



APEEE General Assembly

2 December 2021

Agenda



1. Welcome by the APEEE President, Kathryn Máthé, and adoption of Agenda
2. Presentation by School Director, Brian Goggins, followed by Q&A
3. Presentation and discussion of the APEEE 2020-2021 Activity Report and Accounts, for discharge
4. Presentation and discussion of the APEEE 2021-2022 Budget, for adoption
5. Presentation of the APEEE Services Accounts and Budget, for information
6. Presentation of questions submitted under Article 14 of the Statutes, for discussion
7. Presentation of the nominees to the APEEE Board, for ratification
8. Presentation of candidates to the APEEE Board, for election
9. The VOTE



Kathryn Máthé
APEEE President



Brian Goggins
Director of the School

APEEE Activity Report



State of the APEEE: Successes



- Cohesive and strategic CE representation
- Progress in pedagogy: languages, school trips & projects, distance learning, BYOD, loss of teachers
- Creation of well-being framework
- Increasing synergies between Uccle and Berkendael
- Increasing cooperation across schools and with the Commission
- Renewed focus on school and system “governance”

State of the APEEE: Challenges



- Outdated APEEE statutes and internal rules
- Weakened community spirit and loss of traditions
- Underinvestment in communication channels
- Uneven section-level communication
- Overloaded Secretariat
- Unclear relationship with APEEE Services

COVID-19: Prevention & Containment

State of Play:

- High number of cases - both sites, both cycles, students and teachers
 - Primary school in Uccle has been closed until 10 December;
 - More cases in this school year than in whole of last year (381 v. 298)
- Since rentrée school management has followed the Belgian regulations, though not best practice recommendations
 - School will purchase CO2 meters for every classroom in January
 - School survey showed low vaccination rates among eligible pupils; vaccination campaign held in collaboration with COCOM
 - Contact tracing still performed by medical service, insulating the school from problems with the centralised call centre
 - Some focus on hygiene measures (e.g. masking), but little social distancing/ “bubbling”, except in special situations (e.g. European Hours)

COVID-19: Prevention & Containment

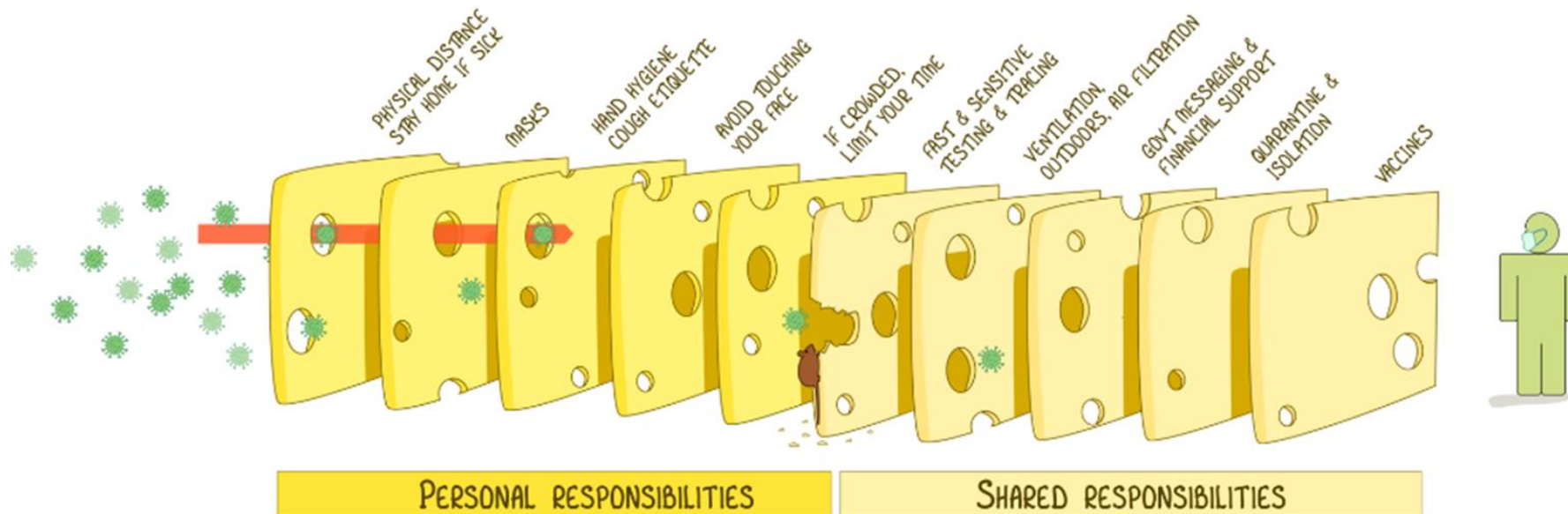
Challenges:

- School tends to have a “reactive approach” in response to outbreaks, rather than a “preventative approach” to lower the risk of outbreaks
 - Current measures have not avoided closure of Uccle primary
 - Contact tracing still struggling to keep up with cases when outbreaks happen
 - Management communication can lack clarity and consequence
 - Issues remain, e.g. quarantine rules for S1 students
- Open-window ventilation policy not sustainable as weather becomes colder; unclear plan for tracking/addressing ventilation problems
- Rapid testing, either routinely or in response to clusters, remains under-explored
- And Omicron variant brings additional unknowns...

COVID-19: Prevention & Containment

THE SWISS CHEESE RESPIRATORY VIRUS PANDEMIC DEFENCE

RECOGNISING THAT NO SINGLE INTERVENTION IS PERFECT AT PREVENTING SPREAD



EACH INTERVENTION (LAYER) HAS IMPERFECTIONS (HOLES).
MULTIPLE LAYERS IMPROVE SUCCESS.

IAN M MACKAY
VIROLOGYDOWNUNDER.COM
WITH THANKS TO JODY LANARD, KATHERINE ARDEN & THE UNI OF GLD
BASED ON THE SWISS CHEESE MODEL OF ACCIDENT CAUSATION, BY JAMES T REASON, 1990
VERSION 3.0
UPDATE: 24OCT2020

COVID-19: Prevention & Containment

APEEE Approach:

- Raise issues and provide continuous feedback to management
- Target problematic situations, e.g. quarantine, communication
- Advocate a more preventative approach that will reduce the risk of outbreaks and minimise infections and educational disruption, through:
 - Improved ventilation following Belgian best practice recommendations
 - Information gathering on vaccination rates and possibility of vaccination drive in collaboration with Belgian authorities
 - Explore possibilities for rapid testing
- Focus on pedagogical continuity, particularly for quarantined students
- *Note: In APEEE, it is difficult to reach consensus among different groups of parents on specific measures; as a consultative body, it is also difficult to respond to rapidly changing circumstances*

COVID-19: Pedagogical Continuity



APEEE Approach 2020-2021:

- Cycle-specific Distance Learning Strategy
 - Covering various scenarios/risk levels and situations (e.g. quarantine)
 - Setting minimum requirements for distance and hybrid teaching, including minimum live contact with students
 - Laying out tools (e.g., TEAMS or SMS) and daily schedules/practicesAlso requested equipment, training, support and guidance
- Upshot:
 - ES System-Level: Distance Teaching and Learning Policy (2020-09-D-10, v5)
 - EEBI Primary: “Guidelines and Recommendations for different scenarios”
 - EEBI Secondary: no strategy developed; TEAMS Guidelines proposed in CE, not yet approved
 - EEBI: teacher trainings

COVID-19: Pedagogical Continuity

APEEE Approach 2021-2022:

- Pedagogical Continuity for Quarantined Students
 - Technical infrastructure and know-how established
 - At minimum must comply with the system-level Distance Learning Policy
 - Should go beyond minimum to include live-streamed lessons / hybrid teaching for contact with teacher and class; no GDPR issue
- Upshot:
 - EEBI Primary: management promised to update scenario 2 (quarantine) in Guidelines, including daily contact with students (October, Uccle Primary CE)
 - EEBI Secondary: management mentioned dedicated meeting on quarantined students; result remains unclear (September, Uccle Secondary CE)
 - INTERPARENTS: advocating updates to the Distance Learning Policy as well as Guidelines for Hybrid Teaching

COVID-19: Pedagogical Continuity



Distance Teaching and Learning Policy for the European Schools



<https://www.eursc.eu/BasicTexts/2020-09-D-10-en-5.pdf>

B. Vulnerable or quarantined pupils

Pupils obliged to stay home due to vulnerability or quarantine (with a due medical certificate or accordingly to the local administrative rules) during an epidemic or similar event, and for more than a week, **must** receive pedagogical continuity via regular contacts.

Contact with the pupils can be with the whole class, in groups or individual, and is either:

- a live online lesson (when possible),
- a call (if possible, especially for Nursery pupils) or written communication (upper Primary and Secondary) for pedagogical guidance.

1. Nursery and Primary

- The class teacher **must** send a weekly work plan with an agenda.
- The class teacher **must** organise at least two contacts per week with each pupil at home.
- L2 teacher **should** contact each pupil at home at least one time per week for P1-P3 and two times a week for P4-P5.

2. Secondary

- Each Secondary subject teacher **must** contact each pupil at least once per week. The number and length of contacts **should** commensurate with the number of course periods and appropriate to the year level and subject.

COVID-19: Pedagogical Continuity

NEXT STEP: Transition from Distance Learning to Digital Learning

- Standard use of communication / collaboration tools (e.g. TEAMS / SMS)
 - TEAMS Guidelines
 - Homework Policy
 - Access for parents
- Bring-Your-Own-Device (BYOD) Programme
 - Pilot: introduction of Geogebra in S5-S6
 - Devices: service agreement with Rent Company
 - Infrastructure: ensure WiFi and electrical supply for devices on campus
 - Pedagogical vision: still unclear approach to digital learning
- Internet Safety / Mobile Phone Policy

Well-Being in School

APEEE Approach 2020-2021:

- Student workshops on hold; fewer parent conferences (online)
- Primary: worked to improve reporting on KiVA, including student survey
- Secondary:
 - Mobile Phone Policy working group
 - Called for Substance Abuse Policy / Prevention Programme, EVRAS (Education à la vie relationnelle, affective and sexuelle), and mental health survey (with Student Committee and psychologist)
- Whole School:
 - Child Protection Policy (CPP) working group
 - Advocated more psychologists, stronger CARE Team, calm rooms
 - New focus on internet safety / netiquette

Well-Being in School

APEEE Approach 2021-2022:

- Primary: workshops in emotional intelligence and internet safety for P4/P5
- Secondary:
 - Continue to advocate for Mobile Phone Policy, Substance Abuse Policy / Prevention Programme, EVRAS, internet safety, mental health survey
 - Values “Impact of COVID on Teens” workshops
 - Introduction of KiVA in S1-S3
 - Well-Being Framework introduced, including curricular elements
- Whole School:
 - Continue to support Child Protection Policy (CPP), calm rooms, CARE Team
 - "Healthy School" initiative
 - Possible Well-Being Week in June

Future of the Brussels Schools

Overcrowding:

- Population currently 14,141 pupils (capacity 13,950, with Evere and Berkendael); increase 400-500 pupils/year (last year only 200)
- Uccle: ~3400 pupils (capacity 3100)
- Berkendael: ~835 pupils (capacity 1000); class structure not efficient or sustainable

Lack of Secondary infrastructure...

- Berkendael and Evere relieved primary sites; created structural over-supply of primary to secondary
- In particular, EEBI and EEBII will need more secondary space to accept students from additional primary sites
- Exacerbated by increased enrolment at S1-S2, particularly in FR section
- EEBI secondary now at 300-350 pupils/level (from 200-250)

Future of the Brussels Schools

Short and Medium Term:

- Lack of infrastructure to support increase in Uccle secondary students and Berkendael class growth
- Price Waterhouse Cooper Capacity Audit finds both campuses do not meet local pedagogical and well-being standards
- Overall EEB capacity cannot meet population growth; either secondary site or enrolment restrictions will be needed in the next years
- Despite this, DE, EN, IT sections risk non-viable class groups; discussion about possibly “regrouping” classes initiated

Long Term:

- Capacity: Fifth school at NATO now tentatively scheduled by 2028 (from 2026); Berkendael and Evere sites are temporary
- Planning: Lack of planning for section / cycle growth will exacerbate structural problems over time

Relations with School

School Advisory Council / Admin Board (Governance):

- **Problem:** lack of clear agenda; late or no support material or proposals for consideration; weak pedagogical planning and monitoring
- **Solution proposed:** higher-level review of pedagogical planning and monitoring; higher-level discussion on role of Administrative Board

CE Meetings (Consultation):

- **Problem:** Q&A format; lack of documentation (secondary)
- **Solution proposed:** working groups; CE Rules of Procedure

General Parent-School Communication:

- **Problem:** availability of information; insufficient channels for giving feedback and reporting problems; lack of follow-up / response
- **Solution proposed:** Communication Policy; reporting and complaints procedures.

Report from the APEEE Treasurer



APEEE Accounts for 2020-2021 and Budget for 2021-2022

Out-turn for the Year to 31 August 2021



	Budget	Out-turn
Fee income	139 100	132 209
Staff remuneration: 3 persons for a total of 70 hours per week	- 132 719	- 133 363
Other administrative costs	- 16 400	- 15 219
Depreciation of IT Investments: - APEEE Website 10564 € - Services billing system 8527 €	- 1 275	- 5 118
Projects	- 5 500	0
Other expenses	- 1 325	- 1 937
DEFICIT	- 18 119	- 23 428

Budget for the Year to 31 August 2022



	Outturn 2020/21	Budget 2021/22
Fee income	132 209	130 750
Staff remuneration: 2 persons for a total of 50 hours per week from December 2021	- 133 363	- 110 150
Other administrative costs	- 15 219	- 12 700
Depreciation of IT Investments: - APEEE Website 10564 € - Services billing system 8527 €	- 5 118	- 6 500
Projects	0	- 7 852
Other expenses	- 1 937	- 1 500
DEFICIT	- 23 428	- 7 952

APEEE Balance Sheet at 31 August 2021



	31/08/2021	31/08/2020
IT systems	15 246	1 275
Bank accounts	305 760	283 100
Other assets	2 820	5 014
TOTAL ASSETS	323 826	289 389
Uccle Fête funds, committed for projects + in 2021 BERK 18635 €	- 15 304	- 19 001
	- 18 635	
Students' Committee	- 13 135	+ 5 338
Fees received in advance for 2021/22	- 115 910	- 97 138
Other debts	- 35 722	- 33 221
NET ASSETS = RESERVES	125 120	145 367

	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

Report from the APEEE Treasurer



Solidarity Fund Proposal

Why a Solidarity Fund

- To ensure that no child is left behind (school books, BYOD, teleworking...)
- To give budgetary cover for financial assistance to parents experiencing financial difficulties
- Past assistance for laptops took the form of loans, not grants
- Laeken and Ixelles schools have made funds available for assisting parents, and APEEE Services is proposing a similar fund regarding the cost of services, in particular the additional cost of emission-free buses

Who can be expected to claim assistance?

- Parents with low household income, many children at school, particular social or health issues
- Parents who are no longer employed by the institutions, but are entitled to continue education in EEB1
- Parents facing unexpected charges by the school

But not for costs which are eligible for assistance from the school (minerval, school trips...) or by others

How would the fund work



- A small Committee appointed by the Administrative Board would set criteria, receive and evaluate requests, and decide on assistance
- This Committee would ensure full confidentiality
- Funds would come from the annual budget
- 1 000 € is proposed in the 2021-2022 budget to cover any assistance grants in the last half of this school year.

Proposal

The General Assembly is invited to:

- Approve the proposal to set up a solidarity fund within the APEEE's annual budget
- To adopt the proposed internal rules governing the fund

APEEE Services

Accounts for 2020-2021 and Budget for 2021-2022

APEEE Services: 2020-2021: a year of pandemic



- Extra costs for cleaning busses, for monitors
- 80% refunds for suspended services
- Maintained staff earnings
- Refunded PMO for 2019-20 28 K€
- Transport subsidy of 30 € to Uccle périscolaire

APEEE Services: Out-turn for the Year to 31 August 2021



	Budget 2020-21 Euro	Out-turn 2020-21 Euro
Fee income	7 412 502	5 270 435
Result of each service:		
Canteen + Cafeteria	- 1 973	- 169 112
Transport	- 74 398	-183 358
Périscolaire: Uccle + music	- 54 391	- 58 097
Berkendael	- 2844	- 67 326
Garderie	- 18221	- 15 369
Lockers	- 7 309	-10 766
Coordination	200	-19 169
Transfer of ESB reserves		- 21 140
DEFICIT charged to reserves	- 158 937	- 544 338

APEEE Services:

Budget for the Year to 31 August 2022



	Out-turn 2020-21 Euro	Budget 2021-22 Euro
Fee income	5 270 435	8 336 724
Result of each service:		
Canteen + Cafeteria	- 169 112	-2 618
Transport	-183 358	41 799
Périscolaire: Uccle + music	- 58 097	6 885
Berkendael	- 67 326	- 30 609
Garderie	- 15 369	2 654
Lockers	-10 766	6 311
Coordination	-19 169	0
Transfer of ESB reserves	- 21 140	0
DEFICIT charged to reserves	- 544 338	24 423




Discharge

given to administrators



Approval of the 2021-2022 Budget



Questions submitted under Article 14 of the Statutes

Questions Submitted

1. Vacances scolaires 2022-2023 :

- . Modification des rythmes scolaires prévue en Belgique dès la rentrée 22-23, et adaptation des vacances des écoles européennes en fonction de ce nouveau rythme
- . **Vote** sur une position à défendre par l'APEEE auprès de l'école et au sein de l'inter-parent concernant le calendrier des vacances scolaires.

2. Gestion de l'épidémie de COVID 19 dans les écoles européennes :

- . Application des règles de la région bruxelloise : comment les garantir ?
- . Surinterprétation des règles sanitaires par l'école, l'OIB ou l'APEEE service : comment les empêcher et transmettre les désaccords de l'APEEE ?
- . Fermetures 'préventives' de l'école avant et après les congés scolaires cette année : sont-elles prévues ? Comment les empêcher et transmettre les désaccords de l'APEEE ?
- . comment replacer l'intérêt de l'enfant en premier et veiller à leur bien-être, leur santé mentale et physique dans un contexte parfois anxiogène?

3. Faire vivre concrètement l'article 2.1 de l'APEEE : comment organiser une meilleure participation et consultation de tous les parents au sein de l'école (sondages diffusés largement, réunions, assemblée générale, votes...) ?

4. Mandat au CA et au Bureau : Quel mandat l'Assemblée Générale souhaite-t-elle donner au Conseil d'Administration et au Bureau de l'APEEE sur chaque position clef à défendre par l'APEEE au nom des parents dans toutes les différentes instances de l'école et en inter parents ?

Question 1: Vacances scolaires

"Vacances scolaires 2022-2023:

- *Modification des rythmes scolaires prévue en Belgique dès la rentrée 22-23, et adaptation des vacances des écoles européennes en fonction de ce nouveau rythme*
- ***Vote sur une position à défendre par l'APEEE auprès de l'école et au sein de l'inter-parent concernant le calendrier des vacances scolaires."***

APEEE Task Force on "Annual Calendar – School Holiday"

- **Coordinator:** Emilie Tournier
- **Aim:** Review the criteria used to set up the school holidays and to further assess the impact of changes proposed in the FWB reform
- **Meeting:** 21 June 2021; attended by 11 delegates from sections at both sites, except PL

Question 1:

Vacances scolaires

Report:

- Most sections had no great interest in calendar modification.
- Many sections highlighted importance of aligning with EC calendar and EP sessions.
- Some sections raised concerns about the proposed Belgian 7+2 week system and the 2-weeks of childcare it would require.
- **Specific section concerns:** ES section - 6 January holiday; ES, HU, IT and SK sections - Easter holidays; IT section - Carnival.
- **Stages:** Some concerned about stage availability for families with children in two systems under new rules; others believed Belgian stage entities would adapt to European School demand.

Conclusion:

- Point closed, special requests considered in future;
- *Note: some leeway in General Rules, but major changes would require BoG vote.*

Question 1:

Vacances scolaires

VOTE

I support that in setting the annual calendar and holiday schedule, the European Schools in Brussels should continue to work within the framework laid out the General Rules of the European Schools , Annex I (2014-03-D-14-en-10) / Je suis favorable à ce que, lors de l'établissement du calendrier annuel et du calendrier des vacances, les Écoles européennes de Bruxelles continuent à travailler dans le cadre défini par le règlement général des Écoles européennes, Annexe I (2014-03-D-14-fr-10)

- YES / OUI
- NO / NON
- BLANK VOTE / VOTE BLANC

Question 2:

Gestion de l'épidémie

"Gestion de l'épidémie de COVID 19 dans les écoles européennes:

- *Application des règles de la région bruxelloise : comment les garantir*
- *Surinterprétation des règles sanitaires par l'école, l'OIB ou l'APEEE service : comment les empêcher et transmettre les désaccords de l'APEEE?*
- *Fermetures 'préventives' de l'école avant et après les congés scolaires cette année : sont-elles prévues? Comment les empêcher et transmettre les désaccords de l'APEEE?*
- *Comment replacer l'intérêt de l'enfant en premier et veiller à leur bien-être, leur santé mentale et physique dans un contexte parfois anxiogène?"*

Question 3: Faire vivre l'article 2.1.

"Faire vivre concrètement l'article 2.1 de l'APEEE:

Comment organiser une meilleure participation et consultation de tous les parents au sein de l'école (sondages diffusés largement, réunions, assemblée générale, votes...)?"

Question 4: Mandat au CA et au Bureau

"Mandat au CA et au Bureau:

Quel mandat l'Assemblée Générale souhaite-t-elle donner au Conseil d'Administration et au Bureau de l'APEEE sur chaque position clef à défendre par l'APEEE au nom des parents dans toutes les différentes instances de l'école et en inter parents?"



Ratification
of nominees
to the APEEE Board

Nominees for APEEE Board 2021-2023 Candidats au Conseil d'Administration APEEE 2021-2023

To be ratified by the General Assembly/à ratifier par l'Assemblée Générale



Section	Level / Niveau	Titulaire / Suppléant	Surname / Nom de Famille	First Name / Prénom
DE	Primaire	Titulaire		
	Secondaire	Titulaire	HEIDER	Eva
DK	Primaire	Titulaire		
	Secondaire	Titulaire	HUNDEBØLL	Karin
EN	Primaire	Titulaire	PAPA	Valentina
	Secondaire	Titulaire	MÁTHÉ	Kathryn
ES	Primaire	Titulaire		
	Secondaire	Titulaire		
FR	Primaire	Titulaire	BAREL	Sylvie
	Secondaire	Titulaire	BEIGBEDER	Noémie
HU	Primaire	Titulaire	VÁNYOLÓS	István
	Secondaire	Titulaire	HAUK	Viktor
IT	Primaire	Titulaire	BOATI	Talia
	Secondaire	Titulaire	DAGOSTINI	Sara
PL	Primaire	Titulaire	TYMOWSKI	Jan
	Secondaire	Titulaire	TYMOWSKA	Julia
SWALS		Titulaire	VELIKONJA	Monika
FR	BERKENDAEL	Titulaire	HEBERT	Delphine
DE		Titulaire	KEIDEL	Andreas
LV		Titulaire	OSTROVSKIS	Gundars
SK		Titulaire	DVORSKY	Marek
IT		Titulaire		



Candidates to the APEEE Board

Pere MOLES PALLEJA

Section: Spanish

Campus: Uccle

Enfant(s) en / Child(ren) in Sec

Membre du CA de l'APEEE? Member of APEEE Board?

Depuis / Since 2009

Projet(s) / Motivations:

- Delegate in INTERPARENTS. Representing parents at the Joint Teaching Committee
- Member of the Legal Working Group
- Member of the Pedagogical Working



Olivier PLUMANDON

Section: FR

Campus: Berkendael

Enfant(s) en / Child(ren) in P1

Projet(s) / Motivations:

- Giving more substance to the 1st objective of our parents' association :
“encouraging any initiative that allows the widest possible participation of parents in the life of the school and in decisions relating to it”
- Organising consultations to bring more consensus and strength to our association
- Building more participatory General Assemblies where parents can put forward topics, ideas and proposals for new initiatives
- Developing closer links with the Commissioner in charge of EU schools, the competent Committees and VPs in the Parliament, and national authorities to promote and defend our children's educational interests
- Defending parents' and kids' views in the school



Alex WILSON

Section: EN (Berkendael) / PL (Uccle)
Campus: Berkendael and Uccle
Enfant(s) en / Child(ren) in Mat, Sec

Projet(s) / Motivations:

- Address educational issues affecting both Uccle and Berkendael sites
- Personal experience of children taught in different EEB language sections
- Strong desire for school to improve its communication and consultation with parents
- Keen to represent EEB parents as a whole rather than particular language section



Vote

- Discharge given to administrators
- Approval of the 2021-2022 Budget
- Ratification of the nominees to the Board
- Election of administrators
- Vote on proposal submitted under Article 14

****You have received two emails from Belenios.
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****Vous avez reçu deux emails de Belenios.
Utilisez le Code de vote d'un email et le Mot de passe de l'autre.****



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Thank you