



Brussels, 4 December 2020

ANNUAL GENERAL MEETING OF THE APEEE BRUSSELS I

8 December 2020 at 19:30

ONLINE:

<https://fwb.webex.com/fwb/j.php?MTID=m1dbdee7b3eb91d570a7b07aee52b5424>

QUESTIONS FROM PARENTS FOR SCHOOL DIRECTOR MR BRIAN GOGGINS

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QUESTIONS ON THE EXTENSION OF THE CHRISTMAS BREAK

1.

On which basis has the decision of distant learning period be taken for the period from 7th to 17th of January 2021?

2.

To explain the argumentation for taking this decision of the 10 days online schooling around the Christmas Holidays. It is questionable in terms of effectiveness, it is not recommended by the Belgian Authorities who have experts that decide and online schooling offers poor education to Primary pupils (esp) and adds a heavy burden to parents.

3.

Question on the decision of online schooling around the Christmas Holidays. How was that decided, the Belgian Authorities recommended? Why traveling is put above the education. Do you realise the burden put on parents who work with online schooling. Also, it is widely appreciated that online schooling does not offer quality education to pupils esp in Primary. Do you re-consider this decision? will you apply the same for all school holidays this year? which means another 3x of 10 days online schooling?

4.

Will the school review its decision to postpone coming back to school in January?

5.

In the current moment the governments and specialists are advocating for the reduction of social contacts and travelling while they are supporting that for primary students lockdown is not a solution. Contrary to this reality you decided to apply in Christmas e-learning horizontal measure quarantine, what message do you think is transmitted with this decision which in reality facilitates travelling penalising the children who want to attend school. At the same time I remind you that until recently for an absence of 2 days a doctor certificate has been required.

6.

Je demande des explications sur la fermeture de l'école 4 semaines en décembre/ janvier. Fermeture les 21 et 22 décembre sans justification : si certains parents souhaitent partir plus tôt en vacances et que leurs enfants soient absents deux jours de l'école, ce n'est pas une raison pour priver les autres enfants d'école. (en vous rappelant que ce que 'l'enseignement en ligne' n'est pas adapté à de jeunes enfants). Fermeture du 7 au 17 janvier : je ne comprends pas les arguments de la direction et suis en désaccord avec ceux-ci. À ce stade, la majorité des familles que nous connaissons ne savent pas si elles vont pouvoir se réunir avec leurs familles pour les fêtes de fin d'année. Par exemple, nos vols ont été annulés pour nos vacances de Noël. De plus, l'Espagne où nous devrions nous rendre impose des tests PCR pour tous les passagers aériens. Or, la politique de testing de gouvernement belge ne nous permet pas actuellement de faire un test. Finalement, le gouvernement espagnol a limité à 6 personnes – enfants inclus – la présence sous le même toit. Nous ne pourrions donc pas nous rendre visiter

notre famille. Notre cas n'est qu'un exemple de la situation à laquelle sont confrontées la majorité des familles, une proportion significative d'entre elles ne rentrant pas dans son pays d'origine pour ce type de raison. En conséquence, de nombreuses familles resteront à Bruxelles pour les congés de Noël et donc nous ne comprenons pas pourquoi l'école serait fermée à partir du 7 janvier. Nos enfants seront doublement pénalisés : congés à Bruxelles puis 10 jours à la maison, soit 4 semaines à Bruxelles sans se rendre à l'école. Je pense que la direction des écoles européennes n'a pas pris en compte ce facteur dans son raisonnement. En espérant que vous annulerez ces mesures de fermeture, merci d'avance pour votre réponse.

7.

Dear Mr Director, many parents feel that the interest and well being of the children are not taken as the priority. The children were away from their classes for 3 weeks in November and again will be for a month at the end of the year. This is, despite all the great efforts of the teachers, much stricter than Belgian rules. Why is there such a divergence ? Have our schools registered more severe cases of contamination than Belgian schools ?

8.

Tous les pédiatres disent que la présence des enfants en classe notamment des plus jeunes en maternelle 1re et 2e primaire est absolument essentielle pour leur bon développement. La Belgique n'a pas imposé l'enseignement en ligne pour les élèves de maternelle et de primaire. Pour autant début janvier nos enfants et nous parents allons subir de nouveau une période d'enseignement en ligne alors que celui-ci est impossible pour les élèves de maternelle et de 1re et 2e primaire et extrêmement aléatoire pour les élèves de 3e 4e et 5e primaire. Il est de la responsabilité de chacun de garder comme priorité absolue l'enseignement in situ de nos enfants, priorité qui selon de nombreux parents doit surpasser le confort d'aller passer 2 semaines à l'étranger alors que notre pays hôte le déconseille fortement. La décision des 4 EEBs de passer en enseignement en ligne du 7 janvier au 16 janvier est à ce titre inacceptable.

9.

After Christmas break, Belgium authorities will remain open schools. Why not European School don't follow this approach as it has been decided follow on line lessons?

10.

The choice to go for distance learning is not adequate for maternelle and primary kids. School is an essential service, a basic right of kids and society and as such the EEB should provide onsite teaching whenever the Belgian authorities allows it. Why the school is not doing its best to stay open and put pupils well-being and the school pedagogic duties as its priority? The Belgian government has decided to prolonge the school year during the summer in order to catch up with lost days. Homeschooling is not school and distance learning is not teaching.

11.

L'école s'était engagée à suivre les recommandations du gouvernement Belge quant aux politiques liées au coronavirus. Cela n'a pas été le cas. L'école a été fermée une semaine de plus que les écoles belges à la Toussaint. L'école envisage de fermer deux semaines en décembre et en janvier avec comme unique objectif de permettre aux parents qui le désirent de partir à l'étranger. Cette dernière décision va directement à l'encontre des

recommandations du gouvernement Belge (qui invite à ne pas voyager) et de l'intérêt des enfants (qui est d'être scolarisé). Pourquoi une telle décision ?

12.

The BERK school closure until Jan 18 and relative distance learning has been very controversial. How do you take in consideration the string criticism received ?

QUESTIONS ON DISTANCE LEARNING

13.

Would it not be possible to divide classes in secondary school in half and teach them onsite-homeschool them by rotation_

14.

What is your assessment in terms of training needs for teachers and pupils to ensure an effective and balanced digital transformation of our school? What are you envisioning in the medium term for our school in the medium term (i.e. presumably beyond this crisis period)?

15.

What is the school policy on screen-time exposure of pupils? Is it measured, monitored and regulated at all? What are the guidelines for teachers? Ultimately, what is in your opinion the added value of having children exposed to video lectures for lessons that can be taught by human interaction with the teacher and among students? What do teachers do in the time that they save from not having to prepare the content of the lessons that are replaced by Youtube or other video lectures?

16.

Is it possible to have less screen time for children (chalk boards rather than electronic boards, no TV/videos etc in the garderie).

17.

Monsieur le Directeur, les objectifs des cours d'ICT ont-ils été adaptés à l'usage des outils informatiques et à la prévention dans leur usage? Les enseignants ont-ils reçu (ou vont-ils recevoir) une formation sur la conception de séquences pédagogiques à distance (merci de nous préciser)? Y aura-t-il une commission de travail sur l'enseignement à distance (et l'exposition aux écrans) réunissant des représentants de l'ensemble de la communauté scolaire, y compris le personnel de santé? Je vous remercie. Bien à vous.

18.

On distance learning and guarantying the continuity of a learning process:

The lack of coordination was also very visible and disturbing in organisation of distance learning as well where each teacher was left free to organise it (or not).

1. Would you see any need for some central organisation/common timetable for the online classes to follow?
2. Would the school intend to provide any coordination between teachers and coordination of hours, methods of communication and planning of meetings?
3. Use of Teams in primary – would you consider that Teams is a right tool for the primary school? From our experience, the kids in primary are not able to use it autonomously nor are some of the teachers. Teams is complicated and difficult to use, especially for kids below 10 yrs old. Also teachers seem to have problems with teams and some use calendar and filing or assignments, while others do not. Possible other tools can be considered – like zoom, which are easier and more natural to use.
4. Whatever the tool, only ONE tool should be used, not in combination with sms and email and other electronic means. Otherwise it is impossible to co-ordinate. The idea should be that kids can do that all alone and not with constant help of parents. Would you see any need to manage that and consider any guidelines to teachers in that respect?

Practical proposal to follow would be: Online classes via teams or other tool should be organized every day for the full normal duration of the school day, not only in the morning as was the case. Classes can indeed be divided into smaller groups, but in such a case if one group is online the other(s) should be requested to work offline.

19.

On adaptation to the situation/reorganisation and reflection on the hybrid learning:

1. Given the persistence of crisis and risks related to in situ classes, would you consider any forms of Hybrid learning? These could take a form of the core classes AM in situ and additional classes like L2, European hours and other PM at online from home? – This would allow to follow the Belgian rules on respect for core bubbles and limit the unnecessary risks, which is not the case currently. Is there any reflection ongoing on that by the management of the school?
2. Would you see any need to adapt the hours to a new challenges? – given that the canteen is closed and periescolar activities are suspended, would you see a need to revise the timing of the classes, in particular a long break? As the kids have nothing to do during that time, they cannot have a hot meal and we need to limit the contacts to minimum, maybe it would be reasonable to re-organise the classes as well in a full respect for the safety rules?

The practical and safe solution to reflect on can be the below:

- Classes can end at 14hs instead of 15:30 and buses schedule should be adapted, or
- Have in situ classes in the morning (language and mathematics) and online classes for L2, ethics / religion, European hours, art etc. Bus schedule will need to be adapted.
- No point in mixing kids for L2 classes, so L2 should in any case be organised online.

QUESTIONS ON COVID-19

20.

Please describe the concept of COVID measures for January / February 2021; How do you ensure a good ventilation in the classrooms?

21.

Why in an European School you have chosen the minimalistic approach to comply with Belgian minimal standard instead of benefitting from the best practices in Europe and follow the advices of the ECDC?

22.

Pourriez-vous préciser les raisons pour lesquelles les EEB ont pris des mesures sanitaires (fermeture des établissements, fermeture de la cantine) plus restrictives que celles exigées par les autorités compétentes, ce qui a pour conséquence directive de discriminer les familles qui fréquentent les EEB par rapport à celles qui fréquentent d'autres établissements? Quelle est la place laissée à la concertation avec les parents d'élèves et les enseignants dans ce processus de décision?

23.

There is a number of parents in the school community that fall into a group of high risk for severe complications due to covid-19. I am one of them (having a heart disease). Those families have to cope everyday with anxiety and stress related to possible infection of a pupil by covid-19 at school and bringing the virus to the vulnerable parent. The consequence for those families can be dramatic, including possible death. Now, there is a hope of getting out of crisis due to vaccines that have high efficacy and promising results that could halt pandemic. Belgian government announced that vulnerable groups would be vaccinated as priority. Therefore, the difficult situation can be considered as temporarily affecting school community and effects on education of children may not be life long and permanent. Moreover, most of parents work in EU Institutions. The EU Institutions recognised Covid-19 vulnerable groups and granted them special protection such as telework to lower the risk of acquiring the virus at workplace. These vulnerable families are not however granted the same protection by the European Schools. Given the above mentioned, could school align its policy on vulnerable groups with EU Institutions and enable a temporary distant teaching (online connection to the classroom) to the pupils who have a vulnerable parent at home?

24.

In the light of the current Corona crisis we understand the decision not to let parents enter the school and close the Ch. de Vert Chasseur gate for primary students. However, this is very inconvenient for parents (e.g for parking). Besides, it is especially for the P1 students who were not pupils of the kindergarten of the European School important emotionally important that the father or mother can accompany him till the meeting place. Therefore: once the Corona crises is over we advocate for both the reopening of the Ch. de Vert Chasseur exit (also for primary students) and for the right to enter the school to bring P1 pupils to the meeting point or pick them up after school. Will this normal procedure be again introduced after the crises?

25.

How the school is planning to control the ten-day quarantine for students returning from abroad?

26.

On safety and lack of management of the crisis by the school at central level:

Based on the first experiences it was evident that there was not enough leadership about the crisis management at central level and adaptation of Belgian rules to the big school like Europeans ones. Risk related to the big international school like European one are not the same as local Belgian school. After these negative experiences:

1. Would you see a need to adapt the Belgian rules to the size of European Schools? European Schools have independent status and do not need to follow Belgian rules without a closer safety reflection on their specific conditions. The size of these schools is much bigger (approx. 4000 in Uccle) than regular Belgian school and children mix much more. Would you see a need to reflect on the specific safety conditions for the big Uccle school and to take specific measures? E.g. limiting the bubbles to strictly necessary and the core classes? No mixing of kids for additional activities e.g. European hours?
2. Is the school ready to reflect further about the safety and adopt it to the size and specific conditions and in which form and based on which assessment? As said above, Belgian rules can serve as guidance, but do not fully fit the specific context of the European School
3. Can the parents have something to say about the imminent health risk that we are taking?

QUESTIONS ON TEACHING

27.

Why is there no "Préfet d'études" to align teachers and the method they use? Some teachers do a superficial "fast track" in their subject (mostly sciences) without paying attention to pupils who do not follow, concentrating on the one or two pupils who are gifted for the subject. The pace and the method are crucial. Is the teaching to be conducted from a national perspective or a EEB perspective?

28.

P1 SWALS Slovene have only 30 mins per day of Slovene language. It is impossible for the children and the teacher to have a focus and deliver the lecture within such timeframe. Is there a possibility to have longer hours (say 45 minutes), though not every day?

29.

Some of the parents have stressed that due to some various reasons some of the teachers are not fulfilling their class timing (sick leave...). How is this lecturing time to be compensated?

QUESTIONS ON EDUCATIONAL SUPPORT

30.

In the past weeks several families have expressed their concern about how the school is dealing with Educational Support in Berkendael. As an example, the EEB1 has adopted a very strict approach (compared to other schools such as Ixelles or Woluwe), when it comes to allowing third parties entering the school to provide specialized support. The different circulars that have been sent by the Belgian authorities do not exclude that specialists such as speech therapists, or others, can still enter the schools even under red code. However, Berkendael is not allowing that this support, despite being provided under official conventions signed by school, is provided. Could you please explain why this decision has been taken and when will the school allow this support to children in situ as in other schools?

31.

It has been raised by parents that the procedure to approve Support is taking too long, and also there are cases where the school finally offered a level of support not in line with the needs of the children (as described in the official reports the parents submitted). In a specific case, the child's report is pointing towards Intensive support, but the school is instead offering General support, not full time and also shared between 2 children with potentially different needs.

1. What should the parents do in such a case, to make sure their children can receive the appropriate level of Support?
2. As parents' reps, how can we best contribute to a quicker resolution of these issues?

QUESTIONS ON L2

32.

For L2 classes in Berkendael: would it be possible to know how many classes per level do we have in the school and its composition (how many children from which language sections)?

33.

Mr Goggins, can you please explain why you have decided to put an end to the long established practice at Uccle of grouping Secondary English L2 classes according to the level of English of the pupils, when this was an initiative of the teachers themselves long before you came to the school, the APEEE has called on you to reconsider this change and parents and pupils alike are perfectly happy with the status quo? To my knowledge the pilot of so called enrichment classes did not show itself to be superior to the status quo. If you do not listen to your own teaching staff, or the representatives of parents, whose interests do you think you are serving by this change?

34.

Mr Goggins, you like to talk to young people. Have you over the last year ever took time to talk and to listen to bilingual students? Would you be willing to go to the bilingual L2 English class in S3 and listen to students' what they like about it and why they are worried about next year? Would you be willing to listen to bilingual students in mixed ability and enrichment L2 classes to see how challenging it is for them to progress and stay motivated, and to see in

what a challenging position are teachers in managing the huge diversity and heterogeneity in the class?

35.

Would it be possible for the EEB1 to provide native English speakers to teach the English enrichment classes?

QUESTIONS ON EXAMS/BAC

36.

What are the contingency plans for the S7 December exams, pre-bac and bac?

QUESTIONS ON SCHOOL TRIPS/PROJECT WEEK

37.

Remboursement voyages scolaire 2019: Pour nos trois enfants, nous avons payé un voyage à Londres et 2 voyages en classe de mer. Nous avons reçu la semaine dernière le remboursement de 1 voyage en classe de mer seulement. Est-ce que le processus de remboursement est toujours en cours? Merci

38.

It seems that the traditional project week has been cancelled this year. Do you consider the option to organise a "virtual project week", possibly in hybrid format, with online debates and presentations on societal issues, such as e.g. in the area of democracy, culture, science, climate change, economy, nutrition, international relations etc.?

QUESTIONS ON THE FUTURE OF THE BRUSSELS SCHOOLS

39.

Which is the state of play regarding the new site in Evere, and how could this affect the school in Uccle?

QUESTIONS ON COMMUNICATIONS

40.

Thank you for the valuable e-mails we receive from school management. We appreciate your efforts. Could these e-mails be shorter in the future? Sometimes we don't have time to read everything received. Thank you.

QUESTIONS ON BERKENDAEL

41.

Proposal regarding the attachment of the Berkendael site to EEB1-Uccle site: what is the current situation? Can we expect that the children registered in 2021/2022 will automatically go to Berkendael?

42.

La communication de l'école Berkendael autour du dépôt des enfants en voiture parle de « Kiss and Drive ». Il n'y a pas de « Kiss and Drive » à l'école Berkendael : il y a le trottoir sur lequel marchent les enfants et leurs parents et sur lequel les voitures vont et viennent. Cette situation est très dangereuse. Pourquoi ne pas créer un « Kiss and Drive » sur des places de parking situées dans la rue ?

OTHER QUESTIONS

43.

Les vacances sont arrêtées chaque année en décalage total avec les vacances des écoles belges, injustifiable. Enfin si, c'est justifié partout et par ceux qui le défendent en arguant qu'ainsi les parents peuvent acheter des billets d'avion moins chers. Est-ce là le fondement pédagogique sur lequel se base une école pour prendre une décision censée d'abord être dans l'intérêt de l'enfant? Peu importe que l'on prive les enfants de la possibilité de faire des stages sportifs et culturels organisés par des clubs et associations belges, peu importe que l'on s'autorise à déconnecter complètement les enfants de leur lieu de vie et de leurs amis de quartier belges, peu importe que la majorité des parents dont les deux travaillent aient payé le coût organisationnel, peu importe pour les parents de familles recomposées avec des enfants dans les deux systèmes, et peu importe pour l'aspect rétrograde sur le plan de l'égalité des genres sur lesquels de tels systèmes ont été fondés. Pourquoi mettez-vous tant d'adresse et d'entêtement à punir les enfants en les coupant sciemment de leur lieu de vie et de toutes les activités qu'ils peuvent y faire? Les règlements ne vous obligent pas, pourquoi poursuivre ce système décalé absurde, dépourvu de toute logique, punitif et au fort relans machistes ? Enfin pouvez-vous nous dire de combien d'hommes et de combien de femmes est composé le comité qui décide des dates de ces vacances?

44.

Regardless of the weather, children have to wait in front of the school for half an hour (coming with early bus) in the morning, without even a roof. Why can't the school be open and proper supervision provided inside the buildings? What can be done to protect the children from bad weather and possible sickness?

45.

Unlike other European schools that start later and finish earlier, the school days are artificially stretched with long breaks. Is there a possibility to shorten the daily timetables?

46.

Swimming pool has insufficient number of hairdryers for the number of children, leaving children with wet hair, prone to fall sick. We understand that it has been repeatedly requested to increase their number by the parents. Why such a simple investment significantly improving the wellbeing of children cannot be done?

QUESTIONS ON SERVICES (already conveyed to the APEEE Services)

47.

When it would possible to eat hot meals in the school?

48.

At the moment, under red code, the canteen service provider in Berkendael is not serving meals for primary, only for nursery, so children in primary should bring their own (cold) meals. There is neither the possibility of reheating food. If the red code situation persists, is the school considering any other type of alternative solution, such as e.g. food to be brought in trolleys from the canteen to their classes, microwaves, etc/, so that children in primary could eat hot served food/reheated food from home?

49.

Quelle est la proportion de produits biologiques à la cantine et prévoyez-vous de réduire l'apport en viande afin qu'un jour sur les repas soient soit du poisson soit végétariens??

50.

Is the school ready to help in the transition towards electric school buses with providing charging infrastructure (bus operators would pay for use)?

51.

When will the canteen service resume? Why was it not organised to provide students with cold meals or sandwiches delivered to their classrooms? What alternative other than throwing the problem to the families are you able to come up with?

52.

Dear Director, congratulations for the great job the school is doing. My two questions are: Is there a way to reduce drastically the amount of sugar given to our children in the canteen and the Garderie OIB (sweet yoghurt, donuts, etc). Thanks a lot!

53.

Question regarding opening of the canteen: can we expect that the canteen will reopen any time soon, preferably in January so that the children could have a warm meal at school again?

54.

Why have all extracurricular activities been cancelled while they are allowed according to Belgian rules and maintained in other schools. An analysis would be welcome to cancel only the ones with close contact (i.e. judo, aikido) or with specific risks (i.e. singing) but those activities in which kids do an individual activity sitting at their desk should be maintained, especially now that it is very cold to stay for hours outside. Question 2: why can't kids from P1 eat in their little canteen like the kids from Maternelle? Thank you

55.

The food provider for Berkendael ignores requests to reduce/eliminate the enormous amounts of sugar in their menus (particularly in the afternoon snacks). The APEEE and the Parents Association for OIB Garderie have contacted them without success. Can the school do something about it given that the Berkendael canteen is with the same contractor?

08 December 2020 at 19:30
Online

APEEE REPORT ON THE ANNUAL GENERAL MEETING OF THE APEEE BRUSSELS I

ATTENDEES:

233 participants. 126 class representatives / voting members and 10 votes by proxy (total 136 votes)

School Management Team: Brian GOGGINS (Director), Susanne KUNSTER (Acting Deputy Director, Secondary), Olivier HAZAN (Acting Assistant Deputy Director, Secondary), Simona CAJHEN (Deputy Director, Nursery/Primary - Uccle site), Marie-Louise (Marla) CANDON (Assistant Deputy Director, Nursery/Primary – Uccle Site), Tom CLAES (Deputy Director, Nursery/Primary – Berkendael site)

APEEE Bureau: Nils BEHRNDT (Vice President, Administration), Henning EHRENSTEIN (Vice President, Berkendael), Brian GRAY (Treasurer), Marc GUITART (Vice President, Pedagogy), Kathryn MATHE (President), Pere MOLES PALLEJA (Bureau Member), Julien REICHSTADT (Deputy Secretary for Information)

APEEE Secretariat: Guendalina COMINOTTI, Selena GRAY, Fiona TAYLOR

- **INTRODUCTION AND ADOPTION OF AGENDA**

The agenda is adopted. APEEE President Kathryn MATHE explains that the voting will be run at the end as a single ballot (5 questions - tally in annex) with the online voting system Belenios (certified-anonymized voting software). Instructions to vote were sent in advance.

- **QUESTION & ANSWER SECTION WITH DIRECTOR BRIAN GOGGINS AND THE DEPUTY DIRECTORS**
(Below listed as topics; list of complete Questions in Annex)

Brian Goggins, Director, takes the floor to address the 55 questions grouped into topics.

Extension of Christmas Break (Questions 1-12). This decision made by management and the rest of the Brussels schools was explained in the School communications but he agrees to briefly explain again how and why the decision was made. Distance learning would replace the 2 days before the break (Monday, 21 & Tuesday, 22 December) as well as the 7 days after the break (from Thursday, 7 January.) The reason being to

allow those wishing to travel the possibility of having some extra days to quarantine and visit family and friends they may not have seen for a significant amount of time, and mainly to keep staff, students and families safe.

In Belgium there is a mandatory 10 days quarantine if returning from a red zone (which is, for the moment, the vast amount of Europe). Those who travel have been asked to return by the evening of Wednesday, 6 January and to attend the following 7 days at distance, so that by the time the school returns in situ on 18 January, a 10 day period of quarantine will have been served (so 10 days avoiding a mixing of staff and students). The decision was made after consulting with various Belgian authorities, the School doctor and medical staff and across the 4 European Schools in Brussels, in the interest of trying to keep everybody as safe as possible. It was not easy to make and the School appreciates the difficulty with nursery and primary aged children. In response to how the School will check if families respect this return date to Belgium, he replies that the School is not in a position to check but that Belgian rules require for a form to be filled in when returning from a red zone and they are told at this point in time that the government checks these. It is therefore up to the Belgian authorities to follow up.

In response to whether this extension will now happen with all the holidays, Mr Goggins hopes not but cannot give any decisions at this point in time. He reminds everyone that last week there were NO positive cases in Uccle or Berkendael - the first week since second week of September! Also in the last 3 weeks since a return in situ, there have been a total of 5 cases (1 child who tested positive after return, the other 4 who had not returned on 16/11 due to having contracted the virus in the days before). The hope and aim is that this more positive trend continues.

Distance Learning (Questions 13-19)

With regards to the division of classes in Secondary, this was debated: EEB1 and EEB4 chose to rotate day by day; EEB2 and EEB3 week by week. Following discussion, the EEB1 management team felt the day by day rotation meant students had access to school at least 2 days each week, and were not missing for more than 2 or 3 days, per week. This would result in them being more in touch with school than if one week in and one week out. Both rotation systems have had positive feedback at the respective schools; EEB1 will keep to this system.

In terms of training needs for teachers and pupils, this is something the management are continually working on. The second round of distance learning is more successful than the first, with all parties more at the ready, and a case of learning as we go along.

In terms of the policy on screen time, Secondary students follow the timetable throughout the day, teachers join for their period to teach or remain available; in Primary there are different timeframes foreseen. Management have worked on a lot of documentation within the School and this is still a work in progress as they listen to the feedback and improve as they go along.

Covid 19 (Questions 20 – 26)

Measures for January/February: the school will continue to operate as they are doing for the moment. Without a change in information from the Belgian authorities, Nursery and Primary will return and Secondary will continue as it is currently - the intention is that S7 will be back entirely in situ and S1-S6 will continue to rotate. The first School communication after Xmas is planned for 11 January and will take into account any decisions made by the Belgian Authorities over Xmas, but may also change as per decisions made at the government Health and Safety meeting scheduled for 15 January. For the moment the intention is for Canteen to operate as it is doing, with Nursery eating canteen meals in situ, for the rest food bought from the outside. It remains to be seen if this can change.

(Question 23 High Risk)

The Board of Governors have made a decision to put in place an arrangement for students that are vulnerable, but there is nothing covering students coming from vulnerable families. This is complicated but in all cases where the school has been contacted because of a vulnerable person in the household, the Deputies have liaised by telephone, and even if some families do not get exactly what they asked for, there has been an agreement between the school and the family as to how to move forward. The difficulty here is that children are required to be at school so it is not something that management have the power to absolve and give the child the possibility to be out of school.

(Question 24: parents access to the school)

The school has followed the Circular which dictates to limit as much as possible the access of anybody outside of staff and students and in situ meetings. Mr Goggins acknowledges that these are difficult decisions but which were made in the interests of the health and safety of the school community, the result of which seems to be going in the right direction.

With regards to **question 26** about the type of school we are and making different kinds of rules, with mention of bubbles and canceling of European hours: unfortunately our kind of education is more mixed than in a traditional Belgian system; therefore if the school starts limiting the mixing of the groups this would impact the subjects. He explains that for Secondary it would be impossible to run the timetable if the school were to move to a bubble situation and that for Primary there would be significant difficulty for European hours and L2.

Teaching (Questions 27 – 31)

Susanne KUNSTER (Acting Deputy Director, Secondary - Uccle site) explains that the general principle of the common guideline on the curriculum is still in place and they have agreed on certain practical principles of procedures (for example as outlined by Mr Goggins earlier, teachers have to be online...don't have to teach the whole lesson..). A communication has been sent to all parents and teachers with what to expect from online learning. As before, the curriculum is still being respected and the school is continuing the work with the coordinators and the subject reference.

With regards to the possibility for Primary SWALS to have longer hours of Slovene language (45 mins), Simona CAJHEN (Deputy Director Nursery, Primary - Uccle site) explains that this is not possible because P1s lessons are normally 30 minutes long and when children are online their attention span and screen time are also taken into consideration.

With regards to teachers sick leave, Mr Goggins reasons it is the same as in situ, replacing them if possible, if not then working hard to fill in the gap when the teacher returns.

For the questions related to Educational Support, he confirms for question 30 that although since September the School has not allowed outside specialists to accompany the student in situ, the school is looking into the situation, as they had hoped that it would be resolved before now. Without making a definitive decision here, the intention is to allow them to return as from the 18 January, assuming the situation does not worsen.

He considers question 31 to be personal and specific and one which should first be raised through the Deputy, and subsequently with the Director if the family do not feel they have the question answered. From March the school was at distance and it was difficult to arrange the Groupe Conseil meetings for Educational Support, but they did manage to arrange most before the end of the school year. The situation has continued to be difficult since September but he believes the school is doing a good job to catch up with the majority of support in place.

L2 (Questions 32 – 35)

In response to question 32, Tom CLAES (Deputy Director Nursery, Primary – Berkendael site) informs parents that this was discussed during the Educational Council earlier today. Berkendael has French, English and German as L2 with distribution as follows:

Level	FR classes	EN classes	DE classes
P1	3	5	1
P2	3	4	1
P3	1	4	1
P4	1	3	1
P5	1	4	1

In response to questions 33 and 34, relating to L2 English and enrichment or bilingual classes, Mr GOGGINS states that this is something the school has gone into in great detail over the last year with various groups of parents and the information is with various representatives of the APEEE. In short the model of enrichment was chosen over that of bilingual as they consider it to be a more flexible approach allowing students to go in and out of the programme, whereas the bilingual model was much more rigid, and in his view was not fair as it did not give equal opportunity to everybody.

He confirms he did already speak to students in relation to the bilingual and that he is happy to do so again and to ask how they are experiencing the different situations. The school did have an evaluation over the course of last year where one member of staff, Jeroen Masson, collected feedback from parents, teachers and students before the school made its final decision.

In reply to Question 35 on providing native speakers for English enrichment classes, the rule of the European schools impose that L1 teachers have to be native speakers but that L2 teachers just need the qualifications - Enrichment falls into that category.

Exams/BAC (Question 36)

Communications have been sent out since these questions were submitted, and following the Board of Governors meeting last week more documentation was circulated, in terms of planning. The first S7 exams took place today and pre-bac will start from the 25 January (2 week period where S7 have exams), planned for the moment in situ and he is confident this will go ahead. The Board of Governors have prioritised that the school should arrange all of the exams for S4-S7 in situ. He is confident, for the moment, that S7 exams and pre-bac in January will go ahead in situ and their first priority would be to adapt teaching of everyone else if necessary to ensure exams go ahead on the dates foreseen. If not then they would look at changing dates to run the pre-bac, within certain limitations, and only as a very last resort.

Last year the pre-bac exams were held but then no written or oral exams could take place at the end of the year. They resolved this by doubling up B marks and using a moderation to move through the year. They had the highest set of BAC results ever across the system, so it worked quite well. Students did for the most part better than they would have done otherwise. It is the hope this year that pre-bac and BAC exams will take place; contingencies have been drawn up in case of difficulty with the BAC. For the moment management are confident it will go ahead as normal.

School Trips/ Project week (Questions 37 and 38)

Management has been working hard in relation to reimbursements and will try to give feedback to those families affected before the Xmas break, If not, then by January. A summary will be provided to the Administration Board on 25 January.

Mr GOGGINS assures parents that this issue is being followed closely. There has been a lot of progress made and there is still money to be recovered. Where money had been paid to the school and not sent further, this has already been reimbursed to families. Where a third party (airline, travel company..) has been paid, reimbursement has been sought and in many cases a full or partial reimbursement has been made to the school, subsequently divided and reimbursed to the families. Outstanding at the moment are any requested reimbursements from third parties not yet received, or 'lost' payments to companies no longer trading due to bankruptcy. In the latter the School are following legal avenues to recover the money.

No consideration has been given to a 'virtual project week' in lieu of the traditional project week, as for the moment management are spending all their efforts making sure that where it is possible to be in school, students stay in school and in normal classes. The hope is to get out of this pandemic situation and go back to looking at Project weeks, but in reality this is most likely from September 2021.

Future of the Brussels Schools - Question 39

In an attempt to make a long and complicated story shorter, Mr GOGGINS briefly sums up the situation: EEB1 has 2 sites. Nursery, Primary and Secondary at Uccle; Nursery and Primary at Berkendael site. The plan is for EEB2 Woluwe to mirror the set up at EEB1. EEB2 has Nursery, Primary and Secondary all on one site. The Board of Governors has now decided for a temporary site at Evere, for Nursery and Primary. The plan is that all students attending Evere would be enrolled at Woluwe and move there after P5,. The same will apply to students enrolled at Berkendael who will automatically go to Uccle, unless specifically requesting a transfer to go elsewhere.

Communications – Question 40

With regard to the weekly communications, the School management try to make them shorter but some parents prefer shorter and others longer. Last Friday's email was kept short further to this request and he hopes it was appreciated. There is often a lot of information to get out, last week was kept short just to inform that EEB1 had no positive cases.

Berkendael – Questions 41 & 42

Already replied to above - students are automatically enrolled at EEB1-Uccle site unless the parents fill a form specifically stating another preference during the first phase of enrolment.

Unfortunately the area outside Berkendael is not property of EEB1 so this Kiss and Drive proposal is not something that has been allowed. Management will be looking at more details for January and try to adapt bus arrival and departure times to enable clearer demarcation times. The hope is to make it a little less crowded. Mr GOGGINS and Jan BELIEN met with Tom CLAES there today, and on a number of occasions, to observe the situation. The reality is that Rue Berkendael is very small and management have asked the commune to make it into a school street, but with no success. It is a public space so the only solution is to adapt timings to make it a little easier.

Other Questions

In response to concerns raised in **Question 43** where school holidays do not match those of the Belgian schools, Mr GOGGINS explains that the school calendar is very similar (give or take a week) across the 13 European schools and follows one same set of rules (found in an annex at end of the General Rules). This year has been particularly unmatched with the Belgian schools; in most years they match the October holidays, in a lot of cases they do not match the February holidays, Xmas is sometimes a little bit different, Easter is usually different. The school calendar for the following school year has already been agreed. Any changes to the rules would have to go through the Board of Governors. The important thing to remember is that the calendar is not just about Belgium but about all of the European schools. Limiting factors for the holidays include the rule that the school are not allowed to bring new staff to the School before 1st September and the date of the procuration of the Baccalaureate (important because of various University requirements). The rules also prescribe where the particular holidays should be, so there is not a huge amount of flexibility there for the School.

In response to **Question 44** related to arrival time at school in bad weather, Mr GOGGINS asserts that in general the children are not left outside, supervision is provided from 7.40am until the start of school. But of course under current conditions the school is trying to favor keeping children out rather than in when possible.

Mr GOGGINS is not clear on understanding **Question 40**. The starting time of our school is different but he does not accept that breaks are artificially lengthened to accommodate the timetable. One of the limiting factors is that EEB1 Uccle has some 3,500 students on the site and that they need to eat at a canteen that seats nowhere near that number, therefore lunchtimes start quite early and runs to quite late in order to accommodate them all in this space, at different times.

Question 46 - Mr GOGGINS thought the issue of hairdryers after swimming had been dealt with and confirms that this seems like an easy issue to solve.

Services (Questions 47 – 55)

Most of these questions were already addressed at the APEEE Services General Assembly but he notes many of the questions refer to the decision made between management and APEEE Services about the canteen. This followed the Circular and advice from the school doctor and medical staff, as well as from various health authorities in Belgium. He cannot answer why a different school gets different advice. The decision was made based on the health and safety of students and teaching staff. He remains hopeful that if the situation continues as is the canteen could re-open in January. If the canteen is able to open, following the health and safety meeting of the Belgian Authorities on 15 January, then canteen would take a few more days to open after the 18th January, to enable time to restock and to bring back staff currently on temporary unemployment. APEEE Services are hopeful they would be able to open within 5-7 days following any change in regulations.

President Kathryn MATHE puts forward additional questions which arose in the WEBEX chat.

Chat question 1: I think it is very important that S6 will permanently be kept in school, in situ, as the S7, and not in online schooling as the marks also count for university application, e.g British universities where you have to apply a year in advance; Are there any plans to move S6 to permanent in situ teaching?

Mr Goggins confirms this was discussed between the schools, but the limiting factor was to stay in line with the 50%. Initially the idea was to keep both S6 and S7 in situ, but this comes to nearly 600 students. In order to cut the secondary by 50% we need to arrive at approx. 1000 students. This would therefore only allow to bring in one or two other groups on a given day. The result would be that in some weeks S1-S5 would end up with only 1 day a week at school. On balance it was decided that every student should have at least 2 days a week at school. Management understands the concern but it was felt this was the best solution all round, with the priority to keep S7 entirely in school. (In Varese the situation is worse, with S7 out of school since 4 weeks now). He concludes that if the Belgian 50% rule changes, then S6 would certainly be brought in as the next priority.

Chat question 2: On COVID: I do not understand the reasoning of closing the canteen's catering service, but then still putting a large number of students together in one big room for their take away lunch. If no food is served, why do students not eat within their class group, for instance in a class room, to avoid contacts in a very large group over lunch?

The issue with the canteen is with the serving of the food and the queuing up for food. It is considered by authorities as the most dangerous part of the day because students have masks off, but as long as we can provide the distance of 1.5m, it is perceived as the safer of the possible options. The space has been extended hugely, separating out chairs. The problem at EEB1 is that even at 50% there are still 1000 students in secondary in the space of 2 periods, which is not easy.

Chat related to distance learning (maternelle is only 30 mins every 2 days and maternelle and P1/P2 are not well served). The decision for distance learning was made in the interest of health and safety. Management also strives to strike the balance between conflicting preferences from parents as to time spent online. But they are aware that L1/L2 for P1/P2 is particularly difficult. Mr GOGGINS also reminds parents that quite a few teachers are also parents to this age group and also have to keep their day jobs. He is clear it is not easy but insists that they are doing their best to try to find the balance between getting the education across, keeping students linked to the school and keeping everybody safe. At the end of the day the school management and teaching team would also prefer in situ teaching and with the vaccine there is optimism to return to this in a few months, distance learning being significantly more difficult for the school.

Chat question on COVID/ daily versus weekly changes between in situ and online learning: *has the school considered that a weekly shift system allows for a 7 day „cooling off“ between the in situ sessions, which can slow down the spreading of the virus. This advantage is not present for daily shifts between in situ and online days.*

This was deliberated but it was decided for daily in terms of keeping students in touch with school, by not having students out for a whole week. There could be some advantages with the circuit break but he highlighted issues that backed their decision: if a child is out for a week then sick for a week, that student would be out for too long; when students returned to school on 16 November there had been a 3 week period out of school (1 week holiday, 2 weeks distance learning), so there would then have been the risk of students being out for 4 weeks total; because of exams some students could have ended up back at school only one week. Should rotation continue for a longer period of time, this could be re-evaluated.

Parents requesting the floor:

Mr G. BATHORY, a parent representing a group of **Berkendael DE P1 students** takes the floor. The complaint is that this group is in situ but forced to follow online classes since 16 November for one and half hours every day as their teacher is vulnerable and teaching online from Germany. Mr GOGGINS replies that this is a specific situation that the school is dealing with, a meeting was held with parents last Friday and planned with the parents for next week. He recommends this is taken up bi-laterally with Tom CLAES. The parent stated that a number of questions have not been answered (for example, what will be done, and when, in order to make full-time off-line teaching available to the children concerned). He is advised to send them by email so they can be dealt with by management.

Clemence ROBIN, parent, questions the decision to extend the January break:

She argues that given the non-existent rate of contamination since November, as communicated by the school, the health reasons given to close school in January remain inexplicable. She cites the WHO statement from mid-November: "WHO remains firmly committed .. to keep primary schools open and ensure safe learning for all. Children are not considered primary drivers of transmission and, as such, school closures are not considered to be an effective measure for the control of COVID-19. .. consider the adverse effects of school closures in terms of educational outcomes and mental and social well-being.." She adds that the Belgian Minister of Health also published a statement last week where it is written that the Belgian rules have not decided to close schools or extend school holidays.

She objects that management did not consult parents on their decision and there is no reason why 13,000 families and children should bear the cost of a minority of families traveling. She ends on a plea to consult parents in future decisions based on wider consultations, also to not close the school for Carnival holidays after students will have had a month of home schooling. She concludes that for Primary students this would be detrimental to their schooling and to their health.

Mr GOGGINS repeats that these decisions were made based on advice received and that he takes his responsibility for health and safety incredibly seriously. The school has consulted with Belgian authorities (COCOM and Fédération Wallonie), also with the school doctor 2 or 3 times a week related to Coronavirus

(who in turn consults with colleagues), school medical staff and with the other Brussels Schools (who also consult with the same). He understands that not everybody agrees with the decision but it has been taken in the interests of keeping staff and students safe. He also adds that Belgian schools are significantly different and did not offer online teaching since March like the European schools did. It is also not a question of extra holidays but moving to online teaching format.

On the **issue of childcare** when European schools are closed, a separate concern raised for the lack of support for parents who cannot leave kids home alone while they work - Mr GOGGINS acknowledges these difficulties and understands it is not ideal, indeed he has staff in the same situation.

In response to the concerns relating to **Primary L2 classes and distance learning**, Mr GOGGINS underlines that it is clear that distance learning is not learning in situ, but distance learning is what is available when in situ is not possible. This is offered in the best way that the school can, and he acknowledges it works better in the secondary environment than the primary. Particularly in an L2 environment.

Mr GOGGINS confirm that teachers who are vulnerable or in quarantine do have the possibility to **teach classes at a distance**.

Noémie BEIGBEDER takes the floor to represent the French section at Berkendael. Following a **survey**, 75% of families with maternelle and P1-P2 children favor a return on 11 January, even prepared not to leave Belgium in order to return in situ. She expresses 2 concerns raised in the chat. The first that **in Belgian schools S1-S3 students are in situ**, especially important for S1 students who have just started their Secondary journey. In response Mr GOGGINS draws the parallel to the earlier request to prioritize S6, in this case S1, and clarifies again that the decision was made due to the necessity to prioritize S7 and respect the limit to stay below the 50% (whenever prioritizing a group it reduces the number of other year groups that can come in).

In response to the second issue - the **importance of online safety** for primary and young secondary and what it is to be a distance learner; how can the school help the parents support the children in distance learning – there is no simple answer to this. Management receives feedback from all of the colleagues on how distance learning is going and try to adapt as they go along. The school have tried to put in place the best system in this situation and know that it is not ideal. The tool TEAMS is safer than that used at the beginning, even if not the most child friendly. In terms of GDPR and access it is the safest environment the school can offer at the moment.

In response to a suggestion to **rethink the timetable** and reduce the length of breaks in order to minimise mixing of kids: The length of the day is not some arbitrary number the school has picked, the Uccle campus has some 3500 students (2000 secondary and some 1400 nursery and primary) so even when reducing secondary to half this is still some 2500 students on the campus. This involves moving people around the campus, having their breaks, lunches, etc, it cannot be done in a shorter time.

Mr GOGGINS ends the session hoping that people appreciate that what is going on at the moment is not anybody's choice, that it has been extremely difficult for the management team and staff. The teaching staff has been back on the front line since 1 September, also with young children and vulnerability in their families. They have been under enormous pressure and he takes this opportunity to thank the teachers and staff for going above and beyond over this period. Staff and parents all look forward to going back to normality and normal teaching weeks. Hopefully during the course of 2021 everyone can return to some sort of normal situation. He appreciates the patience parents have had and can at least look back at this as a period which enabled something to be put in place online.

The President thanks Mr GOGGINS and his team for fielding so many questions and for all their hard work which most parents appreciate is being done.

• PRESENTATION OF THE APEEE ACTIVITY REPORT AND ACCOUNTS

President Kathryn MATHE, introduces the members of the APEEE Bureau and informs all that the 2019-2020 APEEE Activity Report has been circulated in English and there is a French version on the website too.

She presents the 2020-12-08 APEEE General Assembly Presentation (Power point slides in annex). She describes the successes and the challenges for the APEEE during the year (see slides). Successes include:

1. A very active new Board run in a more structured format using new online tools; it is noted that during this difficult period, there has been strong consensus on the range of issues;
2. Strong links between the Pedagogical Vice President, CE team and the Pedagogical Working Group, which has helped on issues like distance learning, L2 enrichment, projects and trips;
3. Links between the Administrative Vice President, the Legal Working Group, Safety and Hygiene team, and other APEEEs, which has helped on compliance with Belgian legislation, consultation on the enrolment policy and on longer-term Brussels strategy, and eventually for the development of a Security Convention between the School and APEEE and APEEE Services;
4. The Berkendael Working Group, which has become a strong and organized force;
5. Finally, during COVID when everything went online, Interparents managed to meet weekly, enabling the 13 schools to work very closely on the different issues (e.g. BAC assessment, distance learning, vulnerable pupils), also resulting in a much closer working relationship with the Central Office on many of these issues.

Challenges to be addressed next year include:

1. To strengthen the internal procedures, including the creation of internal rules of procedure for the Board and GA and reinforcement good practice in the Secretariat;
2. To reinforce the lateral connections between the Uccle and Berkendael sites, e.g., in working groups.
3. To increase communication with membership, through continued work on the website and other communication channels; for this the APEEE is seeking volunteers for the communications working group, NewsFlash, and general production of content;
4. Finally, to reignite well-being and community initiatives; for this APEEE is seeking volunteers for the Community Building and Well-Being working groups but also for Eureka and used text-book sales; there is a fear that without more interest from parents we may lose well-loved traditions in our school.

There is a short discussion on COVID 19 (see slides). This includes containment and protection, pedagogical continuity, S4-S7 Assessment (see Board of Governors updates to the General Rules). Related to the BAC, it is noted that while last year all schools had to sit a completely harmonised BAC exam, this year there may be variations depending on the national context. Pere MOLES PALLEJA adds that high-level meetings on the BAC are ongoing. Communication will be sent out to S6 and S7 families.

Vice President Berkendael, Henning EHRENSTEIN, presents the situation on overcrowding and the Future of the Brussels School (see slides), the APEEEs are pushing for more strategic direction and long-term vision from the Secretary General's Office in the management of the Brussels schools populations and infrastructure. He describes the upcoming opening and populating of the Evere site and the new guarantee for many Berkendael pupils to attend secondary in Uccle; Slovak and Latvian pupils will attend Ixelles and Woluwe respectively for secondary as SWALS. In response to a question raised, he notes that, though Evere will be populated with new enrolees, new enrolees with siblings can still attend the same school as their siblings. Still, where you have a school with two sites you may have siblings in different sites. Thus, if a Berkendael pupil is enrolled for secondary in Uccle, it does not give the right for the younger sibling to necessarily be transferred to Uccle at

the same time. In response to a question about the movement of whole language sections from Uccle to Berkendael, he notes that this is not currently being discussed but does not rule it out for the future.

President Kathryn MATHE also addresses the new mandate for the Groupe de Suivi, a stakeholder group which deals with the strategy for population and infrastructure/capacity for the Brussels Schools. She states that according to the four Brussels APEEEs, the new mandate approved by the Board of Governors is not fit for purpose. There will likely be a continuing battle to assure proper consultation of parents on issues that can be controversial between the different schools and stakeholders.

On the issue of relations with the school (see slides) she notes that at the higher level, parents are consulted less and less and meetings are not well organised, lacking clear agenda and documentation. Planning documents have become a formality. The CE, under the rules of the European Schools a consultative stakeholder body, is currently a forum where stakeholders are informed rather than consulted. To address this, the APEEE has called for new rules of procedure for the CE and more issue-specific working groups. There is also a need for improving channels of communication with the School, including its website.

13 h 34

The logos for APEEE and APEEE Services have been updated and are shown (see slides). The separate logos are necessary as the two associations share a website and parents often confuse these separate entities.

- **DISCHARGE GIVEN TO ADMINISTRATORS**

There is overall agreement to give discharge to the APEEE Board 2019-2020 (133 votes For, 3 Abstentions). Tally of votes in annex.

- **ADOPTION OF THE APEEE BUDGET FOR THE 2020-2021 SCHOOL YEAR**

The APEEE Budget for the school year 2020-2021 is approved overall (131 votes For, 5 Abstentions). Tally of votes in annex.

- **RATIFICATION OF APEEE CA 2020-2021**

There is overall agreement to officially appoint the 5 new administrators elected by the voting members of Berkendael and of the language sections of Uccle to the CA Board 2020-2021 (135 votes For, 1 Abstention). Full list of Board administrators (with new members highlighted in red) and Tally of votes in annex.

- **PRESENTATION OF CANDIDATES FOR THE APEEE BOARD, FOLLOWED BY ELECTIONS**

Marc GUITART and Sven MATZKE present themselves as candidates for election as administrators to the APEEE Board. Their election is overall approved (Marc GUITART 134 votes For, 2 Abstentions and Sven MATZKE 131 votes For, 2 votes Against and 3 Abstentions). Tally of voting in annex.

- **END OF THE AGM**

At the close of the meeting, 2 parents are given the floor.

Manuel MARTIN-RAMOS, in charge of coordinating S7 class reps, who welcomes contact from parents in relation to the BAC. A lot has been learnt from last year. He will be assessing the guidelines and recent communication, with emphasis on how the BAC would take place if it cannot be taken in situ and how this would be enforced in practice.

Olivier PLUMANDON raises the possibility to organize referendums inside the APEEE on key issues as well as general debates where we can all exchange freely.

List of Annexes

All documents uploaded to the website:

(<http://www.uccleparents.org/apeee/presentation/reunions-de-lassemblee-generale/?lang=en>)

- Annex 1: List of Complete Questions for the School
- Annex 2: 2020-12-08 APEEE General Assembly Presentation (Power Point Slides)
- Annex 3: APEEE Activity Report 2019-2020
- Annex 4: APEEE Financial Report 2019-2020
- Annex 5: APEEE Budget Proposal 2020-2021
- Annex 6: APEEE CA 2020-2021 to be ratified by GA
- Annex 7: APEEE Candidate application form Guitart Marc
- Annex 8: APEEE Candidate application form Matzke Sven
- Annex 6: Results/Tally of Votes APEEE General Assembly 2020 (using Belenios)