to the local.

The EURÊKA team continues to help the children mark their names on their things and have them sign the list when they pick them up. It is important to teach them to be responsible for their belongings.

For the youngest children, Kindergarten and 1st primary classes in Fabiola: The help of the teachers and supervisors of these classes was indispensable.

Measures already put in place and for which we have seen success and continue to do so.

To take advantage of the parents' access permit to the school to make exceptional openings (this school year only in September before the meetings at the beginning of the school year, the report card day in November and for the Christmas class parties).

We opened every Friday, from 11:30 to 13:30. This opening has become a habit and helped to empty the premises.

Thanks to the support of the APEEE the sending of the list and the videos is regular. We notice that the week of sending the mail to the parents (the list with the marked items and the link with the video posted on the EURÉKA web page of the APEEE website) the recovery rate is double.

We have continued to prepare the video to facilitate virtual access to the premises.

In the Secondary School

Collaboration with CdE to post on INSTAGRAM our schedules, calls ... Installation of collection boxes at the Da Vinci and Michelangelo buildings. They had to be replaced because of the damage caused by the students. The school has been informed and now everything is in order.

The collaboration of "via scolaire" and gym teachers has been indispensable.

The same can be said for the indispensable help of the APEEE transport team who will pass on to us the things forgotten on the buses, and if there is a name, inform the parents directly.

Thanks also to the Césame team, who put aside the forgotten things from the extracurricular activities (judo bags). They also program the light panels with our schedules and print and laminate our posters.

In figures: 2390 items were collected at the school during the year 2019-2020. Of course, there was the direct impact of closing the school for COVID. There has been a reduction of 52% of lost items but it is important to note that the reduction of lost items has already started at the beginning of the school year.

From September 2019 until February 2020: reduction of 23.6% of lost items.

There were 1078 pieces recovered until March 13, which makes a final recovery rate of 55%. (39% of cases are unnamed and 61% are named items).

Distributed on the following days.

The decrease of lost items after years of increase is important news. We herewith want to congratulate the children, parents, teachers, school staff, all who made this change possible. It is important to continue this path. Parents and their children are asked to mark the clothes to facilitate the recovery, indicating the class and section.

It is also important to check if the coat your child brings home is his or hers. There are many cases of confusion. Many people buy from the same shops (Decathlon, Zara), and confusion is easy. There is a higher chance of recovering them, if the items are marked.

We are a team of about 16 volunteers, from almost every section, who collaborate according to their availability.

In September 2020 after the departure of some volunteers, and others stopping because they are vulnerable to COVID, we remained only 5 available volunteers at the beginning of September. But after the call made in October, we are now 14 volunteers.

A big thank you to everyone who answered the call. This year it has been very important to hire new volunteers, indispensable to be able to guarantee the openings.

Right now, five volunteers are needed to guarantee a safe opening with all COVID measures for Thursdays (pick up + opening) and three volunteers on Fridays.

For the moment because of the sanitary situation in code red, in order to protect the children and to avoid multiple contacts between us, the premises will remain closed. It should be taken into account that EURÉKA's office is in the basement of the Erasmus building and therefore has no direct ventilation.

We have reinforced the collection points, and we continue to be in contact with the school and the APEEE to help the students.

There is also an email address to be in contact with us: eureka@uccleparents.org.

Finally, for the unrecovered items, all is not lost. Our donations are distributed to entities and projects of social interest.

The beneficiaries who have received our donations are:

In September 2019, Confidence Haiti - to support the Schools of Canaan and Santo Manager Anne Marie BERLIER (www.confiance-haiti.fr).

In December 2019, the Red Cross, which received warm clothing, especially bags of hats, scarves and gloves.

Project Zambia, in collaboration with the school, Mrs. THOMAS and the 6th grade students who are participating in the project. At the end of June boxes of clothes and school materials were prepared. The Liceaga family who were moving to Zambia generously offered us space in the trunks of their cars. Unfortunately, a misunderstanding at the port of Rotterdam made the departure impossible. But now everything is ready to leave.

La Cité Joyeuse - The home for orphans, in Molenbeek: This centre welcomes children who are orphaned, handicapped, or living in a difficult family situation. It is Leila CHAHRET, a sports teacher at the school, who is in charge of acting as intermediary every year and we thank her very much for that (<http://www.lacitejoyeuse.be/>).

Last but not least the school infirmary, which always needs a change of clothes.

EURÊKA'S PREMISES



Book Sale

There were no book sales in June-September 2020 due to COVID.

The APEEE is currently discussing the creation of an online interactive excel list for second-hand books next year, initially for four sections: English, French, Italian and Spanish. This pilot project –still under consideration - would establish the excel list in the APEEE's website.

Calculators

In September 2019 S4-S7 students still required the TI-Nspire CX CAS calculator. Students ordered directly online from the company School Supply (benefitting from an EEBI special price) and the APEEE Secretariat received the bulk delivery. Over the course of the year the calculators have been under discussion by the school with the idea to replace them with the Application Geogebra. It seems that for S4 and S5, the calculator will no longer be required in the curriculum, therefore only new students arriving in S6 and S7 will need to order them.

Laptops

APEEE offer

In March 2020, when pupils were obliged to follow their courses remotely, the APEEE was concerned that some parents would have difficulty in meeting the cost of equipping their children with a PC, internet connection, etc. The CA decided to launch two offers of PCs:

- A basic specification laptop which could be either paid for by the parent in 12 monthly instalments, or lent to the parent for as long as the school remained closed. This offer was restricted to parents with a family income of less than some 4000€ per month. 12 of the 22 applications were accepted under the first scheme, of which one subsequently desisted. Three lap-tops were on loan and returned to the APEEE secretariat (including the donation of one part-paid). The others are being paid for.
- A bulk order of the same specifications for parents wishing to buy a lap-top outright. 33 parents showed interest, of which 8 actually ordered. All paid in advance, except for one who was allowed to repay over 1 year.

This offer had no effect on the APEEE budget, except the depreciation of the three lap-tops now in stock.

PC supply

The APEEE had found it difficult to find laptops available on the market, and which could be delivered within a short deadline, especially with QWERTY keyboards. After several fruitless enquiries, it contacted the firm Inforgix of Limbourg, a company which had already worked with the Office of the Secretary-General of the European Schools for Microsoft licensing purposes and which was interested in participating in a laptop project for the schools (bring your own device). This firm was willing to assist us, in particular with the bulk order, and found the 8 laptops ordered in March 2020.

In July 2020, the same supplier offered a range of lap-tops with all relevant keyboards, and the APEEE informed parents of this offer, and published it on its website. Unfortunately, this supplier was unable to source lap-tops with keyboards other than AZERTY and QWERTY. Some 60 parents ordered lap-tops under this offer, of which 8 seeking other keyboards have cancelled and applied for refunds.

The accounts of the APEEE



Brian GRAY
Treasurer of the APEEE

Report of the Treasurer

Financial statements for the year 2019/20

Result of the 2019/20 year

The APEEE's accounts show a deficit of 33 915 € for the year to 31 August 2020.

This deficit includes 33 011€ for the cost of severance of a member of the secretariat who left in December 2019 after many years' service. This exceptional expense was offset by the surplus of 37847€ in 2018/19 caused by a reduction in our activities and in staff costs because that employee spent much of the year on sick leave.

The 'normal' business in 2019/20 resulted in us more or less breaking even. The number in the secretariat increased to two part-time during the year, supplemented by a third part-time person towards the end of the school year, which helped the secretariat catch up with delayed work. The resulting cost was largely offset by spending none of the 21 000€ budgeted for projects and recurring actions, due to COVID-related delays in implementing projects, and to the cancellation of the 'stop à la drogue' programme.

Balance sheet at 31 August 2020

We had 283 100 € in our bank accounts at 31 August 2020, of which 98 000 € represented subscriptions for the 2020/21 year, and 148 360 € the reserves from accumulated surpluses in past years.

Profits of 18 000€ from past school fêtes remained unspent: this amount has been allocated to projects, and will be paid out as and when they are implemented.

The Students' Committee owed us 5338 € from the 6000 € we lent it in order to pay its supplier when the closure of the school impeded the sale of the hoodies.

During the closure of the school, we offered parents with financial constraints the opportunity to buy laptops for their remote-learning children and to repay over 12 months.

2554 € remained due: all 12 beneficiaries are respecting the terms of repayment. We also lent parents three PCs, which were returned and remain in the APEEE's stock.

Budget proposed for 2020/21

Projects: The proposed budget includes 5500 € for the autumn 2020 call of 10 000€ for project proposals, less some 4500 € left over from fête funds. This is a prudent estimate, as it is unlikely that all the 14 000 € reserved for ongoing projects will be needed, in view of the difficulties in implementation in present circumstances. Cancellations will free up further funds.

Staff: At present, three staff work in the secretariat for a total of 70 hours per week. This staff complement should allow us to fully catch up on our obligations in terms of reporting on data protection, on following the financing of projects and on renewing the APEEE website, as well as ensuring an up-to-date communication to parents. Staff also spend much time sorting out the confusion by many parents between the APEEE and the Services, in particular when making payments intended for the Services into the APEEE bank account.

Over a full year, the cost of this staffing level would amount to 133 000€, about twice the amount when we had just one employee.

Net operational deficit

The proposed budget would result in a net deficit of 18 119 €. This includes 5500 € for projects which have until now been financed from the profits from school fêtes. Some may be cancelled if the pandemic persists.

The proposed 'structural' deficit of 12 519 € reflects the investment in staff time which is needed to bring the work of the APEEE secretariat up to date.

The APEEE's reserves of 148 000 € can amply absorb this investment.

Capital budget

New website: In addition to the operational budget, we propose to invest in the development of a new website on a new platform, to replace the present out-dated one. We hope to complete this development before the end of this school year. The expected cost of 25-30 000 € will be spread over the following five years.



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	Réel 2017/2018	Budget 2018/2019	Réel 2018/2019	Budget 2019/2020	Réel 2019/2020	Budget 2020/2021
CHARGES						
Participation projets école	200.00	0.00	55.94	15,000.00	0.00	5,500.00
Actions récurrentes	0.00	0.00	0.00	6,000.00	0.00	0.00
Entretiens locaux	0.00	1,400.00	0.00	1,400.00	0.00	500.00
Maintenance informatique	1,138.74	1,500.00	1,470.95	900.00	2,822.97	2,000.00
Frais téléphone / internet	582.00	900.00	2,099.42	2,000.00	416.00	500.00
Fournitures de bureau / ordinateur / copies	1,186.68	1,300.00	1,027.13	1,300.00	1,479.99	2,500.00
Cotisations + frais INTERPARENTS	1,680.00	1,700.00	1,680.00	1,700.00	1,680.00	1,700.00
Honoraires Avocats/ Comptable/ autres	1,864.10	9,520.00	1,893.57	5,600.00	10,626.34	4,000.00
Honoraires Secrétariat social	514.66	675.00	697.55	750.00	997.41	1,000.00
Formations, séminaires	619.90	1,000.00	0.00	0.00	0.00	100.00
Publications légales	224.91	225.00	265.96	225.00	155.14	500.00
Frais de déplacements	884.92	1,000.00	1,013.71	1,000.00	1,288.68	1,300.00
Dons, cadeaux	810.45	300.00	85.74	300.00	347.82	300.00
Réceptions	1,219.11	780.00	405.86	800.00	2,090.57	2,000.00
Intérimaires	0.00	0.00	6,635.52	0.00	216.23	0.00
TOTAL BIENS ET SERVICES	10,925.47	20,300.00	17,331.35	36,975.00	22,121.15	21,900.00
Rémunérations	53,599.18	68,566.44	51,437.08	78,900.05	105,368.48	100,878.00
Déplacements	295.55	516.00	307.07	524.40	237.24	500.00
Différences provision pécules vacances	736.13	1,114.25	-2,630.85	2,000.00	4,228.52	1,000.00
Charges patronales	13,076.76	18,577.36	12,079.89	18,380.72	24,375.77	24,441.00
Assurances accident travail / RC	1,086.55	1,100.00	818.08	1,100.00	1,087.22	1,100.00
Services médicaux	173.23	175.00	249.21	175.00	285.43	400.00



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	Réel 2017/2018	Budget 2018/2019	Réel 2018/2019	Budget 2019/2020	Réel 2019/2020	Budget 2020/2021
Chèques repas	1,236.70	1,883.00	956.45	2,446.74	1,882.53	3,600.00
Frais propres à l'employeur	286.00	426.00	440.00	420.00	70.00	500.00
Autres frais de personnel	181.50	0.00	0.00	0.00	122.50	300.00
TOTAL REMUNERATIONS ET CHARGES	70,671.60	92,358.05	63,656.93	103,946.91	137,657.69	132,719.00
Dotations amort. Immo. Incorporelles	0.00	4,000.00	0.00	3,666.00	0.00	0.00
Dotations amort. Immo. Corporelles	2,061.57	3,661.57	2,061.56	1,748.17	1,849.60	1,275.00
TOTAL AMORTISSEMENTS	2,061.57	7,661.57	2,061.56	5,414.17	1,849.60	1,275.00
TVA non déductible sur honoraires	391.46	1,999.20	397.64	1,176.00	1,121.63	525.00
TOTAL AUTRES CHARGES D'EXPLOITATION	391.46	1,999.20	397.64	1,176.00	1,121.63	525.00
Intérêts et frais de retard et amendes	0.00	0.00	66.94	0.00	353.07	0.00
Frais de banque	460.44	465.00	663.48	600.00	807.83	800.00
TOTAL CHARGES FINANCIERES	460.44	465.00	730.42	600.00	1,160.97	800.00
Charges exceptionnelles / subsides		0.00	0.00	0.00	0.00	0.00
TOTAL CHARGES EXCEPTIONNELLES	0.00	0.00	0.00	0.00	0.00	0.00
Impôts	0.00	22.50	0.00	30.00	0.00	0.00
TOTAL IMPOTS	0.00	22.50	0.00	30.00	0.00	0.00
	84,510.54	122,806.32	84,177.90	148,142.08	163,910.77	157,219.00

	Réel 2017/2018	Budget 2018/2019	Réel 2018/2019	Budget 2019/2020	Réel 2019/2020	Budget 2020/2021
PRODUITS						
Cotisations	92,220.00	119,750.00	121,548.00	125,850.00	127,863.00	138,400.00
Autres recettes	969.47	400.00	240.37	400.00	1,980.75	500.00
TOTAL VENTES	93,189.47	120,150.00	121,788.37	126,250.00	129,843.75	
Exonération précompte professionnel	58.47	60.00	62.33	65.00	76.31	100.00
TOTAL PRODUITS D'EXPLOITATION	58.47	60.00	62.33	65.00	76.31	
Intérêts reçus	99.67	90.00	175.02	100.00	75.51	100.00
TOTAL PRODUITS FINANCIERS	99.67	90.00	175.02	100.00	75.51	
Produits exceptionnels s/ exercices antérieurs	0.00	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	93,347.61	120,300.00	122,025.72	126,415.00	129,995.57	139,100.00
RESULTAT DE L'EXERCICE	8,837.07	-2,506.32	37,847.82	-21,727.08	-33,915.40	-18,119.00

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