



RAPPORT D'ACTIVITÉ APEEE

2020-2021

Association des Parents d'Élèves
de l'École Européenne de Bruxelles 1
www.uccleparents.org



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About Us



A WORD FROM THE PRESIDENT



Dear EEBI Parents,

As I review our various initiatives and concerns, our successes and challenges, over the 2020-2021 school year, I am rather amazed at how far afield the COVID pandemic has taken us from our original vision and working methods.

Issues that were once top in our minds like overcrowding, the integration of Berkendael, the new approach to marking in Secondary, teacher shortages, or bullying, internet safety/use of mobile devices, drugs and child protection seem to have faded for a time, and made place for conversations on quarantine and contact tracing, ventilation and testing, hygiene and social distancing, calendar changes, distance learning and teaching, pedagogical continuity for quarantined students, etc. Longstanding initiatives from parents and others in the school community—whether it be School Fetes, Christmas programmes and concerts, our Substance Abuse Prevention and EVRAS programmes, our annual S6 trips to Zambia and elsewhere, end-of-year breakfasts, hoodies and used text-book sales, book clubs and bake sales, S1-S3 discos, project week programmes, the Bac Day and Bal du Bac celebrations—have disappeared, and we do not know when and if they will return.

And whereas the in-person meeting used to be the basis of all our work, we now depend on the Zoom/TEAMS conference, the WhatsApp Chat, and our OneDrive account to discuss issues and circulate information. We have adapted, and many of the new practices are more convenient for parents and have broadened our appeal and our outreach. Yet, I cannot help but feel that we may be losing something in the process, and I hope in the coming years we have a chance sift through the new and the old and to combine the best of both.

The 2020-2021 Annual Report shows the continuation side by side of evergreen issues, priorities and practices with our attempts to work with our parent community, the school and other stakeholders to respond to the pandemic, and it should be read as such.

- Our **APEEE Working Groups and Projects team** should be applauded for protecting and nurturing the APEEE's longer-term vision in the face of uncertainty;
- Our **Education Council parent representation** well balanced short-term imperatives with longer-term strategic questions about governance and the role of consultative bodies;
- Our **EURÉKA** crew served on the frontline through the vagaries of the pandemic and adapted their modalities for each scenario and stage;
- Our **teams on the Safety & Hygiene Committee, Central Enrolment Authority, and Steering Committee Brussels** grappled with immediate health and safety challenges, while still pushing for meaningful long-term solutions in the face of overcrowding;
- **INTERPARENTS** demonstrated that it could respond to the urgencies of COVID while also fighting for Well Being, Sustainable Education, Inclusion, Good Governance, Quality and Recognition of the Baccalaureate and Pedagogical Reform.

I have served for four (quite long!) years as the President of the APEEE and had the pleasure and privilege to serve with quite outstanding people in the APEEE Board and Bureau, in the Secretariat, in our Working Groups, on our Education Councils, in the Fete Committee and in the English Section.



Our work has been sustained by individual parents who have come forward to run initiatives to make the school a safer and happier place, to fight for better governance to ensure that all perspectives are heard, and most importantly to strive for a quality, multi-faceted and values-based education for our children. I would like to thank my colleagues and all parents involved for your immense efforts and investments in EEBl and for the real spirit of camaraderie I have found among you.

Kind regards,

Kathryn Máthé
(outgoing APEEE President)



A WORD FROM THE VICE PRESIDENT OF BERKENDAEL



Dear Parents,

2020-2021 has been a challenging school year for our community – pupils, parents and school staff alike. Many of our APEEE Berkendael activities were aimed at supporting our community in mastering the situation as well as possible. Berkendael parent representatives were discussing the developing COVID crisis and how best to work with it in numerous meetings with the management of our school, at the height of the crisis several times a week. Some measures put into place by the school we agreed with, others not. But the fact that we always had an open communication channel with the school, allowing us to raise concerns, was very important to me and to the other members of the Berkendael Working Group.

COVID issues aside, we raised many issues with the school on the back of comments received from Class Representatives and parents, notably in relation to teaching (quality), online teaching, school infrastructure, canteen, supervision during breaks, special needs children etc. We also selected among projects submitted by parents or teachers a number of projects that we co-funded with APEEE funds (see separate report below).

One issue that received our particular attention was improving road safety around the school (external study on safety and ways to improve it conducted; awareness raising actions with the active participation of parents).

With Berkendael providing space only for Maternelle and Primary school classes, one of my chief concerns throughout my four years as head of the APEEE Berkendael Working Group has been to ensure access of our pupils to Secondary classes at the Brussels-based European School of their choice. This has been a long-standing issue in many discussions with the Secretary-General of the European Schools and his Office, the Commission and Member States representatives on the Governing Board of the schools. The uncertainty faced by our pupils and their families for a long time negatively affected our school community on an otherwise generally good school site. It was therefore a great relief to us all when the Board of Governors in December 2020 finally provided clarity in this regard and established the principle of Berkendael FR, DE, EN, IT and ES Primary pupils obtaining the right to continue their education at the Uccle site of EEB1 during the Secondary cycle (with a first priority for available places in other schools). This was the result of countless discussions and lobbying on this matter, and I would like to thank all parents in our community who helped throughout this process.

After all these years I am happy to pass the APEEE Berkendael baton on to a new team of parent representatives. The school is very different today to the one with just over 100 pupils five years ago (difficult to imagine for many parents that joined us in recent years), but despite all challenges (and there are a few!) at heart it remains a very good school thanks to a common Berkendael spirit that I hope the community can preserve despite COVID. A huge thank you to all parent representatives that are taking some of their scarce spare time to contribute to this community, whether as Class Representative, as organiser of extracurricular activities or as member of the APEEE committees (transport, canteen, health & safety, school trips...)!

Yours,

Henning Ehrenstein

(outgoing APEEE Vice President for Berkendael)



The APEEEE and the School



THE EDUCATION COUNCILS

There are three Education Councils (CEs) at EEBI, two in Uccle (one in Primary and one in Secondary) and one in Berkendael, and each meets approximately four times each year. The task of the Education Councils is to find the best conditions for effective teaching, promote positive and stimulating human relations, and affirm the European character of the school.

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

In 2020-2021, the APEEE's President Kathryn Mathe and Vice President of Pedagogy Marc Guitart represented the APEEE at Uccle's Primary and Secondary CEs and Noémie Beigbeder at the Berkendael CE. 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 teachers, students and 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:

- Secondary Prevention of Addictions Working Group - Krisztina Szabó
- Secondary Green Working Group - Dietrich Rometsch, Imke Lübekke
- Secondary Science Festival Working Group - Kathryn Máthé
- Secondary Mobile Phone Policy Working Group - Noémie Beigbeder, Caroline Cambas
- Secondary Homework Policy and Distant Learning Working Group - Kathryn Máthé, Isabel Vicente Carbajosa, Monika Velikonja (deputy)
- Secondary Vending Machine Working Group - Samantha Chaitkin
- Primary Classes Transplantées Working Group - István Ványolós

Multi-cycle groups:

- Communication Policy Working Group - Thomas Spoormans, Simon Derry
- CE Rules of Procedure Working Group - Monika Velikonja, Isabel Vicente Carbajosa

Uccle Primary Education Council

The main topics raised by parents at the Uccle Primary Education Council were:

- **Distance Learning Strategy and Pedagogical Continuity:** harmonisation of teaching practice; baseline quality standards for distance learning; use of common tools (TEAMS); IT training for teachers and students; requirement for live streaming and hybrid lessons in a systematic way; pedagogical continuity for quarantined pupils; rattrapage/support and differentiated learning during distance learning; safety, protection of data and netiquette when using TEAMS; sharing of best practices and lessons learned.
- **Absent and Distant Teachers:** measures in place for vulnerable and quarantined teachers; addressing the late secondment / arrival of teachers.



- **Special Educational Needs:** serving gifted students; support provided during COVID distance learning; dedicated special education teachers and external language therapists.
- **Classes Transplantées:** organisation and reporting on annual class trips; set up of a standing steering group based on previous Snow Classes Group model.
- **Disciplinary Measures and KiVA:** collaboration with the school to frame disciplinary measures; increased information to parents on KiVA; extension of KiVA to the first cycle of Secondary.
- **European Hours and Teaching of Music, Art and PE:** development of European Hours, Art, Music and PE, particularly during COVID; dedicated seconded teachers for special subjects (e.g., music and art).
- **End-of-Year Schedule and Programme:** follow up on end-of-year calendar, arrangements and class councils; request for special end-of-year well-being programmes.
- **Joint Resolution of all EEB1 Education Councils on the Situation of Locally Recruited Teachers:** development of resolution to the system-level bodies signalling the disruptive and negative effects on the school community and in particular for students and teachers in the way that the current cost-sharing agreement is implemented and calling for its revision.

Uccle Secondary Education Council

The main topics raised by parents at the Uccle Secondary Education Council were:

- **Proposal for Distance Learning Strategy and Pedagogical Continuity:** baseline quality standards for distance learning; use of common tools (TEAMS); implementation of the timetable; requirement for live streaming and hybrid lessons in a systematic way; pedagogical continuity for quarantined pupils; netiquette for S1 and S2; PE classes during social distancing and distance learning.
- **Communication of Pupils' Progress:** use of SMS and TEAMS by teachers for work programmes, assignment management, and recording marks; suggested online scheduling tool ensuring that all parents have opportunity to meet with teachers during Autumn meetings.
- **Assessment in S4-S6 and Baccalaureate:** 2021 Baccalaureate, on-site B tests and S4-S6 A, B and C marks during distance learning; access for students to marked B tests and pre-Baccalaureate papers; missed lessons due to B-test scheduling.
- **Cancelled Lessons:** tracking and communicating short- and long-term absences and providing replacements, particularly in distance learning scenarios; curtailed end-of-year calendar / programme.
- **L2 Classes:** implementation of enrichment programme; linguistic competence of teachers; level of teaching; Cambridge Language Exams.
- **Learning Material:** lack of textbooks in some sections/subjects; school policy and selection of support material for classes.
- **Projects, Trips and Project Weeks:** trip reimbursement due to COVID cancellations; creation of a programme for school trips, excursions and projects; work experience in S5 and S6; selection process for European School events; parent analysis on the potential of learning outside classrooms and the continuity of past successful trips and projects.
- **Digital Potential and Risks:** SELFIE self-assessment tool; implementation of BYOD policy; roll out of GeoGebra and its use in class and during exams; Mobile Phone Policy.



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- **Prevention of Bullying and Harassment:** proposed survey on bullying; follow up of reported cases; introduction of KiVA in early Secondary.
 - **Joint Resolution of all EEB1 Education Councils on the Situation of Locally Recruited Teachers:** resolution to the system-level bodies signalling the disruptive and negative effects on the school community and in particular for students and teachers in the way that the current cost-sharing agreement is implemented and calling for its revision.
 - **Working Groups:** set up, mandates, calendar and working methods of the different CE working groups.

Berkendael Education Council

It was the first year of a new management team in Berkendael, and parent representatives have tried to build a relationship of trust with the new team. During the year most of the work of the APEEE in the Berkendael Education Council focused on assessing the **distance teaching practices** in place and exchanges with the school management on how these might be improved to create a strong distant learning programme. We also touched on issues such as better **communication between parents and the school** as well as **road safety** during the morning arrival of pupils. Solutions were found for the latter.

Parents also asked that teachers and the school organise more **special projects** (e.g., gardening) and raised issues such as the **gender approach in teaching**. We are hoping that all these ideas will bear fruit in the 2021-2022 school year.



SAFETY AND HYGIENE COMMITTEE

The Safety and Hygiene Committee met three times in the 2020-2021 school year: 20 October 2020, 9 February 2021 and 24 June 2021. The meetings have been held as combined meetings for Uccle and Berkendael, as many issues were relevant for both sites during the ongoing pandemic. However, the parents would eventually hope for separate meetings as the two campuses often have different concerns. Meetings were attended by Nils Behrndt (Uccle), Marek Bobiš (Berkendael) and Julia Madl (Uccle).

This year, the **COVID pandemic** has been the predominant focus in meetings of the Safety and Hygiene Committee. The APEEE's overall priorities in this context have been to push for the best possible safety of the students (including e.g., ventilation, appropriate use of masks, hand-washing, social distancing, testing facilities on site, etc.), pedagogical continuity (which was also discussed in other forums) and the physical presence of the students on site. On several of these issues (such as the wearing of masks in certain age groups) there is no consensus amongst parents, and we reflected this in our interventions.

Beyond COVID, the Safety and Hygiene Committee also discussed a number of other topics. We called upon the school to develop a **Child Protection Policy**, which is long overdue. Further to a **fire inspection** by the Belgian Fire Brigade, the school looked into the capacity and the necessary measures to ensure protection against fire outbreaks. The APEEE also pushed for **better access of parents to the school site**, which however due to the pandemic did not materialise. Each of the meetings also looked at **infrastructure work** (such as new fences, bike parking, safety of traffic around the school) and the **well-being of the staff**. Specific attention was also given to **security protocols** related to close proximity of two prisons to the Berkendael site and enhanced supervision of kids in the Berkendael courtyards.

At the meeting on 24 June, the school management launched a discussion on the **organisation and role of the Safety and Hygiene Committee** itself: the school wishes to restrict parental involvement to three parent representatives (1 Uccle, 1 Berkendael and 1 APEEE Services) and expects Safety and Hygiene Committee meetings to be rather for information and communication than for consultation and decision making. From the APEEE side, we will continue pushing for separate meetings for both sites; for proper representation of the APEEE, which has a separate role from that of the APEEE Services; and for the committee to live up to its role as a decision-making body. We will have to organise ourselves a bit differently going forward, but the overall experience last year was positive.



SAC AND EEBI 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, Bacalaureate 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 2020-2021, the Administrative Board meetings were on 23 September and 25 January; official SACs were held on 6 July and 25 November. The APEEE President Kathryn Máthé and Vice President of Administration Nils Behrndt attended the Administrative Board on behalf of the APEEE this year, while SACs were attended by members of the Bureau, up to five for each meeting.

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

- **COVID Measures:** We noted that there were marked divergences between the COVID measures taken in Belgian schools and those in the EEBs. For example, while Belgian schools kept only S4-S7 in rotation, EEBI had S1-S6 under this regime. We asked to clarify: how decisions were made; who was involved (directors, OSGES, Commission) and why Belgian regulations were not strictly followed. We also closely followed the measures put in place under different scenarios for the BAC and other formal evaluation. We supported in situ exams whenever possible and guarded against wholesale moderation of the results in 2021—as had happened in 2020.
- **Pedagogical Continuity during COVID:** Parents asked the management to ensure continuous teaching for all pupils in the school, whether on site or at home. This included pupils of all levels in quarantine/self-isolation as well as whole classes, levels and cycles at home in distance learning or on rotation. It was also important to monitor the quality of any teaching from home. We asked the school to require the systematic use of TEAMS modules in all classes as part of a coherent programme to allow all pupils to follow each course as well as to support synchronous and asynchronous streaming of classes. We stressed the importance of regular personal contact with teachers in any scenario.
- **Distance Learning Programme:** We followed the development of the European School Distance Learning Recommendations (ref. 2020-03-D-11) and Distance Learning Teaching and Learning Policy (ref. 2020-09-D-10) and asked that the school put in place the required local distance learning programme/strategy which laid out daily arrangements; set out harmonised practices and commonly-agreed tools (i.e. TEAMS modules) for teaching at each level or sub-cycle; ensured pedagogical continuity in a range of scenarios; took into account that parents have limited access to TEAMS; and included the development of a code of conduct concerning the use of TEAMS. We were pleased that the Uccle and Berkendael Primary direction eventually put in place guidelines for distance teaching, also consulting parents in the process. We raised the problem of teacher absences and the lack of monitoring/quality assurance during online teaching and urged the school to put in place quality assurance mechanisms. Finally, we requested clear guidance on the use of devices in Secondary classes and EEBI's BYOD approach.



- **Child Protection Policy:** We continued to urge 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, relationships/sexual education, mental health etc. and also assure that key support structures and curricular elements are put in place. We called on the central office to guide the school in this process. We also drew particular attention to the current absence of a drug prevention programme and up-to-date Addiction Prevention Policy. A Child Protection Working Group was eventually launched in December 2020—including delegates from the APEEE’s Legal and Well-Being Working Group. We still await the final fruits of their work.
- **New Secondary Marking System and National Equivalence Tables:** The APEEE followed the roll-out of the new marking system and tracked the impact on EEBI student results, but this year we focused more intently on updates to national equivalence tables; these are the tables/formulae created by all member states to translate the European Baccalaureate into the national scale in order to ensure that EB students are treated fairly in university admissions. We continued to express concerns over the problematic German and Danish equivalence tables, and we also noted that the new tables of several other member states seemed to degrade the value of the BAC and therefore disadvantage our students. We applauded Commissioner Hahn’s efforts with the German government and urged the Commission and OSGES to continue to address the problem.
- **Reinstatement of Bilingual L2 Classes:** The APEEE urged the school to reconsider its decision on the organisation of L2, asking that it continue with bilingual classes while offering enrichment to advanced regular foreign language learners. The APEEE noted that the European School rules don’t exclude bilingual groups—indeed it is required to take students’ differing abilities into account—and that it is up to the individual schools to identify bilingual students and devise a way of adapting the class situation to provide a suitable education. The Croatian Presidency is currently raising this question in the Board of Governors.
- **Cost Sharing and Retention of Locally Hired Teachers:** We supported the Commission’s endeavours to ensure a fair and equitable contribution from member states, but also expressed serious concerns about the way that the new Cost Sharing is implemented. At the moment, our school must open posts each year that are already filled by high-quality locally-hired teachers with particular impact on our L2 teaching and EN section. We argued that school’s hiring practices should be linked to the qualifications and performance of our teachers, rather than driven by purely political imperatives, and suggested that the approach brings a real risk to our efforts to make our teaching posts more “attractive” on the international market. We asked that the Cost Sharing mechanism be revisited in partnership with the Commission to determine how member state contribution can be channelled to the areas where it is actually needed. The Cost Sharing initiative is currently being revisited in the Board of Governors.
- **Overcrowding in the Brussels Schools:** We expressed concerns about the long delays in the construction of a fifth school—now foreseen as late as 2028. Even after the opening of Evere, the Brussels schools are still over capacity, and there are no plans to adapt existing sites to meet the growing needs in Secondary. This is compounded by the fact that Berkendael (and now Evere) are still considered temporary sites. We asked why no measures to either restrict new enrolments or expand capacity were foreseen, and we urged the schools to undertake real long-term planning. We were pleased when the central office agreed to a capacity audit (eventually undertaken by Price Waterhouse Cooper), which confirmed that the schools are overcrowded. We also advocated for more “certainty” for Berkendael families applying for Secondary, a plea which eventually led to a successful



adaptation of the enrolment policy.

- **Working Methods and Governance:** Parents continued to argue that our consultative bodies do not have a clear consultative role in the development of the school's policies and programmes—which is still perceived as top-down. In addition, we continued to raise concerns about the development, approval and monitoring of the school's Annual and Multi-Annual Pedagogical School Plans, noting that stakeholders are increasingly left outside the process. We urged the school to put in place more standard procedures to ensure that meetings are adequately prepared and run and that key documents well in place on schedule. In the CEs, parents supported the launch of long-awaited working groups, but asked that the work be structured and prioritised so they might lead to concrete gains. We continued to request more pedagogical data (e.g., second results; teacher absences/replacements) at the September Administrative Board.

In the course of the year, there were **seven extraordinary mini-SAC or management meetings** related to evolution of the COVID pandemic and the school's need to adapt measures and policies in response. These were often called at late notice and did not have a fixed agenda, so the APEEE raised issues as they came up. Among issues we highlighted:

- **Calendar:** We tracked the school-year calendar and expressed serious concerns about the decision to curtail the end-of-year schedule for both Primary and Secondary pupils; we considered the school's decision in this case was a breach of General Rules.
- **Extended Breaks:** We asked the school to think carefully before putting in place mandatory distance learning periods before or after vacations, and to particularly consider the impact on the Primary students.
- **Preventative Measures:** At the start of year we focused on hygiene and social distancing/"bubbling" measures but by winter emphasis was also placed on ventilation/CO2 meters and eventually the possibilities for vaccination and rapid testing of teachers and even Secondary students.
- **Identification / Contact Tracing Measures:** We worked to clarify the procedures at each juncture and to ensure that parents were adequately informed/aware.
- **Service Provision:** We followed the opening and closure of and the different measures in place for the different services: canteen, transport, périscolaire.
- **Readiness for Distance Learning:** We followed the installation of cameras and the equipping and training of teachers.
- **Quality Assurance in Distance Learning:** We urged the school to set clear rules and to monitor teacher presence and practice to ensure that all students, including those in quarantine, received a comparable quality of education.
- **Exam Provisions:** We kept up to date with exam room provision and calendars for B tests, PreBAC and BAC. We also followed developments in the end-of-year exam schedules and precautions for S4-S7.
- **Teaching from Home:** We followed cases of long-term distance teaching by teachers and asked the school find alternatives to this practice, particularly in the Primary, where teaching online was particularly ill suited.
- **Impact on Programmes:** We discussed the Mat-P1 welcome events and P5 to S1 transition at both sites. We also followed adaptations to the school trips, BAC events, work experience and student mobility exchanges as well as the impact of site-access restrictions on Educational Support, Well-Being and Community Building programmes. We followed up on



the reimbursement of cancelled trips.

- **Overload of Pupils and Teachers:** We drew attention to the real well-being issues for our student and staff, and asked the school to find ways to prevent overload.



CENTRAL ENROLMENT AUTHORITY AND THE 2021-2022 ENROLMENT POLICY

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. The EEBI APEEE is represented by Kathryn Máthé (Uccle) and Bartosz Hackbart (Berkendael).

Every Autumn, the CEA sets the Annual Enrolment Guidelines to be approved by the Board of Governors, and then in December elaborates the Annual Enrolment Policy based on the Guidelines approved. The CEA monitors the implementation of the policy through the rest of the year, considering particular cases and making decisions when numbers in particular classes, levels and sections 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. The statement elicited a strong response from the Board of Governors, who themselves issued a statement to the Belgian Government. In winter 2020, the Belgian government agreed to provide a temporary campus on the NATO site — also the site of the planned fifth school. Eventually it was agreed that the site would be a quick-build Primary site hosting up to 1500 pupils. The site was attached to EEBlI and successfully opened in September 2021 with only a slight delay. (See: Steering Committee Brussels)

The Primary purpose of the 2021-2022 Enrolment Policy was to **populate the EEBlI-Evere Primary site** and thus relieve the pressure on the existing sites—particularly in the Primary cycles. As Evere students would attend Woluwe in Secondary, the new campus was limited to sections already at Woluwe.

In September 2021, the population of the four Brussels Schools (six sites) was 14.141 (about 200 pupils more than the previous year), while the capacity of the four schools, including Berkendael and Evere, was 13.950. Thus, even with the brand-new site, capacity has been superseded by 191 students, with all four main campuses overcharged. And though there are still 1224 Primary places remaining at Evere and 165 places remaining at Berkendael, the Secondary campuses are in particular difficulty with numbers rising year on year. 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 3390**, down from 3426 last year, a high-water mark for recent years. The Secondary levels remain the most heavily affected with:

- **182 pupils in nursery in 2 levels / 10 classes (down from 211 pupils in 10 classes)**
- **1017 pupils in Primary in 5 levels / 51 classes (down from 1117 pupils in 53 classes)**
- **2191 pupils in Secondary in 7 levels / 90 classes (up from 2098 pupils in 90 classes)**

The school has 8 sections and SWALS groups; the section structure has remained relatively stable compared with recent years, though the HU section lost two double classes in Secondary. The FR section still makes up approximately 36% of the population with two or three classes in most Primary levels and four or five in most Secondary levels. Most other sections have one class per level, with the exception of the PL section with double classes from P4 to S5 and the EN section with intermittent double classes from P5 upward. As numbers rise in the Secondary, timetabling has remained a problem, and special classrooms, gyms, canteen space and free-time areas are in short supply.



In **Berkendael**, the population now stands at **835 (capacity 1000)**, down from 883 last year.

- **172 pupils in nursery in 2 levels / 11 classes (down from 231 pupils in 12 classes)**
- **663 pupils in Primary in 5 levels / 42 classes (up from 652 pupils in 39 classes)**

The campus has three sections and five so-called satellite groups. The school is growing from the bottom, and in 2021 only four groups extend up to P5: FR, DE, LV, SK; three extend up to P3: EL, EN, IT; and one up to P2: ES. 51% of the population is FR, down from 59% last year. The FR section has three classes at most Primary levels with four in P4; other sections and groups have a single class per level. LV and SK remained small and had vertically grouped classes. Though the capacity is 1000 students, this does not take into account the size of class groups and use and capacity of classrooms. There are in fact very few classrooms left and many classrooms can only accommodate small groups.

In order to fill the Evere Primary site, all new non-priority enrolments in nursery and Primary were directed there. Effectively, the enrolment in classes in Uccle and Berkendael (as well as most other Brussels campuses) consisted of priority cases and situations of unexpectedly high enrolment. Thus, for most language sections the lower Primary cycle is characterised by smaller class groups, and certain sections (DE, EN, IT) have been weakened by the opening of classes at Evere.

This year 108 students left Berkendael P5 for S1 on other campuses. September 2021 marked the first year that **Berkendael FR and DE students were treated as “glissement”** (i.e. already enrolled) at Uccle Secondary. Thus, students from these classes were guaranteed a spot at Uccle for the first time; 64 out of 105 FR and DE students took advantage of this guarantee. 2 Latvian students and 1 Slovak student also moved as “glissement” to Woluwe and Ixelles respectively. Still, all those enrolled through September 2020 retain the right to apply for transfer to another campus with priority over new enrollees (but not those from “glissement”); 41 FR and DE students chose to do so (22 to Woluwe, 15 to Ixelles and 4 to Laeken). For the fourth year, all students received their first choice. 16 younger siblings were also transferred from Berkendael at the same time, though this year it was no longer possible to move siblings to Uccle.

Points of Interest:

- Berkendael families were relieved that years of uncertainty about Secondary placement of pupils was ended with the new “glissement” policy, through which P5 pupils in most sections are automatically guaranteed a place at Uccle. Sections not at Uccle have a guarantee at another site.
- For those in multi-sections still wishing to enrol in another school for Secondary, the right to priority transfer was maintained for all enrolled by September 2020.
- Due to the policy of placing all new non-priority enrolments in Evere, there were serious concerns about the viability of certain lower Primary class groups at EEBI, namely those in DE, EN and IT. The ES section at Berkendael also suffers from very low numbers. It was promised that the viability of class groups would be tackled in the 2022-2023 Enrolment Policy.
- The CEA has been working on an updated technical solution to help manage enrolment applications and support direct online enrolment by parents. This system is set to launch for the 2022-2023 Enrolment Session.
- The CEA still supported a wide reading of force majeure in this year’s policy, particularly due to COVID.
- There were still problems with families forgetting or unable to apply in phase I.



STEERING COMMITTEE BRUSSELS AND THE FUTURE OF THE BRUSSELS SCHOOLS

The Steering Committee Brussels (SCB) — formally 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', students' and parents' representatives and representatives from the European Commission and the Belgian Government. The Staff Committee and Future Parents also participate. EEBI APEEE is represented by the APEEE President, Kathryn Máthé.

In December 2020, the **Steering Committee received a new mandate**; it is now organised into core and enlarged groups, with the core group meeting 4-6 times each year depending on the issues arising and the enlarged group meeting 2-3 times. The number of representatives in the new core group is two per stakeholder, which has caused problems for the four Brussels APEEEs—as it is difficult to participate in discussions without background knowledge on each school and the interests of different schools can sometimes conflict.

The scope of the group as defined in the new mandate is: long-term planning; working to find solutions that can ensure that there are adequate and suitable provisions in place to guarantee the various rights of enrolment are upheld and complied with; preparing contingency plans; populating new sites, managing transition periods, phasing out temporary; and distribution of language sections and cycles across the sites in Brussels. It is also a forum where the Régie des Bâtiments presents updates on the state of repair and renovations on each campus.

In 2020-2021, the group focused primarily on the **construction and completion of the new Primary site in Evere** (now called EEBII-Evere), which was tracked throughout the year. The site eventually opened at start of year with only two days delay thanks to the Herculean effort of all involved, in particular the Régie des Bâtiments and the EEBII management and APEEE. In Autumn 2020 the SCB discussed different proposals for populating EEBII-Evere. The proposal eventually approved by the Board of Governors was to populate the Evere site with new non-priority Primary enrolments from across the system in sections already established at Woluwe; only viable groups (with adequate enrolment in a particular section and level) would actually be created. It was 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. In the end, groups were created for FR in MAT-P5, for EN and DE in MAT-P1, and for IT in MAT only. Pupils enrolled in Primary at EEBII-Evere will go to EEBII-Woluwe for Secondary.

Closer to home, **links between Berkendael and Uccle were strengthened**. 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. Those enrolled before 2021, will also retain the right to a priority transfer to another EEB in S1 if they so wish—though no guarantee of a place. The latter provision not only honours the promise made to families upon entry, but also helps control the population at Uccle. Uccle has no Latvian, Slovak or Greek sections. 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 EL satellite classes will attend Secondary school in EEBIII, the site of the only EL section.

In the meantime, the **opening of a fifth school** — which was originally requested for 2015 and then promised by 2019 and then by 2026 — has now been postponed till 2028 at the latest. The Belgian government currently foresees a site for 2500 pupils on the former NATO campus; this has been named EEBV-Haren. Both Berkendael and Evere still remain temporary sites until such time as a



proper fifth school is opened. The Secretary General and Commission continue to meet with the Belgian government in a dedicated Task Force to push for timely delivery of the fifth school and to request that Berkendael (and now Evere) be granted as permanent sites.

The APEEEs in particular have pressed for timely solutions as even after the opening of Evere, the Brussels schools remain over capacity. Ideally, the fifth school could be opened with minimal delay, but barring this, we envisage a temporary Secondary campus on the NATO site built using the same quick-build techniques used for Evere.

Points of Concern:

- The overcapacity of the schools in Brussels, which stands independently of where and how pupils are placed.
- The overabundance of Primary campuses (which stands at six) compared with Secondary campuses (still only four) in Brussels.
- The lack of clear measures designed to make space for the Evere and Berkendael Primary students in the already overcrowded Secondary campuses at Woluwe and Uccle.
- The setting up of new classes in EN, DE and IT at the Evere site, which threatens the viability of class groups in the other Primary sites—the fragmentation of these sections is also a poor use of classrooms and of teachers.
- The absence of a longer-term plan which foresees how the current arrangements fit with the eventual opening of a fifth school and which envisages measures to tackle overcrowding in the interim.
- The temporary nature of the Evere and Berkendael sites, which means that whatever we put in place may be “undone” in as little as 5-6 years.

Up to this point, the European Schools of Brussels have been working with the “theoretical capacities” set by the Board of Governors when each school was opened. It is felt that this weakens our case with the Belgian government. Thus, in early 2021 the central office published tender for an **external study on the capacity of the Brussels school**. Price Waterhouse Cooper (PWC) was eventually selected to undertake the study and were asked to identify “the maximum number of pupils in [each] school in terms of space available for teaching, learning, leisure and other day-to-day activities by considering the organisation required to make the spaces available for pupils.” The reports on the four schools were completed in Autumn 2021, and results suggest that—though the sites may currently be safe according to fire safety audits—they supersede Belgian community standards in several aspects related to education and well-being. There is a shortage in number of classrooms, capacity to serve meals, covered space in inclement weather, facilities for the teaching staff and even numbers toilets across the schools. In final analysis, theoretical capacities were found to be accurate at EEBI and even high in some of the other schools.

The PWC report will provide a good basis for moving forward in our negotiations with the Belgian government and at the same time help prioritise needed renovations on the different sites. On the other side, as our options narrow and we begin to search for space in the existing sites, the needs of pupils and families currently enrolled in the schools are and must remain paramount.



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 Monika Velikonja and Pere Moles Palleja, the current President of INTERPARENTS. Kathryn Máthé and Sven Matzke serve as delegates on specific issues.

This has been another year when all the meetings have been organised online. 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 online in October 2020 and in February 2021, in preparation for the Joint Teaching Committee meetings, and in November 2020 and in April 2021 in preparation for the Board of Governors meeting in December and April.

In 2020-2021, priority topics of discussion were...

COVID-related:

- Distance teaching and learning and pedagogical continuity for vulnerable students and students in quarantine, with the continuous work of the INTERPARENTS distance learning working group, coordinated by Kathryn Mathe from EEBI.
- Replacement of absent teachers.
- Assessment during COVID, with a focus on the Baccalaureate and including cancellation of oral exams at the BAC and advice to parents on recourse options.
- Reduction of Category III student fees due to COVID-19.
- Reimbursement of cancelled trip costs due to COVID-19.
- IT support to families, learning from the experience of the EEBI APEEE on its "laptops to families" project.

Non-COVID-related:

- New marking system, implementation of the new assessment system in BAC 2021, and 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.
- Homework policies.
- Book lists and learning materials.
- Proposal to develop the Language Policy of European Schools by introducing elements of flexibility in the educational offer to better serve students' needs.
- Child protection, tolerance and conflict mediation.
- Overcrowding in the Brussels schools and the opening of a fifth school.

Participation of our Delegates in Working Groups

Pere Moles Palleja and Kathryn Mathe participated at the advisory group of the European School



COVID-19 Task Force, which made concrete proposals for the improvement of the school system in the context of the pandemic for the school year 2020-2021. Pere Moles Palleja represented INTERPARENTS at the meetings of the Board of Governors in December, April and August. He also served as a delegate to the Bac Observatory Group. Kathryn Mathe represented INTERPARENTS at the Joint Teaching Committee, a preparatory meeting for the Board of Governors, in October 2020, and also took part in the Pedagogical Reform Working Group. Sven Matzke is an active participant in the Educational Support Policy Group.

Presentation to the European Parliament's Committee on Culture and Education (CULT)

On 25 February 2021, the European Parliament's CULT Committee hosted an exchange of views on European Schools. Presenters included INTERPARENTS President Pere Moles Palleja, Ixelles APEEE President Anastassios Papadopoulos and Deputy Secretary-General Andreas Beckmann.

In March parents followed up with two written communications from INTERPARENTS and the Brussels APEEE Presidents to CULT Committee Chair Sabine Verheyen and other Committee Members. The INTERPARENTS Letter highlighted key issues including inter alia cost sharing, lack of legal remedies, the new marking scale, and student well-being, while the APEEE Presidents' Letter called for improved governance and particularly for a stronger involvement of the Commission and DG EAC in the pedagogical programme and oversight of the schools.

In response, CULT Coordinators have asked the European Parliament's Policy Department for Structural & Cohesion Policies to commission a comprehensive study looking into the state of the schools and challenges they face as well as possible directions for future development. The study will serve as the foundation for future decisions by the Committee. The study is supported by comprehensive stakeholder consultation taking place in autumn 2021. It includes interviews with IP and APEEE representatives, as well as a survey among all stakeholders.



The APEEE's Activities



WORKING GROUPS

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 as well as also their longer educational prospects. The PedGroup aims to promote a close working relationship between parents, students, teachers, management, and the wider school community on issues of pedagogical import. The PedGroup is currently coordinated by APEEE Vice President of Pedagogy Marc Guitart with support from Monika Velikonja.

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. Finally, the PedGroup issues non-binding opinions on requests for funding of projects within its scope.

It currently functions as an umbrella group for several issue-driven subgroups and dossiers:

- **SubGroups:** Educational Support (EdSupp); Languages; Educational Technology (EdTech); INTERPARENTS (IP)
- **Task Forces:** Distance Learning Feedback; Primary Classes Transplantées; Secondary Trips & Projects
- **Other Dossiers:** Quality Control; Baccalaureate, Evaluation and Orientation; Science, Technology, Engineering, Mathematics (STEM); Art & Music; Sport

The PedGroup meets several times each year to hear reports from subgroup coordinators, task leaders and Educational Council representatives, 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.

Activities 2020-2021 and Outlook 2021-2022

In 2021, the group has been working on several dossiers, with the focus on Distant Learning under the current challenging circumstances, and the pursuit of Working Groups (parents + school administration + teachers + students) to boost the most relevant dossiers:

- **COVID/Distance Learning Strategy:** The PedGroup's Distance Learning Feedback team has been tracking the roll-out of Distance Learning and pushing for a level-specific Digital Learning Strategy and harmonised use of TEAMS to ensure a baseline quality of teaching in different scenarios and for vulnerable and affected/quarantined children. They have worked with INTERPARENTS to give feedback to the ES Distance Learning Policy and are working as part of the CE's Homework Policy and Distance Learning Working Group to develop common EEBI Secondary Guidelines for TEAMS.
- **Languages:** The PedGroup's Languages group is working closely with INTERPARENTS to oversee the 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. They have also followed up on the language certification of non-native teachers and are pushing for the use of textbooks that meet syllabus requirements.



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- **Consultation of Stakeholders:** The Pedgroup is committed to fostering the key role of Education Councils (CE) as a forum for consultation, strategic thinking and shared vision on a range of educational topics. The group closely involves the CE representatives within its activities and discussions. (See: Education Councils)
 - **New Marking System:** The PedGroup has continued to monitor the implementation of the “new” marking system in the Baccalaureate cycle and the pupil results at EEBI. It closely follows the release of national equivalence formulas updated to reflect the new system.
 - **Baccalaureate Cycle and Career Orientation:** The PedGroup works to ensure that the arrangements for the Pre-Baccalaureate and Baccalaureate Exams meet system requirements even under COVID, that results are transparently reported, and that students are well prepared for the next step in their education. The APEEE has also worked on INTERPARENTS BAC complaints system and assisted—when needed—in administrative appeals.
 - **Digital Teaching and Learning:** The PedGroup’s EdTech group has encouraged the school to implement a full-fledged BYOD policy and has worked with management to identify suppliers of devices. They also worked with INTERPARENTS to monitor the roll out of GeoGebra in the classroom and for exams. The EdTech team hosted a TEAMS training for parents and supported teacher peer-training for science teachers in OneNote. They aim to facilitate the transition from distance learning to blended learning and to ensure that pupils are trained on the safe and appropriate use of educational technologies.
 - **Promoting and Enhancing Project Weeks and Trips:** And last, but not least, the PedGroup’s Secondary Projects&Trips team produced an analysis of Project Weeks and programmes and hope to use the COVID period to reflect on the purpose and format of Project Weeks and Trips. At the same time, the Classes Transplantées team has successfully created a relationship with the school and has worked closely on the logistics of the 2022 Snow Trip.



Well-Being Working Group

The Well-Being Working Group aims at accompanying pupils, together with the school and the parents, toward a healthy personal, mental and social development. The group, through parents' active contribution and feedback, addresses the challenges faced today by children, parents and even teachers. The Well-Being Working Group is currently coordinated by Sara Dagostini with support from Krisztina Szabó.

The main focus of the group is currently:

- Emotional intelligence
- Drugs and addictions
- Bullying and cyber bullying
- EVRAS (Education à la vie relationnelle, affective and sexuelle)
- Safe Internet and social media
- Child protection

Special focus is also given to the impact of COVID on pupils' mental health and to supporting pupils through this challenging period.

Activities 2020-2021

The 2020-2021 school year has been uncertain and not easy. Several initiatives for the pupils were not allowed, as the school's safety measures were restrictive and limited access for outside experts.

In Primary, the group proposed **Emotional Intelligence** workshops, and these were agreed and ready for implementation in P4-P5 at Uccle by early 2021-2022. The group also organised a pilot project on safe internet called **CyberHeroes** in P5 at Berkendael. The positive feedback has encouraged us to extend both projects to the sister campuses. The **KiVA** anti-bullying programme continues to be run by the school at both campuses, with increased attention at Berkendael. Several KiVA activities were organised for pupils during the school year, and the Education Council also received a report on the overall number and types of cases to help parents and teachers better understand the impact. At parents' request, the school plans to extend KiVA to early Secondary in 2021-2022.

In Secondary, the school task force on **substance abuse, addiction and prevention** remained on hold, so there was no progress on an updated Substance Abuse and Prevention Policy. Moreover, there was still no drug programme in place this year, nor conferences held on this issue. The EVRAS programme remained on hold as well. The **Values project** was run this year under the topic "Impact of COVID on teens". It started in June 2021, covering S1; the rest of the Secondary cycle was postponed to 2021-2022.

The Well-Being Group began to work with the Student Committee (CdE) on a **Mental Health Survey** to identify the well-being needs of students. The plan is to develop tailor-made programs based on the outcomes. Unfortunately, due to COVID the survey was not finalised.

The **Mobile Phone Policy** task force continued its work this year. The team avidly participated in the Secondary Education Council's Mobile Phone Policy Working Group — drafting initial guidelines aimed at building a healthy smartphone culture, and seeking a common line with teacher and CdE representatives. The initial proposal was discussed at the Secondary Education Council in May, but no common agreement has yet been reached.

After a year of wait, the **Child Protection Policy** Working Group — including the school management, teachers, and APEEE representatives from both cycles as well as CdE



representatives — was finally set up in early 2021. It worked intensively and produced a good draft by June 2021. This document still needs to be presented to the Primary and Secondary Education Councils and sent for internal consultation.

In addition, several **online conferences for parents** were organised:

- April 2021: Conference: "Parenting teenagers: an evolving challenge", with psychologist/sexologist Thérèse Hargot.
- May 2021: Information session: "Teenagers and families: how to cope with this difficult period", with school psychologist Yannik Gladsteen.
- June 2021: Conference for parents, teachers and students from P5 to S4 "Internet, Social Networks, Cyberbullying, Pornography and Online Games", with consultant Christophe Butstraen.

Other initiatives aimed at parents include: a "High Five" card with tips to support parents and students through the COVID period (sent via the May 2021 APEEE NewsFlash); a tip sheet on social media behaviour; and links to relevant resources and events (posted on APEEE's Facebook page).

Outlook 2021-2022

The big challenge for 2021-2022 is to identify pupils' well-being needs, after two years of pandemic, and to relaunch programmes tailored to pupils' needs.

The school management and representatives of the Well-Being Group met at the beginning of the school year, and there was consensus that there should be a strong focus on well-being going forward and close collaboration between parents and the school. A draft for a multiannual well-being framework has already been produced and a few activities have been launched. The Emotional Intelligence programme has started in the Uccle Primary, and the Values project on the "Impact of COVID on teens" has continued in the Secondary. We have re-launched discussions on substance abuse, addictions and prevention and on EVRAS. KiVA is also being introduced in the lower Secondary cycle. The Mental Health Survey has however been dropped, as it is considered too demanding in terms of time and resources. Instead, attention will be placed on re-launching activities, and the objective this year is to progress as much as possible on the implementation of the well-being framework. A bright start for a (hopefully!) bright, healthy and mindful school year.



Community Building Working Group

The Community Building [and Solidarity] 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. The Community Building Working Group is currently coordinated by Samantha Chaitkin.

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 behaviors exhibited by students (including for example vandalism, harassment, addictions).

Currently, the activities of the CBWG are organised under the following areas:

- Solidarity and charitable actions
- Green school and sustainability
- Free time/free spaces (FT/FS), particularly issues related to the school's physical/built environment
- School events and parties, including but not limited to the Fête de l'École
- School image campaigns, including sweatshirts, NewsFlash, Facebook, and more...
- Outreach, including welcome initiatives for new students and their families, teacher appreciation, Student Committee liaison
- Community-member-driven projects involving a community building objective, including the Student Values Workshops with the Well-Being Group; the Francis Pirotta Creative Arts Prize; Climate Neutral European School; ES School Events, such as EUROSPORT, MUNUccle, FAMES and ESSS

Activities 2020-2021

One of the characteristics of any attempt to build community would be social closeness, so it is easy to understand that this school year so marked by the COVID-19 pandemic was a challenging one for the Community Building Working Group. It dampened attempts to create a good mood and school spirit, and prevented activities that would have brought people together. Despite this uphill landscape, the Community Building held on to a few of our school traditions. First, APEEE maintained a presence at the **new families welcome event** in September, when hope was high for a somehow “normal” year. Soon after that, in October the APEEE celebrated **World Teachers’ Day** by delivering croissants, coffee and flowers, with a cheerful message of gratitude, to the Teachers’ Lounges: while it was a step down from the face-to-face exchanges of the previous year, the teachers felt our appreciation! This was especially important at a time when teachers had to quickly learn new digital tools and working methods for distance learning, facing high expectations.

Other **small gestures of solidarity** that we made include: delivering flowers to the EEBI nursing staff, who have worked so assiduously through the pandemic; providing refreshments for the examiners during our first stint as a host school for the Cambridge Language Assessment Exams; running a fund-raising drive to give St. Nicholas packages to medical staff at local hospitals; and providing a small contribution to our 2021 BAC students to decorate a last-minute end-of-year pizza party after all BAC events were cancelled. Our Green Group also produced a **Green Edition of the APEEE NewsFlash** in October 2021 and oversaw the school’s participation in the European Institutions’ Velomai Challenge.



Liaison with the Students' Committee (CdE), though virtual, was positive throughout the year, even if initiatives like this year's move to put vending machines in the school once again did not find favor with all the relevant stakeholders. While COVID slowed down implementation of projects through the APEEE's funding mechanism (the projects could be extended, suspended or cancelled), it did not stop the **twice-yearly project calls**, and as always, the CBWG played a role in the project selection and recommendations to the board. We were also happy to see several of our longer-term projects, such as the Values Workshops for Secondary students and Franics Pirota Creative Arts Prize for Primary classes, going ahead. Spring brought a COVID-induced innovation in the **parent-run used schoolbooks sale** (See: Book Sale), proving that even online, distanced, and with heavy hearts due to a pandemic, parents are still willing to join together and add value to our school life!

Outlook 2021-2022

It will be important for Community Building to focus on re-establishing traditions and repairing our social fabric in the coming year, even if the COVID crisis is not behind us. So far in 2021, we have greeted new families at the beginning-of-year Welcome Event, and we celebrated of World Teachers' Day on October 5th in the form of a pinwheel and a warm "thank you" from a group of volunteer parents to teachers as they entered school. We have also worked closely with the CdE and the family of Rosa Reichel, our student who was tragically killed in the floods in Belgium this summer, to honour her memory and help heal our community.

We currently foresee further cooperation with the CdE to make sure their social activities are not lost after two years of suspension – if the students experienced in organising discos and bake sales have graduated and moved on, we can step in to support with institutional memory! And we hope to work closely with the school in making better use our campus to support community initiatives. There are many other possibilities, space for COVID-friendly innovations and new traditions to establish. As parents we will look into reopening our image campaign to encourage school spirit too. Our new online capabilities could be an opportunity to sell sweatshirts like in the past, or do something perfectly new, to usher in a brighter future.



Legal Working Group

The Legal Working Group provides advice to the APEEE Board on legal issues arising in the context of the functioning of the school.¹ The Working Group does not take decisions, but reports to the APEEE Board for any decisions to be taken, and its role is per definition a reactive one. The Legal Working Group is currently coordinated by Tibor Scharf.

The Legal Working Group works mainly by email exchange with occasional meetings. We communicate with relevant interlocutors such as school authorities on individual files under the auspices of the APEEE Board, periodically reporting to APEEE Board. The Legal Working Group is increasingly solicited for a wide range of issues, often at relatively short notice. In order to increase efficiency, clusters have been formed:

- Disciplinary issues
- Statutory issues (APEEE and APEEE Services and their relation with the school)
- General legal issues (into which such issues as Belgian law or general legal issues could fall)

The working group remains open to all those interested and committed to deliver work arising to the best of its ability and availability.

Activities 2020-2021

The Legal Working Group had an active year. Its main files were (some of which ongoing for several years):

- Update of APEEE Statutes, Rules of Procedure and working arrangements, including relations with the APEEE Services
- Participation in the EEBI Child Protection Policy Working Group
- Introduction of GDPR regime
- Guidance on employment and other issues concerning AISBLs
- Consultation on the Draft Framework Convention for the APEEEs-Schools
- Advising on interpretation and compliance with school and system rules and on European School governance issues
- Response to issues arising out of the COVID situation

In addition, members of the Legal Working Group have been called upon to assist pupils who face the school's disciplinary board (and their parents). This happened a few times during the year. The Legal Working Group also assisted the APEEE in the preparation of an administrative appeal against the refusal to organise a meeting of the Secondary Education Council that had been requested by representatives of the APEEE. The school eventually accepted to call a meeting and the appeal was withdrawn.

¹ Any advice provided by the Working Group or any its members individually is not intended to replace legal advice or support sought from or provided by external sources such as independent external legal counsel or governmental bodies, and accordingly nor the Working Group nor any of its members can be held liable to (non) accuracy, delay or omission in the provision of any such advice or support. Any assistance provided to parents or pupils, for instance in the context of disciplinary matters, takes into account the interests of the School as a whole, including any other pupils involved, with the consequence that the role of the Working Group cannot always be assimilated to the one of a defense counsel – where advisable, the concerned parties will be invited to seek outside counsel at their own costs and under their responsibility.



Outlook 2021-2022

Looking ahead, no detailed work programme can be established with the exception of issues either already ongoing or foreseeable to date. Foreseeable topics include: continue work on APEEE Statutes, Rules of Procedure and working arrangements; EEBI Child Protection Policy development and implementation of related procedures (e.g., Internet safety, bullying, substance abuse); continue support of APEEE on GDPR, employment and AISBL issues; advise APEEE on agreements and conventions, including Convention with the School; compliance with system rules and general European School governance issues.



Communication Working Group

The communication group, which was launched at the beginning of 2020, continued its efforts during this mandate to improve the channels of exchange and to disseminate as much information as possible to parents. Due to the COVID situation, no physical meetings were organised between the members of the group to discuss the work and the directions to be followed; contacts were established by e-mail, under the supervision of the Secretariat's Head of Communications and Information, Guendalina Cominotti.

Activities 2020-2021

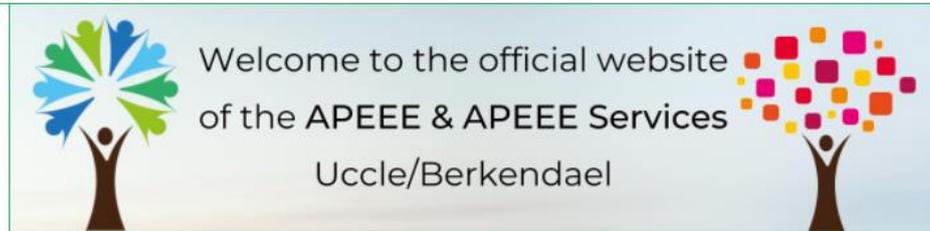
This year, four main tasks were achieved in continuation to the work we did previously:

- **The Graphic Identity.** The new logos that were developed last year were validated and implemented on all our communication materials. The chosen visual entities are now in all communications used by APEEE and APEEE Services as you may have noticed from our emails or information tools. The feedback from parents has been very positive. These logos will be used on all new materials in the future. For the time being and after several months of work, this project is now complete.



The new logos of the APEEE and APEEE Services

- **The Website.** The improvement of the website continued, in greater depth. The work made by our communication group focused on the internal structure of the site and on its substance. All texts were reviewed and updated to ensure that the information it contains is up to date. This required the re-reading of existing texts and the addition of new content to reflect the latest news or developments. Some translation tasks remain to be done, so that the French part is also provided with the same level of quality.



APEEE | APEEE Services | Latest news

 APEEE The voice of parents		 APEEE Services Services for students		MY ACCOUNT Registration/Login	
 REPRESENTATION	 GET INVOLVED	 TRANSPORT	 LOCKERS UCCLE	NEWS APEEE meeting on Educational Support For those parents with an interest in Educational Support, please be informed that there will be a Zoom meeting of the APEEE's Educational Support Network on Thursday 11 November at 20:00. If you wish to attend, please register via this Registration Form by Thursday 11 November at 18:00. EURÉKA opening hours in October and November Please note the opening hours of EURÉKA during the month of October and November to collect your children's lost items. The room is located in the basement of the Erasmus building. OCTOBER 2021 Every Thursday: 11.30-14.00 Fridays 01/10; 15/10; 29/10: 11.30-13.30 NOVEMBER 2021 Every Thursday: 11.30-14.00 Fridays 19/11; 26/11: 11.30-13.30 Science Festival 2021/2022: apply by 17/11/2021! Dear Secondary Families, We are happy to announce that the 2021-2022 FEEL Science Festival is now open to all interested Secondary students or groups of students. Check the Science Festival webpage for further information.	
 BOARD MEETINGS	 WORKING GROUPS	 CANTEEN UCCLE	 CAFETERIAS UCCLE		
 ISSUES AND POSITIONS	 FUNDING	 UCCLE EXTRACURRICULAR AND MUSIC	 BERKENDAELEXTRACURRICULAR		
 EURÉKA	 SHOP	 AFTER SCHOOL CARE ON FRIDAY P.M. UCCLE	 SWIMMING		

The revamped APEEE/APEEE Services website

- **The Newsletters.** The ambition for this new mandate was to make the newsletter permanent: to be able to reach and communicate with parents on a regular basis. A new member joined the editorial team and reinforced the group of volunteer(s) who had been writing the articles since last year. Thanks to their involvement, four newsletters have been published in one year, namely: in October, January, May and July. These newsletters gave parents information about our association, about important or cutting-edge issues and, more broadly, tell them about what is happening in our school community.





The same translation problems as those mentioned concerning the website exist. Finding volunteers to publish a French version is an objective, but one that is proving difficult to achieve.

- **Facebook.** This complemented the monitoring and refreshing work provided by the secretariat on our Facebook page. This media was also updated very often to reflect the latest events, without waiting for the next newsletter. It also contains important information.

In conclusion, a lot of work and efforts have been done to inform parents in the fastest and best possible way to keep them involved in the life of our association and in the one of our school. This work should continue over the next few months.

Outlook 2021-2022

Our 2021-2022 priorities are to continue to develop the website looking into a new platform; to strengthen our NewsFlash writer/editorial team; to continue to improve and refresh the APEEE information material; and to work closely on outreach with Community Building, Well Being and PedGroup through support of events and production of topical materials and communications.



PROJECTS IMPLEMENTED IN 2020-2021



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:

- Support community physical and mental wellbeing, including mindfulness and stress management; promote early intervention and peer support; explore issues of self-awareness, self-doubt and self-harm; examine topics related to affectivity and sexuality; address substance abuse and other addictive behaviours; educate about the benefits of nutrition and exercise.
- Foster tolerance, diversity and inclusion; confront discrimination on the basis of age, race and ethnicity, national origin, gender or sexual orientation.
- Create safe and friendly indoor and outdoor spaces for pupils on the EEB1 sites. Promote innovative outdoor activities aimed at students. Promote and support student clubs, school teams and grassroots campaigns, including but not exclusively those aimed at children's rights, youth empowerment and civic action.
- Support the use of digital technologies in the classroom and other eLearning initiatives favouring innovative applications of or approaches to eLearning.
- Nurture art, music, culture and other forms of free expression in our school.
- And more...

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

- Quality of the design and implementation methodology (e.g., clear lines of responsibility, a priori agreement with the school when applicable, a clear implementation plan, clear reporting processes and timelines)
- 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
- General financial viability of the project, including the contribution required from the APEEE and whether the remaining funding is assured
- 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 Panel, including APEEE working group coordinators, the 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 2020-2021, there were two calls for projects:

- **Autumn Call 2020: 17 project proposals, 3 were selected. 3000 EUR allocated.**
- **Spring Call 2021: 19 project proposals, 11 were selected. 6200 EUR allocated.**

Examples of projects run in 2020-2021:

- **E-Teaching: Peer Training Pilot Project for Secondary School Science Teachers**

This project aimed to overcome some of the obstacles faced by teachers with online teaching and in transferring *in situ* classroom methodology to the online environment. This was accomplished through the purchase of a school set of easy-to-use graphics tablets + styluses for long-term loan to teachers as the basis for a several months' peer training programme. The use of a stylus is necessary for science and maths teachers to take advantage of TEAMS Notebook/OneNote/WhiteBoard, all of which enable the live sharing of lecture notes online during distance or *in situ* teaching and give pupils continuous access to lesson material. A tablet + stylus helps in teaching inter alia mathematical problems, structural formulae, and genetics problems. It allows teachers to better simulate the teaching that might normally take place in a classroom through use of the Smartboard, overhead projector, blackboard etc. These practices, in turn, promote the use of the Smartboard and One Note etc in normal classroom teaching.

The APEEE contributed 2000 EUR towards this project.

- **Let's garden at school! Project "jardinons à l'école"!**

This project aimed at introducing nursery students at Berkendael to ecological approaches through a variety of activities: composting, recycling, gardening, analysing food waste and packaging, etc. The APEEE gave partial funding to cover purchase of seeds, books and other items. The pilot phase involved the FR and DE sections but the project could eventually expand to other sections. The child gardeners of Berkendael worked assiduously to make their site greener and more eco-friendly.

The APEEE contributed 300 EUR towards this project.

- **Francis Pirotta Creative Art 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 by his former teachers and carers, is open to all language sections in nursery and Primary at Uccle and is awarded to whole classes. The theme for 2020-2021 was "Book Covers". It was inspired Francis' interest in stories, poems and comics. Students were asked to design a cover for a book, a short story or a poem that they read in their class using any artistic technique they wished. Entries were exhibited between in the Erasmus building, and prizes were awarded to classes MatIT and P4DA. The winning entries were hung the in the Fabiola and Erasmus libraries, and each child in the winning classes received a diploma and a T-shirt with the printed image of the work on it. This year's exhibition was dedicated to the memory of Ms. Rachel Naphthine who taught Francis in the Nursery and nourished his love of stories.

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 virtually (on WebEx) by EEBl over three days



on 2-4 October 2020 preceded by four evenings of expert conferences from 28 September to 1 October. EEBI's Model UN is organised by our students for students from different schools and is a unique experience during which participants will have the opportunity to represent a country's stance on certain topics and debate with others to bring their country's ideas forward. The 2020 themes were "Demand more social justice, give power back to the people, and save the planet". MUNUCCLE is one of a series of Model UN events that take place in the European Schools and across Europe.

The APEEE contributed 370 EUR towards this project.

- **Parents in TEAMS - E-Quipping Parents for Distance Education**

A series of one-hour online training sessions on Microsoft TEAMS for education and tailored to the European school system, aimed at helping parents support their children with eLearning programmes. Many parents remain unfamiliar with the TEAMS platform that now touches their lives in so many ways. This project provided parents with the know-how to help their children with their work at home, to support the school's distance/hybrid/BYOD learning programme and to become more informed participants in the discussion about changing educational modes and methodologies, even after COVID. Parents were given a choice to attend sessions in French and English and focusing on the use of TEAMS in Primary or Secondary. This project was run as a joint initiative with other Brussels APEEEs.

The APEEE contributed 525 EUR towards this project.



Volunteer-run Services



EURÉKA



The Uccle EURÉKA team has been back at school since the beginning of September 2021. This means that the school, despite all the difficulties in these times of COVID, is returning to normal life with all the pupils in situ. This is in sharp contrast to the 2020-2021 school year, when we were not able to reopen until mid-October.

At the beginning of September, there was the end-of-year reckoning for 2020-2021. The exceptional situation because of COVID had a big impact on our figures. There was a 65% decrease in intake compared to the last normal school year, 2018-2019.

- We collected a total of 1594 items (including from Fabiola)
- The recovery rate was 43% in mid-June, but after the end of June entries it went down to 27%.
- 71% of the objects collected had the name on them, which is very positive.

Donations

We have extended the time that the lost items remain on the premises due to the exceptional situation. The end of the school year 2020-2021 donations were given to:

- Cité Joyeuse
- Confiance Haiti (in July)
- And also the Peter Pan Asbl of the Commission officials to help the orphanage and needy families in Bulgaria.

Outlook for 2021-2022

Already during this school year 2021-2022, the number of lost items has been enormous, In the last two weeks of September the figures were double the usual; the cool weather in the morning followed by hot weather at noon did not help.

- Week of 20-24 Sept. – 129 items
- Week of 27/9 -01 Oct – 148 items
- In October the numbers went back down to the usual 60 items per week.

In order to facilitate the recovery of lost objects this school year, we have set up additional "collection points" with new "EURÉKA" boxes in coordination with the cleaning service; they are located in the courtyard of Platon and near the sports area, where students usually forget many objects.

The boxes or coat racks at the collection points (canteen, cafeterias, study room ...) are accessible all week. This is important for the students as it enables them to check the points or to speak to the person in charge of the lost and found. During the weeks that EURÉKA is not able to open, there has been a monitoring of the "collection points" to tidy up the boxes and coat racks, to classify the lost things with names and if possible, to return items to the appropriate classes (particularly in Fabiola). With the help of the teachers, the pupils also checked the coat racks. All these measures facilitate the recovery of lost items, especially in uncertain times of quarantines...



We continue to ask parents and students to mark objects with NAME + CLASS + SECTION. This is particularly important for the little ones and makes the work of the teachers and supervisors easier and the recovery quicker.

Volunteers

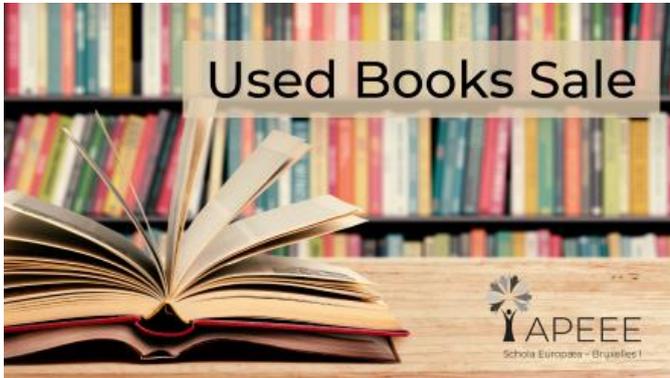
In order to continue the EURÉKA service, we are looking for volunteers! Two hours/month on Thursday or Friday may be enough to provide valuable service and a real need given the number of children attending the school.

At the beginning of October, we received some extremely sad news. Our colleague Jacek Selkuski passed away suddenly on 30 August. Our whole team is in shock. We fondly remember many enjoyable and collegial moments with Jacek. He was very generous with everyone, and he always knew how to help the children. Our thoughts go out to his whole family at this difficult time.





USED BOOKS SALE



In June 2021, for the first time, sales of second-hand class books and reading books for Secondary students started through an online interactive Google sheet list in the EN, FR, ES and IT sections. This innovation replaced the "live" book sales that these sections have developed over many years.

Parents/Students interested in buying, directly contacted the seller, arranged payments and exchanged books bilaterally among themselves. For each section, a dedicated book sales e-mail was created to

allow the team to field questions and administer the list. There was a high level of activity on the part of both buyers and sellers. Still, the new model made it difficult for the team to closely track the numbers of books sold in total or by section.

Thanks to the volunteer parents involved in the creation and development of the online books list! Whilst the company and camaraderie of the live book sales of the past were not possible this year, it was a good proxy, and we learned a lot about improving and rationalising our book sale systems. In the end, hundreds of books changed hands, allowing parents access to hard-to-find volumes, saving some money, and contributing to the circular economy.



LAPTOPS AND CALCULATORS



The need for all students to study remotely during a large part of the last year, and for many students to do so when in quarantine, meant that all were obliged to rely on their computers or tablets to follow their lessons and submit their homework. The challenge for parents was to find and purchase suitable equipment, in particular laptops with keyboards designed for their first language.

The APEEE first helped some 20 parents by supplying laptops, some in instalments over a year. All these loans were fully refunded. The

APEEE also assessed the offers from two suppliers of laptops who specialise in supplying schools, and published links to both on its website.

During the year, we also initiated discussions with the school aimed at:

- Clarifying the phase-out of technical calculators for years S4 to S7 and their replacement by the Geogebra programme
- Specifying a Bring-Your-Own-Device (BYOD) policy, in order to help parents know which devices their children should bring, how they will be supported, whether sufficient WiFi strength would be provided, and how their use will be controlled especially in an exam environment (there was also a separate discussion on the pedagogical aspects of BYOD)
- Encouraging the school to provide technical support if a laptop needs recharging or breaks down during school hours.

We communicated to the school the results of the survey undertaken by INTERPARENTS in May 2021, which showed that knowledge of Geogebra and its application was still very patchy amongst both parents and teachers.

Towards the end of the school year, the school announced that in 2021-2022 the technical calculators would still be used in S7 and Geogebra would be used by S5 and S6, including in exam situation in the second half of the year, as well as for the 2022-2023 Baccalauréat. We are still pressing for clear rules for its use in exam conditions.

The school also joined us in discussions with one supplier of IT equipment to schools, and was favourably disposed towards working with this supplier to support students with broken equipment or software issues. An agreement is expected to be reached in November 2021. This will be a very welcome development.



The APEEE's Accounts



REPORT OF THE TREASURER

Report of the Treasurer on the financial statements for the year 2020/21 and the budget 2021/22



Brian Gray, APEEE Treasurer

Financial statements for the year 2020/2021

Result of the 2020/21 year

The APEEE's accounts show a deficit of 23 428 EUR for the year to 31 August 2021.

This deficit reflects the fact that the number of secretarial staff was exceptionally increased to three, in order to catch up on a backlog of work which had built up while the one secretary was absent for much of 2018/19, and to complete data protection formalities. The deficit was 5100 EUR more than budgeted, even though 5500 EUR remained unspent on projects, delayed through pandemic restrictions. The increase in deficit is because fee income was 6260 EUR less than expected, and because investment in IT led to an increase of 3800 EUR in depreciation. The IT developments should in future lighten the administrative burden of collecting the annual fees.

Fortunately, APEEE has accumulated reserves over the past years. After deducting this year's deficit, they stand at 124 932 EUR.

Balance sheet at 31 August 2021

We had 305 851 EUR in our bank accounts at 31 August 2021, of which 115 910 EUR represented subscriptions paid in advance for the 2021/22 year.

Profits of 12 812 EUR from past school fêtes in Uccle remained unspent: this amount has been allocated to projects, and will be paid out as and when they are implemented.

The APEEE held 13 135 EUR of funds belonging to the Students' Committee, and 18 916 EUR from past Berkendael fêtes.

An investment of 19 091 EUR has been made in IT during the year, made up of 10 564 EUR for the website managed by APEEE, and 8527 EUR for the fee collection module of the IT system managed by APEEE Services.



Budget proposed for 2021/2022

- **Projects:** The proposed budget includes 7000 EUR for the autumn 2021 call for project proposals, and 852 EUR needed for past projects once the fête funds are exhausted.
- **Staff:** On top of their normal duties, 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. Three staff worked in the secretariat for a total of 70 hours per week, until one member left in November 2021. The cost for the year is estimated at 110 150 EUR.
- **Solidarity Fund:** Certain parents experience difficulties in financing the cost of their children's education. The APEEE proposes to establish a solidarity fund, for which 1000 EUR is provided in the budget.

Net operational deficit

The proposed budget would result in a net deficit of 7 952 EUR.

If all parents paid their subscriptions, fee income would total some 133 000EUR. Unfortunately some do not, so 130 000 EUR can be expected to be received. Two staff working 25 hours each, and other secretarial expenses amount to 118 000 EUR, depreciation a further 3 500 EUR over the next five years, so around 4500 EUR is left for anything else, such as temporary staff or seniority promotions for present staff.

Further calls for projects would need to be financed from fund-raising, or from our depleting reserves. Reserves are needed for unforeseen expenditure, and for the new website.

Capital budget

New website: In addition to the operational budget, APEEE proposed last year to invest in the development of a new website on a new platform, to replace the present out-dated one. This development has not yet been implemented. The expected cost of 25-30 000 EUR would be spread over the five years following any development.

	Réel 2018/2019	Budget 2019/2020	Réel 2019/2020	Budget 2020/2021	Réel 2020/2021	Budget 2021/2022
CHARGES						
Participation projets école	55.94	15,000.00	0.00	5,500.00	0.00	7,852.00
Actions récurrentes	0.00	6,000.00	0.00	0.00	0.00	0.00
Entretiens locaux	0.00	1,400.00	0.00	500.00	0.00	500.00
Maintenance informatique	1,470.95	900.00	2,822.97	2,000.00	1,391.00	1,400.00
Frais téléphone / internet	2,099.42	2,000.00	416.00	500.00	1,907.00	2,000.00
Fournitures de bureau / ordinateur / copies	1,027.13	1,300.00	1,479.99	2,500.00	1,105.00	1,100.00
Cotisations + frais Interparents	1,680.00	1,700.00	1,680.00	1,700.00	1,260.00	1,500.00
Honoraires Avocats/ Comptable/ autres	1,893.57	5,600.00	10,626.34	4,000.00	6,578.00	2,000.00
Honoraires Secrétariat social	697.55	750.00	997.41	1,000.00	1,462.00	1,400.00
Formations, séminaires	0.00	0.00	0.00	100.00	0.00	0.00
Publications légales	265.96	225.00	155.14	500.00	178.00	200.00
Frais de déplacements	1,013.71	1,000.00	1,288.68	1,300.00	0.00	300.00
Dons, cadeaux	85.74	300.00	347.82	300.00	862.00	800.00
Réceptions	405.86	800.00	2,090.57	2,000.00	286.00	500.00
Intérimaires	6,635.52	0.00	216.23	0.00	0.00	0.00
Solidarity Fund						1,000.00
TOTAL BIENS ET SERVICES	17,331.35	36,975.00	22,121.15	21,900.00	15,029.00	20,552.00
Rémunérations	51,437.08	78,900.05	105,368.48	100,878.00	100,398.00	79,000.00
Déplacements	307.07	524.40	237.24	500.00	0.00	40.00
Différences provision pécules vacances	-2,630.85	2,000.00	4,228.52	1,000.00	3,321.00	5,500.00
Charges patronales	12,079.89	18,380.72	24,375.77	24,441.00	24,040.00	20,000.00
Assurances accident travail / RC	818.08	1,100.00	1,087.22	1,100.00	1,026.00	1,100.00
Services médicaux	249.21	175.00	285.43	400.00	1,541.00	1,400.00
Chèques repas	956.45	2,446.74	1,882.53	3,600.00	2,718.00	2,800.00
Frais propres à l'employeur	440.00	420.00	70.00	500.00	210.00	210.00
Autres frais de personnel	0.00	0.00	122.50	300.00	109.00	100.00
TOTAL REMUNERATIONS ET CHARGES	63,656.93	103,946.91	137,657.69	132,719.00	133,363.00	110,150.00

	Réel 2018/2019	Budget 2019/2020	Réel 2019/2020	Budget 2020/2021	Réel 2020/2021	Budget 2021/2022
Dotations amort. Immo. Incorporelles	0.00	3,666.00	0.00	0.00	0.00	0.00
Dotations amort. Immo. Corporelles	2,061.56	1,748.17	1,849.60	1,275.00	0.00	6,500.00
TOTAL AMORTISSEMENTS	2,061.56	5,414.17	1,849.60	1,275.00	5,118.00	6,500.00
TVA non déductible sur honoraires	397.64	1,176.00	1,121.63	525.00	1,117.00	600.00
Intérêts et frais de retard et amendes	66.94	0.00	353.07	0.00	0.00	0.00
Frais de banque	663.48	600.00	807.83	800.00	1,112.00	1,000.00
TOTAL CHARGES FINANCIERES	730.42	600.00	1,160.90	800.00	1,112.00	1,000.00
Impôts	0.00	30.00	0.00	0.00		0.00
TOTAL IMPOTS	0.00	30.00	0.00	0.00	0.00	0.00
TOTAL CHARGES	84,177.90	148,142.08	163,910.77	157,219.00	155,739.00	138,802.00
PRODUITS						
Cotisations	121,548.00	125,850.00	127,863.00	138,400.00	132,141.00	130,750.00
Autres recettes	240.37	400.00	1,980.75	500.00	68.00	0.00
TOTAL VENTES	121,788.37	126,250.00	129,843.75			
Exonération précompte professionnel	62.33	65.00	76.31	100.00		0.00
TOTAL PRODUITS D'EXPLOITATION	62.33	65.00	76.31			
Intérêts reçus	175.02	100.00	75.51	100.00	102.00	100.00
TOTAL PRODUITS FINANCIERS	175.02	100.00	75.51			
TOTAL PRODUITS	122,025.72	126,415.00	129,995.57	139,100.00	132,311.00	130,850.00
RESULTAT DE L'EXERCICE	37,847.82	-21,727.08	-33,915.40	-18,119.00	-23,428.00	-7,952.00



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