

# APEEEE ACTIVITY REPORT

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2022-2023

Parents' Association  
of the European School of Brussels 1  
[www.uccleparents.org](http://www.uccleparents.org)



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# About Us



## A WORD FROM THE PRESIDENT



Dear EEBI Parents,

in this report, we will explore together the main activities carried out by the APEEE during the academic year 2022-2023, identifying challenges as well as accomplishments.

During this period, our volunteers have managed to bring forward important advocacy activities, representing parents both at system level and school level: from overcrowding, the 180 days of schooling, or the BAC, to more school-related issues like the School Fête, the organisation of school trips or issues related to access to school such as the Opstal Gate.

We will explore the activities and projects carried out by our APEEE Working Groups. We will also see the progress made by our Educational Council teams to work for an ambitious pedagogical programme for EEBI and for a multi-annual pedagogical

programme to ensure a high-quality education for our children.

Our activities also included important work related to the functioning of our Association, such as the raise of the APEEE membership fee to 55 EUR decided by the General Assembly in May 2023, the implementation of the payment online and the revision of the APEEE Statutes. We will also give you an overview of the APEEE accounts for 2022-2023 and of the proposal of the draft 2023-2024 Budget.

This year was my second year as President of the APEEE and my mandate will finish in December 2023. I am very proud and thankful for all the achievements made by the APEEE this year and all the efforts made by the members of the APEEE, the APEEE delegates to the CEs, the EURÉKA team, coordinators and members of Working Groups as well as delegates to the Safety and Hygiene Committee, Central Enrolment Authority, Steering Committee Brussels and INTERPARENTS.

I also would like to thank the members of the APEEE Bureau for leading the work in their respective areas and the APEEE Board members for their support and constructive cooperation. It has been a very busy period for our Association, and I am highly grateful for the commitment you have shown during the whole year and beyond, during my whole Presidency.

I would also like to pay a special tribute to the APEEE Secretariat. It has been a pleasure to work with you daily for two years. You always had a positive attitude, despite the heavy workload. It was highly appreciated. Your invaluable assistance makes it possible for us to function as an Association!

Lastly, I also would like to thank all parents for their support during the two years of my mandate.

In my note to the General Assembly last year, I had identified as one of the main challenges for this year the fact of building again the spirit of “school community” at EEBI and I had mentioned that a first step could be organising a School Fête. I am very proud to say that not only we did organise a School Fête, but that it was one of the best! After years of pandemic and five years since the last Fête, EEBI was back with a great party for parents, students, teachers and the whole school community from both sites of our school. Moreover, thanks to the Fête proceeds, we will be able to fund school projects with the participation of all the school community!

For next year, we will have to keep the momentum and work together with the school to ensure that the spirit of community continues.



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We will continue to work on behalf of parents in all the areas described in this report and on any additional issue that might arise in the future that would be of parents' concern.

Kind regards,

**Valentina PAPA**  
APEEE President



## A WORD FROM THE VICE PRESIDENT OF BERKENDAEI



Dear Parents,

In my capacity as the outgoing APEEE Vice-President for Berkendael and the Chairman of the Berkendael Working Group, which consists of all language Section representatives of the EEBI Berkendael site, I can assure you that the APEEE has remained fully engaged throughout the past school year, monitoring the situation and taking action whenever required. To this end, we have continued our practice of bimonthly meetings with the management of the Berkendael site, and the school Director when required, to discuss current issues and agree on the most

appropriate action in response to comments received from Class Representatives and other parents, e.g. in relation to the pedagogical programme, school infrastructure, canteen, supervision during breaks, etc.

Following up on the 2022 decision of the Belgian government to leave the Berkendael site at the definite disposal of the European school system, the academic year 2022-2023 has largely passed under the sign of continued integration of the Berkendael site into our school EEBI. This was further facilitated by the decision of the Board of Governors of the European Schools of December 2022 on the future structure of Brussels European schools, clearly setting out the distribution of language Sections across the schools in view of the opening of the 5<sup>th</sup> Brussels European school in September 2028. The APEEE has been very active in formulating its position on the various proposals for the future structure of Brussels European schools ahead of this decision, engaging with the Office of the Secretary General of European Schools and the relevant stakeholders on a regular basis over a period of many months.

The Board of Governors approved a step-by-step approach for an optimal use of the Berkendael site as of the 2023-2024 school year, which aims to address the situation of overcrowding and the efficient use of teaching resources by avoiding parallel structures in our school. As a result, gradual consolidation of the Nursery and Primary cycle of language Sections with parallel structures at our school has already started, with the exception of FR and ES language Sections, which will remain at both sites.

In view of the ambition to reduce the number of Students Without A Language Section (SWALS) and subject to a decision by the Board of Governors in December 2023, a Slovenian language Section may be opened at Nursery level as of school year 2024-2025. In April 2023, the Board of Governors already made the decision to extend the Latvian and Slovak language Sections, which hitherto only existed at Primary level, also to the Secondary level. This extension will be implemented gradually, starting with the opening of S1 and S2 classes as of next school year. In the meantime, children in higher classes will continue their education as SWALS at the Uccle site of EEBI until all classes are opened in their respective Sections at Secondary level.

It should be noted that this is the first school year where Slovak and Latvian Section students are allowed to continue their education at the Uccle site of EEBI as SWALS after graduating from P5 at the Berkendael site. This is a result of continuous efforts by the APEEE over a period of many years to avoid that students of the Berkendael site are transferred to a different school after P5. This general principle has already been applied since school year 2021-2022 to those language Sections of the Berkendael site where a corresponding language Section at Secondary level existed at the Uccle site (FR, DE, EN, ES and IT).



As regards integration of the Berkendael site into EEBI and alignment of the pedagogical programme across the two sites, the APEEE has spent considerable efforts working closely together with EEBI management to contribute to this objective. For example, we have managed to achieve that P4 and P5 students finally have swimming lessons as of this school year, as envisaged by the pedagogical programme. At the end of last school year, the APEEE also organised the first ever joint EEBI party at the Uccle site, including a football tournament and other activities, which was an excellent opportunity for families from both sites to meet and also for the children of the Berkendael site to get a glimpse of their future campus at Secondary level. Importantly, the APEEE Board has worked to renew the APEEE Statutes and adopted a proposal to be voted on 26 October 2023 by the General Assembly to ensure equal APEEE Board representation to the language Sections of the Berkendael site, which was not the case before. With the New Statutes, all language Sections of the Berkendael site will have an APEEE Board member on an equal footing with those of the Uccle site.

As you can see, the Berkendael Working Group and the APEEE at large has been busy defending the best interests of our children and will continue doing so. However, we are all volunteers with a full-time job, which is why we need as much support from you as possible, to render our common efforts more effective. The APEEE has many Working Groups where parent contribution is welcome and highly appreciated, so there are plenty of opportunities for you to become engaged. A huge thank you to all the parents who are taking their time to contribute to the success of our school community!

Yours,

**Gundars OSTROVSKIS**

APEEE Vice President for Berkendael



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# The APEEE at School





## THE EDUCATION COUNCILS

There are three Education Councils (CEs) at EEBl, 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: 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 2022-2023, the APEEE's representatives to the CEs were:

- Uccle Primary CE: Vice President of Administration & Uccle Primary Talia BOATI and Board member Marc GUITART;
- Uccle Secondary CE: Vice President of Pedagogy & Uccle Secondary Monika VELIKONJA and APEEE Secretary Kathryn MÁTHÉ;
- Berkendael Primary CE: Vice-President for Berkendael Gundars OSTROVSKIS and APEEE Bureau member Alex WILSON.

The main objective of the APEEE 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 – Piotr RAPACZ, Kevin O'CONNOR
- Secondary Science Festival Working Group – Aleksander KEDRA, Kathryn MÁTHÉ
- Secondary Mobile Phone Policy Working Group – Caroline CAMBAS, Talia BOATI
- Secondary Homework Policy and Distant Learning Working Group – Kathryn MÁTHÉ, Monika VELIKONJA (deputy)
- Secondary Projects and Trips Working Group – Monika VELIKONJA, Ioana SANDU
- Primary Classes Transplantées Working Group – István VÁNYOLÓS

Multi-cycle groups:

- Communication Policy Working Group – [Kathryn MÁTHÉ](#), [Talia BOATI](#)
- CE Rules of Procedure Working Group – Monika VELIKONJA, Alex WILSON
- Child Protection Working Group – Sara DAGOSTINI, Pere MOLES PALLEJA

### Uccle Primary Education Council

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

- **Pilot Project to Have S1 as a Transition Year After P5:** school proposal not to have mixed



inter Section classes for arts, music, IT and gym and to have girls and boys from the same class do gym together. The project was put in stand-by. Parents offered to cooperate with the school for alternative solutions to ensure a smooth transition.

- **Distance Learning Strategy and Pedagogical Continuity:** revision of distance learning strategy (scenarios 2 and 4) to facilitate pedagogical continuity for pupils in quarantine; baseline quality standards for distance learning; requirement for live streaming and hybrid lessons in a systematic way; sharing of best practices and lessons learned; replacement of absent teachers.
- **Special Educational Needs:** serving gifted students; dedicated special education teachers and external language therapists; learning support meetings with relevant parents and teachers; increasing number of children with special educational needs at school.
- **Classes Transplantées:** discussion over the school management decision to cancel P2 “classe de mer”, shorten the “classe verte” and request by the parents to be consulted before such decisions; exchange on future trips; survey organised by the parents on the next P4 trips.
- **Disciplinary Measures, KiVa and well-being statistics:** collaboration with the school to frame disciplinary measures; code of conduct and promoting good behaviour; set up of a calm room; statistics provided to the parents on incidents.
- **International Emotional Crisis Protocol:** COVID led to an increase of anxiety and difficulty to contain emotions in children. Surveillance issues: internal document for teachers and assistants to cope with children’s emotional crises; meetings with teachers and assistants.
- **European Hours and Robotics:** development of European Hours; in cooperation with the school, a robotics module proposed for all P3 pupils and workshops proposed in rotation in P4 and P5.
- **Climate Change Actions:** green school; specific topics during the “découverte du monde” classes.
- **End-of-Year Schedule and Programme:** follow up on end-of-year calendar, arrangements and class councils;
- **Concerns Related to the Opstal Gate:** including access for pupils with mobility issues.
- **Miscellaneous:** choir, swimming pool, eating time management in the canteen, conflicting timetables for pupils in rattrapage courses, poor conditions of the ground in the playground in Fabiola, specialist teachers in music and physical education, excessive use of digital media to study on a daily basis (for some Sections), repetitive excursions.

## Uccle Secondary Education Council

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

- **Communication of Pupils’ Progress and Parent-Teachers’ Meetings:** 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; more time (additional day) for Autumn meetings and return to the previous class meetings format (class teacher accompanied by other teachers).
- **Assessment in S4-S6 and Baccalaureate and PISA:** 2023 Baccalaureate; B tests in S4-S6 and addressing the divergencies across Sections; access for students to marked B tests and pre-Baccalaureate papers; follow-up to PISA results and missed lessons due to B-test scheduling.



- **Career Orientation, the Choice of Math4 and Math6 in S4-S5 and Impact on Results:** significant and persistent differences among language Sections in mathematics choices and results.
- **Cancelled Lessons and Absences:** tracking and communicating short- and long-term teacher absences and providing replacements; curtailed end-of-year calendar/programme.
- **L2 Classes:** implementation of enrichment programme; linguistic competence of teachers; level of teaching; rotation of teachers; Cambridge Language Exams and extending the offer for language certification to other languages.
- **Learning Material:** lack of textbooks in some Sections/subjects; school policy and selection of support material for classes.
- **Projects, Trips and Project Weeks:** creation of a programme for school trips, excursions and projects; work experience in S5; the continuity of past successful trips and projects; increase of in-situ projects.
- **TEAMS/SMS Use and Digital Learning:** coherence in the use of common tools (TEAMS/SMS); baseline quality standards for distance learning; transition from distance to digital learning; implementation of BYOD policy; and implementation and revision of Mobile Phone Policy.
- **Free Periods, Free spaces and Offer of Activities:** increase in available spaces and activities; timetable organisation limiting free periods in a row.
- **Implementation of the Pupils' Well-Being Framework:** development of new policies or updating old ones to align with the system-level framework (Child Protection, Anti-Bullying, Mental Health, Good Behaviour, Anti-Substance (Ab)Use, Health, Safety and Security).
- **Homework Policy:** baseline standards to guide assignment of homework, awaiting guidelines from the school management after the adoption of European School Framework in Devising School Homework Policies.
- **CE Working Groups:** set up, mandates, calendar and working methods of the different CE working groups.

## Berkendael Education Council

Four Educational Council (CE) online meetings were held over the course of the 2022-2023 academic year, with a full contingent of parent representatives present on all occasions. Many of the concerns raised by parent representatives were linked in some way to the **growing size of Berkendael**, which has reached its full capacity of nearly 1000 students and starts to face typical problems linked to overcrowding and inadequate resources. Limited access to gym, art and music facilities was a frequently expressed concern by CE representatives, especially for the youngest students at Nursery level. At the same time, budgetary constraints led to the decision to phase out dedicated art and music teachers, while lowering the teaching hours of locally recruited teachers (LRTs). Parent representatives expressed concern about morale and retention of LRTs, in light of the inherent preference for secondments in the recruitment system of the European Schools. The growing size of the Berkendael student body has made playground supervision more difficult, with parent representatives noting an increase in incidents of bullying, misbehaviour and vandalism. In addition, the sheer number of students entering at the same time has led to problems in managing access and entry to the schools during the morning 'rush hour', which has led to mobility issues and the occasional involvement of local authorities.

Guaranteeing **class trips and swimming lessons** for every level of the Primary school continued to be a frequently discussed issue in Berkendael CE meetings. In 2022-2023, only P2 and P3



students were given a number of swimming lessons that could be deemed just about consistent with the European Schools' educational curriculum. While a welcome agreement to share the Uccle site's swimming pool allowed a small number of swimming lessons for P1 students, those at P4 and P5 levels received no swimming lessons whatsoever during the school year. This situation was only partially resolved in time for the next school year (2023-2024) when more slots became available in nearby pools. The situation with class trips was likewise disappointing, with many parent representatives expressing their opposition to the School's decision to cancel multi-day trips at P2 level. CE meetings have been characterised by a certain degree of scepticism among school management concerning the educational value and central importance of school trips. Yet regular school trips are an established and cherished feature of the European Schools, with parent representatives and many teachers keen to stress their continued importance for Berkendael, especially after the forced isolation of the COVID years and the resulting difficulties in social integration for many students.

On a different note, concerns were raised at various points about the level of **L2 teaching** and the extent to which this was harmonised with the educational programme in Uccle. Parents expressed concern about the recent pattern of seconding L2 teachers from Member States where this is not the native language. This has led to the abrupt replacement of native speaking, often highly experienced, locally recruited teachers. With this issue foremost in mind, the whole CE endorsed the APEEE-led resolution looking at ways to improve the conditions of locally recruited teachers within the European Schools system.



## SAFETY AND HYGIENE COMMITTEE

The Safety and Hygiene Committee met three times in the 2022-2023 school year: 22 November 2022, 28 February 2023 and 6 June 2023. The meetings have been held as combined meetings for Uccle and Berkendael in a hybrid format. Meetings were attended and/or prepared by Santiago A. CALVO RAMOS, Noémie BEIGBEDER and Javier VILLEGAS BURGOS (Uccle), as well as Marek DVORSKY and Delphine HÉBERT (Berkendael). This school year, the evaluation of the safety of the **new Opstal school entrance** has been the predominant focus in meetings of the Safety and Hygiene Committee.

This entrance was opened at the beginning of the 2022 school year and has become the main entrance to the school, with the Vert Chasseur entrance being reserved for staff. While having a new entrance is a good thing, there are several features that have raised concerns amongst parents, such as the fact that the entrance to the street is shared with the Carrefour supermarket, the street itself is narrow, it does not have a pedestrian walkway and it is also used by cars of the neighbouring houses, as well as the bpost van and refuse collection truck. The school asked VIAs to produce an evaluation of the safety of the Opstal entrance, but then rejected the report produced by VIAs and asked them to produce a new one. The rejected report has not been shared with the APEEE by the school, but they have confirmed it included proposals for a partial use of Vert Chasseur. Since the last update in May 2023, it appears the school and VIAs have been in a stand-off with no progress on this issue and no definitive evaluation of the safety of the Opstal entrance has been produced. The school has also informed the Committee that the region of Brussels is planning to make changes to the Chaussée de Waterloo in line with its plans to close the Bois de la Cambre to car traffic. But the Uccle Council is challenging this and therefore there is some uncertainty as to which changes will be implemented and when. In terms of the access to the Berkendael site, the school has removed the previous Kiss&Ride arrangement, and parents keep interacting with the school management to improve overall situation in front of the school especially during morning rush hours just before the school begins. During morning rush hours there is heavy traffic, a high number of pedestrians and cyclists. This issue remains still opened and requires involvement of the Commune, Police and wide school community in order to find and implement complex solution of this situation.

Beyond the access to the school sites, the Safety and Hygiene Committee also discussed a number of other topics. A public address system for the school has been budgeted as EEBI is the only Brussels European School that does not currently have such a system.

We called upon the school to continue work on the **Child Protection Policy**, which was long overdue and which is now being worked on by a joint school/APEEE group. Fire drills were held in Uccle and Berkendael and shortcomings in protection against fire outbreaks were identified and addressed. The fire prevention system in Uccle will be updated in 2024 by the Régie des Bâtiments of the Belgian government. In Berkendael school reported on the weak points in the fire-prevention infrastructure in this campus, including on clutter in the corridors, that will be addressed urgently.

Each of the meetings also looked at **infrastructure works** (such as new fences, bike parking, etc.) and the **well-being of the staff**.

As well as the meetings, the Committee's APEEE representatives intervened due to black mould being reported in some of the rooms in the basement of the Gutenberg building. The school responded quickly by relocating the activities that used those rooms, although it is not known when the black mould and humidity in those rooms will be addressed.

From the APEEE side, we will continue pushing for separate meetings for both sites; for proper



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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. It is also necessary for meetings to be held in a more predictable way, which will allow for more consistent monitoring of this area. 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, Baccalaureate results, staffing and pedagogical planning/risk management, while the January meeting is primarily administrative and budgetary. School Advisory Councils (SACs) are internal to the school community and are held to prepare for the Administrative Boards or to treat a particular whole-school issue.

In 2022-2023, the Administrative Board meetings were on 29 September and 25 January; official SACs were held on 20 September, 20 January, 14 February and 18 September. The APEEE President Valentina PAPA, Vice President for Primary and Administration Talia BOATI and Vice President for Secondary and Pedagogy Monika VELIKONJA attended the Administrative Boards on behalf of the APEEE this year, while SACs were attended by members of the Bureau.

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

- **Online Learning and the Digital Transition:** Parents called on the school to find a way to convert practices picked up during COVID distance learning into a coherent and long-term digital learning strategy in line with the Digital Competences. We requested clear guidance on the use of devices in Secondary classes and on EEBI's BYOD approach.
- **Child Protection Policy:** We followed the development of the Pupils' Well-Being Policy Framework of the European Schools and the recommendations of the Child Protection Policy Working Group (ref. 2021-12-D-31-en-4) that was adopted at the Board of Governors in April 2022. We have also supported calls from the Student Committee to better address student mental health issues. We urged the school to create or update its own policies on child protection, bullying, good behaviour, substance abuse, health, safety and security, 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 welcome the installation of calm rooms in Primary. We contributed to the adoption of the Smart Phone Policy and we stressed the importance of its implementation. It is imperative that the school management informs well all stakeholders, and in particular teachers and students, to support and encourage them to fulfil their roles. More than this, the management and the whole community should work together to instil this new approach.
- **Lost Teaching Hours, 180 Days of School and Effective Use of Teaching Time:** The APEEE reiterated the concern about lost teaching hours, i.e. hours of school not given—whether due to un-replaced teacher absences or cancelled days of school. We asked the school for an analysis and detailed statistics on absences and replacements and for the follow-up of the school Action Plan. The APEEE expressed its disagreement with unilateral decisions that reduce school days or effective use of teaching time and do not correspond to the educational and well-being needs of our pupils and families or comply with the General Rules. We asked for reassurances that the 180 days of school are respected and decisions are taken to ensure an effective use of teaching time (e.g. by using the six training days set aside for staff outside the annual calendar or moving the work experience to the end of the year).



- **Reinstatement of Bilingual L2 Classes:** The APEEE urged the school to reconsider its decision on the organisation of L2, asking that it continues with bilingual classes while offering enrichment to advanced regular foreign language learners. The APEEE noted that the European Schools 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.
- **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 even when the 5<sup>th</sup> school will be delivered in 2028, we will be in a situation of overcrowding. Moreover, there are no plans to adapt existing sites to meet the growing needs in Secondary. The APEEE urged the school management to include the risks related to overcrowding in the Pedagogical Risk Register to signal the challenges to the European School System decision making bodies. The EEBl has been decreasing the overcrowding risk until September 2023, while other Brussels European Schools assessed it as a top risk.
- **Access to Campus – Opstal Gate:** The APEEE reiterated the call for a proper evaluation of the so-called pilot project to open the Opstal gate as the main entrance for students or parents arriving at the Uccle campus on foot or on bike, while at the same time to close the Vert Chasseur entrance (only accessible for cars and other 'motorised vehicles'). Already during the summer 2022, the APEEE had gathered the concerns expressed by parents and wrote a letter to the school Management asking them to reconsider the decision taken and in particular the strict limitations placed on the Vert Chasseur entrance. In his reply, Jan BELIËN, Deputy Director Finance and Administration at EEBl, underlined that VIAs will be invited to make an assessment in the Autumn 2022 and ensured that the school will transmit to the Institute all parents' and other stakeholders' remarks concerning safety. In September 2022 no changes were made and the Opstal Gate continued to be the main entrance for pupils, parents and teachers by foot and bike. The APEEE repeatedly asked the school for more information about the announced evaluation that was planned in the Autumn in several instances, both at the School Administrative Boards (in September 2022 and in January 2023) and at the meetings of the Safety and Hygiene Committee, without receiving any clear response from the school. In the last meeting of the Safety and Hygiene Committee before the end of the school year in June 2023, the school informed the APEEE that they had received the evaluation from the VIAs, but that they considered the results inconsistent and that they asked therefore for another evaluation with different experts. The school did not want to share the report received with the APEEE and mentioned that they were legally challenging the VIAs. To this date, the school has not received a feedback from the institute on whether it will be possible to carry out a second evaluation. The APEEE will continue to follow this issue very closely in order to engage in appropriate discussions with the school management to find alternative solutions that, while improving the safety at the Uccle entrances, would not be disproportionate and taken without a proper consultation with parents and a serious evaluation by experts.
- **Communication:** The APEEE pledged for several areas of improvement in the communication from the school. Those include: better communication of key measures, more targeted and relevant daily communication, clear indication of complaint and reporting procedures, and better use of the school website. Moreover, we asked that the School Communication Policy is dealt with as a priority.
- **School Trips and Projects:** Thanks to the Primary Classes Transplantées Steering Group, there is an on-going discussion about the future of mandatory P4 trips. We also called on





the school to respect the role of the Education Councils in planning the school trips, in accordance with the European Schools rules. Moreover, we asked the school management to better exploit the end of the school year and BAC oral examination period for the organisation of the project week and to clarify well in advance the timing and obligations of Work Experience.

- **Alignment of the Pedagogical Programme and Coordination of the Two School Sites and within cycles:** While the EEBI is considered as a single school, the APEEE stressed the need to remove differences between the two Nursery/Primary sites in their implementation of the pedagogical programme of other activities (e.g. swimming lessons, school trips) as this creates inequities and unnecessary frustrations in the school community. Similarly, it was called to pay more attention to address the differences in the outcomes between different Sections at the Secondary level as demonstrated by S5 and BAC results (*see also point on Annual Pedagogical School Plan and Multiannual Pedagogical Plan below*).
- **Stakeholder Governance:** Parents continued to argue that our consultative bodies should have a clear consultative role in the development of the school's policies and programmes. These bodies lack clear internal procedures: supporting documents are often delayed or missing altogether; there is little or no formal voting; and decision-making is vague. In this context, we question the effectiveness of these bodies to guide educational strategy, provide needed oversight, track pedagogical outcomes and ensure compliance with system regulations and policies. Parents disapproved the cancellation of P2 trips in Uccle Primary and the shortening of the P3 trips in Uccle Primary without parents' consultation. Similarly, the important changes in the organisation of S1 were considered (then removed) without proper consultation. Parents supported the launch of working groups, but asked that the work be structured and prioritised so it might lead to concrete gains. We continued to request more pedagogical data (e.g. second results; teacher absences/replacements).
- **Multiannual and Annual Pedagogical School Plans:** The APEEE welcomed the attention of the new EEBI Director to listen to the APEEE concerns and suggestions and to take several of them up in the EEBI Annual Pedagogical School Plan (APSP) 2022-2023 (adopted in January 2023). The APSP among others focuses on assessing results of the PISA Report to improve the teaching, highlights the need to reinforce harmonisation and the culture of shared practices across Sections/cycles/both sites and to take good care of well-being of pupils and staff. The preparation of the EEBI Multiannual Pedagogical School Plan (MAPSP) 2022-2025 was well advanced and was scheduled for adoption in the Autumn 2023. In developing the APSP 2023-2024, the APEEE emphasises the objective assessment of the situation as a key starting point and the need to move away from process-related outputs (e.g. number of meetings, templates etc) towards results and impacts (e.g. reducing the gap in average results between Sections, reducing the number of absences, increasing the number/share of good quality replacements etc).



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# 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 daily classroom experience of our children as well as also their longer-term educational prospects. The group 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 Monika VELIKONJA (APEEE Vice President of Pedagogy & Uccle Secondary), Talia BOATI (APEEE Vice President of Administration & Uccle Primary) and Alex WILSON (APEEE Bureau Member).

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 INTERPARENTS on pedagogical issues raised at system level. Members may likewise draft content for APEEE publications and communications. 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); Gifted Children's Network (GCN); Languages; Science, Technology, Engineering and Mathematics (STEM); Digital Learning & Educational Technology (EdTech); Primary Trips; Secondary Trips, Projects & Project Weeks (Projects&Trips); INTERPARENTS (IP).
- **Other Dossiers:** Quality Control; Baccalaureate, Evaluation and Orientation; Art & Music; Sport.

The PedGroup tries to meet 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. The PedGroup hosts preparation meetings before each CE. 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. PedGroup coordinators or leads may participate in bilateral meetings with the school administration in pursuit of the PedGroup mandate. In going forward, the group should consider having one coordinator and to reinforce cooperation across the groups and dossiers.

### Activities 2022-2023 and Outlook 2023-2024

In 2023, the group has been working on several dossiers and has pushed to set up dedicated working groups (parents + school administration + teachers + students) to boost the most relevant dossiers:

- **Whole School Inspection, School Pedagogical Planning and Reporting:** The PedGroup follows up on the recommendations from the WSI 2018 and contributed to the one taking place in March 2023. It supports the APEEE and CE in monitoring the implementation and in the preparation of the different annual and multiannual plans.
- **Languages:** The PedGroup's Languages group is working closely with INTERPARENTS to oversee the implementation of the European Schools Language Policy, ensuring the provision of language teaching for a range of learners, in particular L2 lessons and bilingual pupils. They are pushing for the use of textbooks that meet syllabus requirements, striving to increase the diversity of the L3 offer and to extend language certification to more languages



(currently supported by the school only for English).

- **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, BAC Results and PISA:** The PedGroup has continued to monitor the implementation of the “new” marking system in the Baccalaureate cycle and the pupil results at EEBl. It tracks the release of national equivalence formulas updated to reflect the new system. It follows up on the BAC results and the results of the PISA test that took place in Spring 2022 and supports analysis of these results.
- **Baccalaureate Cycle and Career Orientation:** The PedGroup works to ensure that the arrangements for the Pre-Baccalaureate and Baccalaureate Exams meet system requirements, that results are transparently reported, and that students are well prepared for the next step in their education. The APEEE has also worked on the INTERPARENTS BAC complaints system and assisted – when needed – in administrative appeals. It also works to enhance the uptake of work experience and suggested to integrate it better with class learning (e.g. the writing of CVs in L1), to increase its flexibility (e.g. placements during holidays) and to improve support in securing placements.
- **Use of teaching time, school timetable and free hours:** The PedGroup follows the implementation of the 180-day European School calendar and how to address the problem of non-replaced absences and lost teaching hours, and how to assure that timetables are feasible, equitable and balanced and that free hours are organised in the best interest of the pupils. It has also worked with INTERPARENTS to address the problem of suspended lessons during oral BAC and organisation of replacement activities. As a follow-up to this, the Task force at the system level was established (see: INTERPARENTS).
- **Digital Learning and Educational Technologies:** The PedGroup’s EdTech group continued to ensure pedagogical continuity for all students at home or in school. This included pushing for clear policies around the use of TEAMS and SMS for all students. EdTech aims to facilitate the transition from distance learning to blended learning; to ensure that pupils are trained on the safe and appropriate use of educational technologies and to encourage the appropriate use of digital technologies in the classroom.
- **Science, Technology, Engineering and Mathematics (STEM):** the PedGroup’s STEM group has encouraged the school and provided funds to introduce a Primary robotics programme (currently for P3 pupils). Moreover, it has offered the school support to increase the opportunities for students to use the FabLab. It promotes the school’s annual Secondary Science Festival, and it keeps an up-to-date inventory of STEM-related programmes, competitions and projects and explores possibilities for their promotion and extension (e.g. Eurostat Statistics Competition; robotics workshops in P4 and P5). It encourages synergies with sustainable education and digital learning initiatives.
- **Promoting and Enhancing Project Weeks and Trips (Projects&Trips):** And last, but not least, the PedGroup’s Secondary Projects&Trips team strives to link extracurricular activities more strongly with classroom teaching, to ensure that activities have a specific educational, didactic and social value and to organise more activities on-campus and to enhance the availability of different competitions, especially those organised by the European Commission, to the EEBl students (e.g. Juvenes Translatores). They support APEEE representatives in the Secondary CE Working Group on Projects and Trips, which has a mandate to define priorities for establishing various school trips and to examine the purpose,



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format and timing of the Project Week. At the same time, the Primary Trip group was very active in finding ways forward for the Snow Trip in P4, while unfortunately the school management unilaterally decided to cancel P2 trips in the Uccle site and shorten the P3 Classe Verte trip.



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## Well Being Working Group

The "Well-being (WB Working Group)" aims at accompanying the pupils, via the school and the parents, to build a healthy personal, mental and social development. The members of the group, through parent's feedback and active contribution look into the challenges faced in these days by children and parents and sometimes teachers. The Well Being group is currently coordinated by Sara DAGOSTINI, with support from Kristza SZABÓ and Marc GUITART.

The main focus of the group is on:

- Emotional intelligence
- Substance abuse and addictions
- Bullying and cyber bullying
- EVRAS (Education à la Vie Relationelle, Affective et Sexuelle)
- Safe internet and social media
- Mental Health

Special focus is given to impact of COVID on pupils' mental health and how to support them.

### Actions 2022-2023

The school year 2022-2023 has been quite positive for Well Being. After several years a framework per level went live, especially EVRAS have been implemented in S3, DRUGS programme was back after several years of absence, Mental Health projects finally started. The school psychologist took a more active role with students. The school management and representatives of the Well Being group met in September 2022 to identify pupils' needs and offer tailor-made Well Being programmes. The draft for a multiannual Well Being framework has been reviewed and agreed.

In Primary, the EVRAS programme took place, with positive feedback from the school and the students, the KiVa programme has continued and is being consolidated.

In Secondary, several Well Being activities were organised per level:

- in S1: Mentoring with a student of S5, Team Building at Sortilège, Emotional Management atelier in class with school psychologist
- in S2: Emotional Management and Internet Dangers and Fake News
- in S3: EVRAS, with external speakers (both FR and EN)
- in S4: a new Drugs programme, with external speakers; Mental Health atelier
- in S5: Mentoring for S1 pupils and EVRAS focused on Consent
- in S6: Orientation to university
- in S7: Sécurité Routière

The school management provided feedback received by the students. For EVRAS it was positive and will be maintained for next year. For Mental Health the format was not suitable and feedback was not positive. Drugs programme was rated positive but the association will not be able to offer the ateliers anymore next school year, so the school, in collaboration with the APEEE, is looking for alternatives. The school has noted increased anxiety among pupils, therefore the school is also looking into some Stress management techniques to offer in class for S4 and upper. In parallel, two new projects were launched. The Healthy Campus, a project aiming at destigmatising Mental Health issues. The pillars of the Well Being have been defined and a campaign to create a Well Being logo has been launched by the CdE. With the Well Being logo, posters will be created to raise awareness



of Well Being and Mental Health, and a list of contact persons will be defined (by School management., School psychologist and APEEE representatives) to reach out and support students who feel need to open up. The Respect & Propreté Working Group was set up to tackle the overall lack of respect for school buildings, equipment and staff. Finding ways to raise awareness about the importance of preserving the environment for Well Being of the school community. It was also explored how to reinforce respect towards staff. Teachers were asked to offer activities in class about these issues.

### **Outlook 2023–2024**

The outlook for the year to come seems promising. The school presented the framework for Well Being activities, with focus ateliers in class for Secondary and the different levels. In 2023-2024 the school intends to replicate the Well Being framework. Feedback received was overall positive. For S4 onwards the discussions were mainly around stress management techniques, to support pupils for anxiety and stress due to exams. The smartphone policy is currently under assessment, a survey is being developed. The school seems not very happy about the current policy and raises the difficulty of monitoring and enforcing it. More and more concerns are raised by parents, mainly for S1-S3 pupils. The Well Being focus for 2023-2024 will be both on the policies, production and revision to comply with the framework approved by the Board of Governors or the European schools, and on replicating the school Well Being activities per level. This orientation has already been discussed and agreed with the school management. The school management will draft the policies.





## Community Building Working Group

The Community Building Working Group (CBWG) was founded in 2015 as an organ of the APEEE that examines and enables initiatives to increase the sense of community, mutual respect and school “ownership” among students, school staff and parents. The group mobilises APEEE financing, organises or promotes activities, or raises awareness about values including, but not limited to: solidarity, sustainability, respect, team spirit, belonging. 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 behaviours exhibited by students (including for example vandalism, harassment, addictions).

APEEE activities that fall under the CBWG relate to 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 EUROSPOORT, MUNUccle, FAMES and ESSS, together with the Ped Group

### Activities 2022-2023

The Community Building Working Group has done its part this year to hold on to some important traditions: the APEEE maintained its annual presence at the **new families welcome event** in September. Soon after that, on 5 October 2022 the CBWG coordinated the celebration of **World Teachers' Day**, offering croissants and coffee for teachers both in the Uccle and Berkendael site together with an inspiring message of appreciation, eliciting big smiles and not a few tears from touched teachers!







The annual **Francis Pirotta Art Competition**, remembering one of our small students, remains a meaningful tradition that the primary children look forward to each year.



*Mat-P2 Winner: P2FRb, class of Ms Sophie Stalder*



*P3-P5 Winner: P5EN, class of Ms Sharon Corkill*

Following the production in summer 2022 of a new generation of **EEBI sweatshirts**, inclusive of both Uccle and Berkendael identities for students from Nursery to S7, as well as to teachers and parents and everyone, the APEEE was able to raise money for a Ukraine charity and for projects to improve



## our school life!



*On 3 May 2023, representatives of the APEEE (President Valentina PAPA and Deputy Secretary Jan TYMOWSKI) and of the EEBI Students' Committee Comité des Elèves - CdE EEBI (Treasurer Antoni NAROŻNY) officially transferred the amount of EUR 1422,20 to the organisation Promote Ukraine for humanitarian aid and advocacy in relation to the ongoing war in Ukraine. The funds were gathered by a special collection organised by the Students' Committee and the sale of a special edition of the 'Ukraine solidarity' hoodie (in blue and yellow).*



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## 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.<sup>1</sup> 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 Jan TYMOWSKI.

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 solicited on a wide range of issues, sometimes at relatively short notice. In order to increase efficiency, clusters have been formed on:

- Disciplinary issues
- Statutory issues (APEEE and APEEE Services and their relation with the school)
- General legal issues (including other than statutory aspects of Belgian law)

The working group remains open to all those interested and committed to delivering work at the best of their ability and availability.

### Activities 2022-2023

The Legal Working Group had an active year, especially in relation to the preparation of the new Statutes and covering such files as:

- Advice on APEEE's role and standing in the school community (attendance at meetings, functioning, governance)
- Update of APEEE Statutes (adopted by the APEEE Board in March 2023 and to be adopted by the General Assembly in the Autumn 2023) and contributing to the revision of APEEE Services' statutes (likely to be adopted in Autumn as well)
- 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 Schools governance issues
- Advice on issues with individual teachers and bullying issues
- Advice on exam issues
- Advice on the Future of the European Schools in Brussels

### Outlook 2023-2024

Looking ahead, no detailed work programme can be established with the exception of issues either already ongoing or foreseeable to date. Foreseeable topics include: implementation of the new APEEE Statutes, and adaptation of relevant working arrangements; selection of the new Legal Working Group representative to the EEBI Child Protection Policy Working Group and

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<sup>1</sup> Any advice provided by the Working Group or any of 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.



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implementation of related procedures (e.g. on Internet safety, bullying, and substance abuse); continued support of APEEE on GDPR, AISBL issues; advise APEEE on agreements and conventions, including Convention with the School; compliance with system rules and general European Schools governance issues.





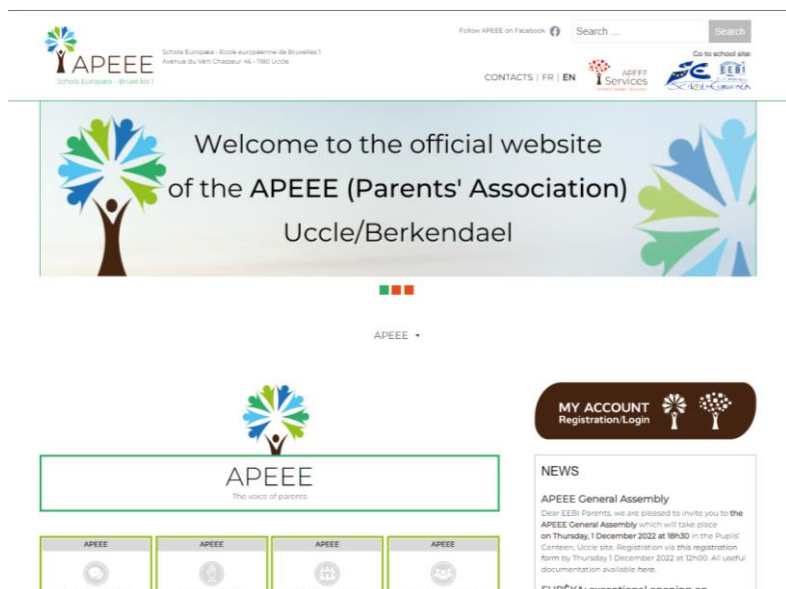
## Communication Working Group

The Communication Group was launched at the beginning of 2020 and endeavours to put in place good channels of communication and to disseminate information to parents in formats that meet their needs and interests.

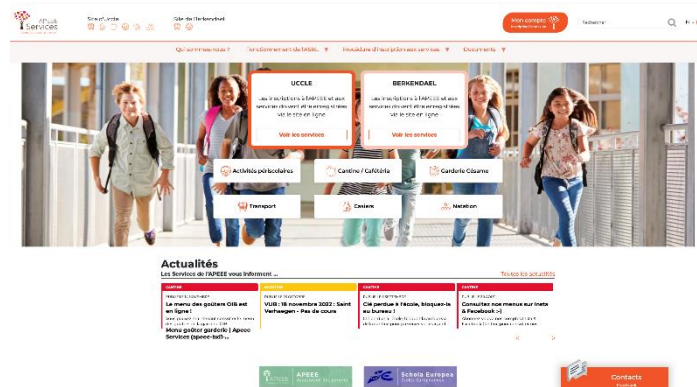
The group is currently coordinated by the APEEE Secretariat's Head of Communications and Information, Guendalina COMINOTTI, APEEE's Secretary and Deputy-Secretary Kathryn MATHÉ and Jan TYMOWSKI.

### Activities 2022-2023

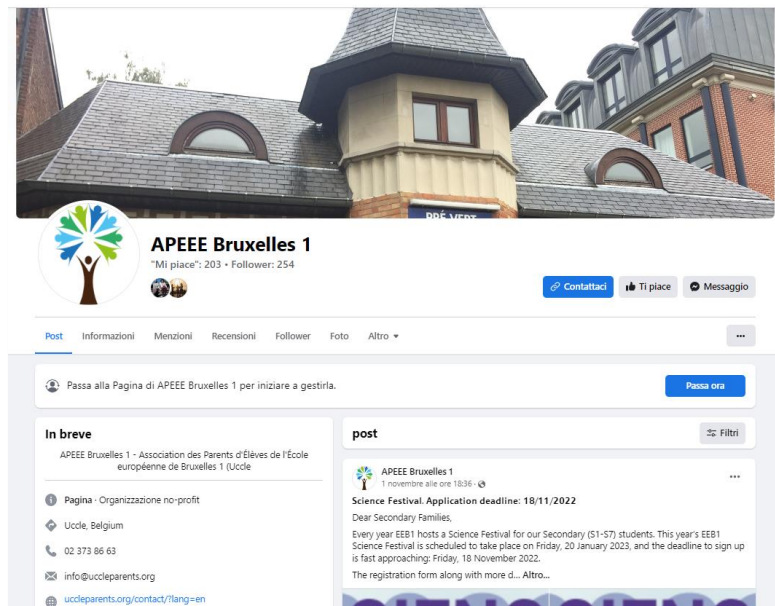
- **Internal Communication:** Following a survey launched by the APEEE Bureau in Spring 2022 among the APEEE CA (Board) and CE Representatives on both sites to understand more about their internal communication practices, the APEEE Board approved [Guidelines of Good Practice for Internal Communication](#) in October 2022, circulated at the November Section elections and published on the APEEE website.
- **Communication to Membership and Parents:** After over a decade of sharing our APEEE website ([www.uccleparents.org](http://www.uccleparents.org)) with the APEEE Services, they decided to develop a separate website wholly dedicated to the provision of transport, canteen, after-school activities and lockers. Their new site ([www.apeee-bxl1-services.be/](http://www.apeee-bxl1-services.be/)) was launched in September 2022. The APEEE website was adapted as a stand-alone site based on the previous design. The APEEE NewsFlash tradition continued this year, though due to staffing shortages we were only able to release a short issue in July 2023. The APEEE continues to seek motivated parents interested in writing short pieces or in working with our staff to edit our newsletter. Beyond this, we were able to use our complex mailing list to target regular announcements and information to our membership and parent representatives at all levels of the school. Our Facebook page ([www.facebook.com/uccleparents/](https://www.facebook.com/uccleparents/)) continued to be regularly updated with events taking place in the school and community. It complements information sent through our mailing list and published on our web page.



Updated APEEE website



*New APEEE Services website*



*The APEEE Facebook page*

## Outlook 2023-2024

As we have still not moved over to a new website platform, our priority for 2023-2024 is to further develop the website looking into a new platform, including a possible change of name (which currently still refers to "Uccle") in order to include both sites of our school (e.g. [www.apeebrussels1.org](http://www.apeebrussels1.org)). At the same time, we hope to strengthen our NewsFlash editorial team; to build on our work on internal communications to facilitate transparency and consultation; and to work with school stakeholders to develop a School Communication Policy responding to current needs with available tools.

We will also continue to improve and refresh the APEEE information material and to work closely on outreach with Community Building, Well Being and the PedGroup through the support of events and production of topical materials and communications.



## FÊTE 2023



After five years without, EEBl was back with a wonderful School Fête that took place on Saturday, 6 May 2023 on the Uccle campus. It was a unique celebration for the school communities of both Uccle and Berkendael. Co-organised by the APEEE, the school, the Students' Committee and the APEEE Services, the Fête welcomed several thousand pupils, parents, teachers, school staff and other volunteers. The programme offered a wide range of activities from M1 to S7: sport tournaments, activity and games stands, a culinary tour of Europe, concerts and other

art performances. The OIB, the Bac committee and school libraries also took part in the festivities.

The APEEE organised a sale of paper tickets (1 EUR per ticket), facilitated online payments through credit cards and Payconiq (QR codes available at stands).

**Total sale:** 42,739 tickets + 17,210 EUR via QR code at stands. Total: 59,949 EUR

**Total proceeds after reimbursement of all costs:** 33,257 EUR

Some **40 stands (food/drinks/activities/crafts/games) were held** – Section-run with parent volunteers (most but not all charged for):

- UK: Tea Party; Haunted House, cookie decorating, trebuchet, lemonade, science hub
- Italy: art, food, dance, card games
- Hungary: food, archery, bracelet making, bookmark workshop, rubber ducks, Rubik's cube, band performance.
- Spain: Paella, flamenco, karaoke, gourmet beauty stand
- France: cake, candy, stories,
- Germany: DIY workshop, Hot dogs, bike workshop, giant bubbles, Wiener Café, Retro Games, wheelbarrow race
- Poland: BBQ, cakes, sack race, scouts' activities
- SWALS: food, craft
- Belgium (APEEE Services Canteen): frites stand, drinks for stands (offered the ice)
- Denmark: Europa Quiz, cream balls catapult

Additional activities organised: coding, Primary Robotics, FabLab, APEEE hoodie Sales, outside ice cream vendors.

Various tournaments were organised: Primary and Secondary football tournaments, Primary and Secondary chess tournament, Secondary ping pong tournament.

Additional stands raising own funds:



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- Teachers/student led 4 stands for charity: Zambia project (run by; Solidarity inter-educational Guatemala run by ICT coordinator Rodolfo PÉREZ; Giraffe Project (for S1 students to show their engagement for children's education in Kenya) run by Marianne REYSEN; student led second-hand clothes sale.
  - CdE (Student Committee) bouncy castles, fun fair food, games, sale of CdE hoodies.

Despite the challenge of having a limited capacity of 6000 people on school site, imposed by the School for safety reasons – that created disappointment for families that could not get a ticket – thanks to a constructive cooperation with the school, many families on the waiting list could still join the event in the afternoon. The fact that we received such an overwhelming number of registrations gives proof of just how vibrant and caring our school community is. At the same time, it is important to discuss with the school how to best deal with the capacity limitations in the future, so that all families and pupils will receive a ticket.

A particular thanks goes to Claire GAUDIN, Brigitte LUGGIN and Kathryn MÁTHÉ, our APEEE Fête coordinators, the school management and technical team, the APEEE Services, the many teachers, students and parents that took on the challenge of organising the Fête, thus making it such a successful event for all.

All the proceeds from the Fête will be used to support future school projects.

Pictures of the event are available on the [APEEE's Facebook page](#).





## PROJECTS 2022-2023



In Autumn 2018 the APEEE introduced "Financial procedures to award funding on school-related projects", a procedure intended to make APEEE's spending more structured and focused, according to pre-defined objectives agreed at Board level; to create a transparent and fair process; and to promote equal access to APEEE funding for all members of the school community. The procedure is intended primarily to guide spending of the APEEE's so-called 'non-

operational' funds, those based on fundraising activities but also on reserves generated through fees.

The procedure is structured around active calls for project proposals with a fixed purse attached. These calls allow members of the school community to propose projects or initiatives that can be weighed against APEEE objectives and priorities. The procedure encourages all requests to be made through a standard template and through the formal calls and expects that funding will be requested well before the start of the projects, and when needed, have prior approval of the school management. The APEEE has defined several over-arching objectives to be met through the funding of projects and initiatives.

For the school year 2022-2023, the APEEE Board decided not to launch new project calls as funds had been depleted, and instead recommended to wait until after the School Fête, with an Autumn 2023 Project call to be launched in October 2023.

Further information on all past Project Calls and project funding can be found on the APEEE website: <http://www.uccleparents.org/apieee/subvention-de-projets/appele-a-propositions-de-projets/?lang=en> Further information on all past Project Calls and project funding can be found on the APEEE website: <http://www.Uccleparents.org/apieee/subvention-de-projets/appele-a-propositions-de-projets/?lang=en>



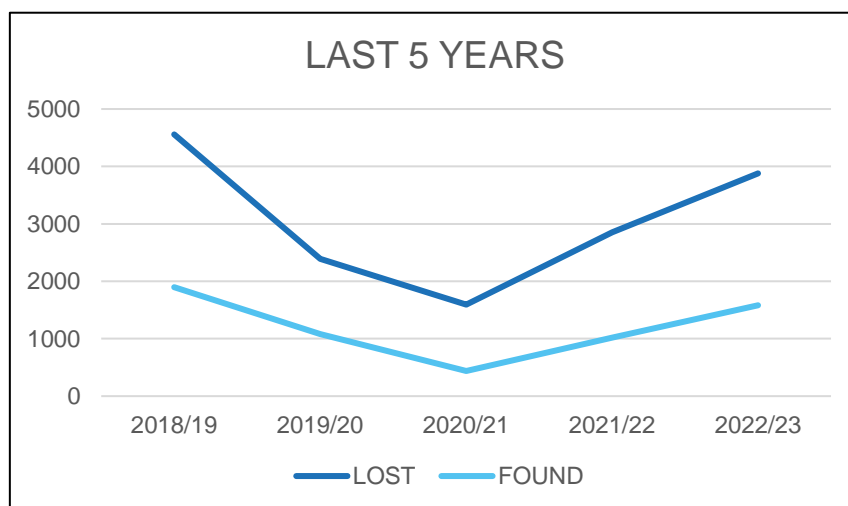
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# Volunteer-run Services



## EURÉKA – LOST & FOUND SERVICE IN UCCLE

The EURÉKA Team resumed their **activities in the 2022-2023 school year**, as depicted in the diagram.



During this period, we managed to recover nearly 4000 lost items, and approximately 1600 items were successfully returned to their owners. Following the decline experienced in the 2020-2021 academic year due to the COVID-19 pandemic, the number of lost and found articles returned to pre-pandemic levels.

It is interesting to observe the **monthly fluctuations in the quantity of incoming clothes**, as illustrated in the diagram.



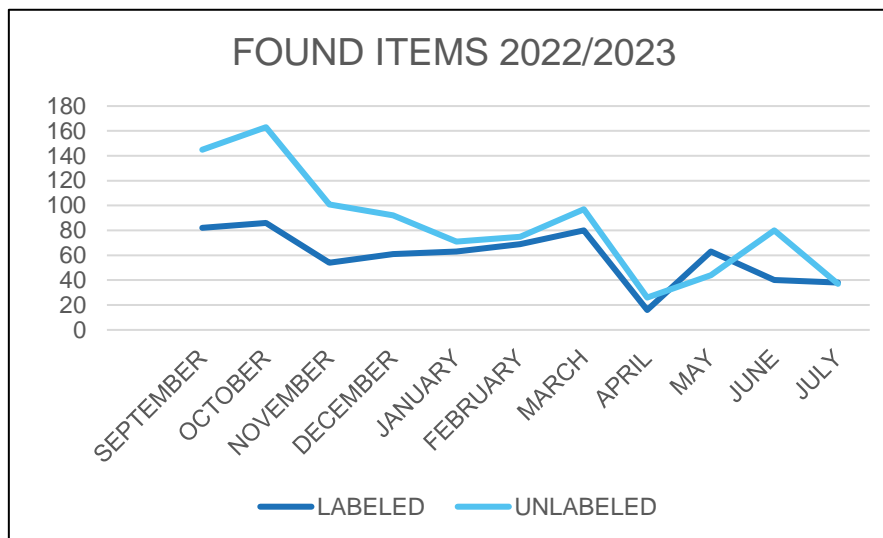
On average, the EURÉKA Team collected over 350 items per month. Our most successful month was April, however, since both Eureka and the school were only open for two weeks due to the Easter holidays, the collection period was limited. As is customary, the final day of the school year yielded a significant number of lost items. This day is always challenging as we thoroughly search



every area of the Primary school and, if time permits, the kindergarten, which represents a considerable undertaking. Collecting and organising over 600 clothing items in a single day is demanding work and finding enough volunteers for the final day proves difficult. In the future, we plan to seek assistance from S5 and S6 students with the support of the school.

Our main objective is to minimise the number of lost items. To achieve this, we kindly request the cooperation of parents and teachers in reminding children to be mindful of their belongings on a regular basis. We kindly request parents and teachers to encourage their children to regularly visit EURÊKA to search for their lost clothes.

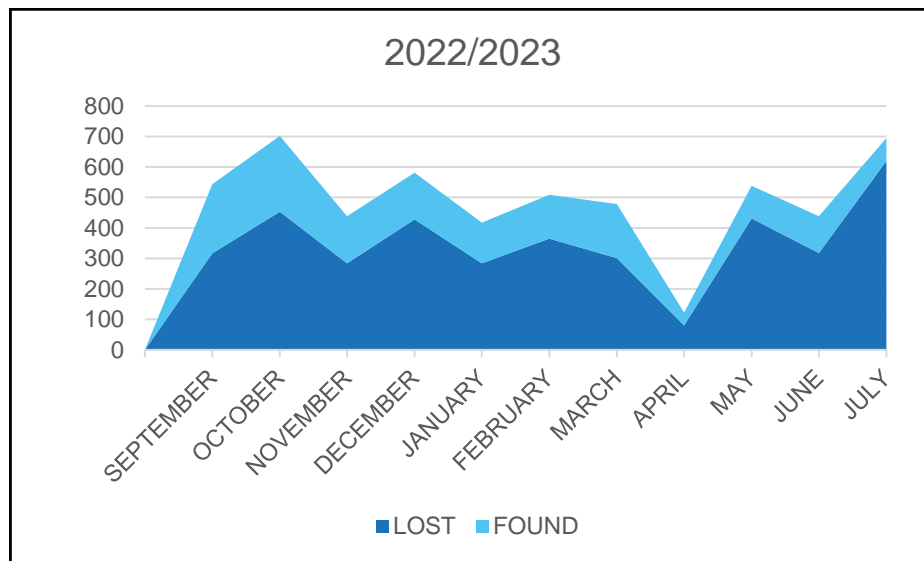
The following diagram illustrates the fluctuation in the **number of 'returned to owner' clothing items**.



In the first three months of the previous school year, on average, the number of unlabelled clothes returned to their owner was twice as high as the number of labelled clothes. This is not surprising since we generally find a higher number of unlabelled items. From January to March, the quantity of 'returned to owner' labelled clothes was nearly equal to the unlabelled ones, with, May, being an exceptional month, when more labelled clothes were returned to owner in comparison with the unlabelled ones. However, it is important to emphasise that labelling clothes with the names of children is crucial as it significantly increases the chances of finding and returning them to the owner.



The below diagram displays the **quantity of clothes received and returned to owner**.

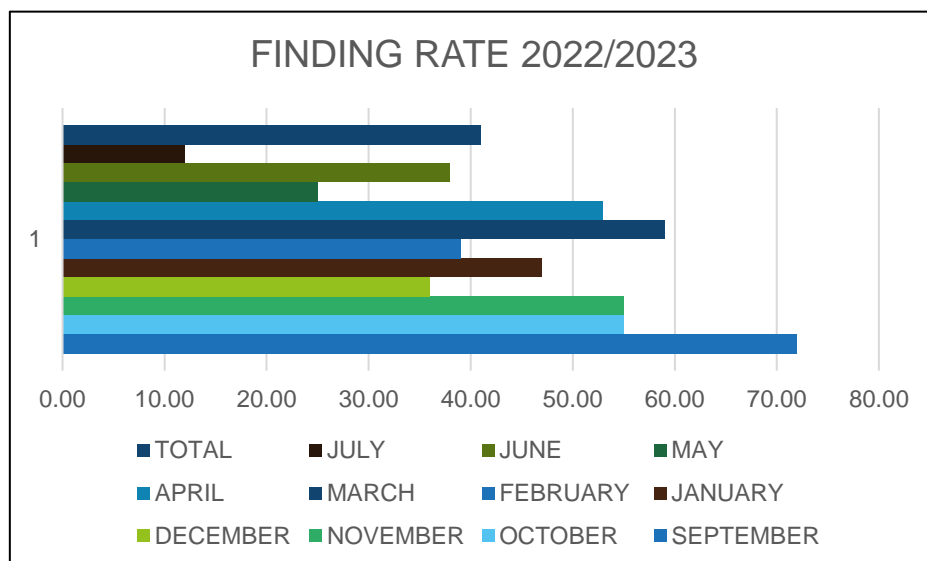


Our primary objective is to reduce the number of lost items and our secondary goal is to increase the number of clothes that are claimed. Currently, less than half of the received pieces of garment are claimed by their owners, and EURÊKA aims to improve this rate.

The EURÊKA team is working to expand the opportunities for children and their parents to visit EURÊKA and find their lost items. Throughout the year, we have organised special openings where parents were allowed to enter EURÊKA without authorisation. Additionally, we participated in the School Fête, although the level of interest was not as high as expected.

At the Fabiola building, we have established two permanent collection points near the entrances for the convenience of visitors. The EURÊKA Team is responsible for keeping track of the clothing situation at Fabiola, but we aim to leave the clothing items at the collection points so that children and their parents can easily access them without needing special authorisation from the EURÊKA Team.

The last diagram depicts the **finding rate of items** over the past year.





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On average, the rate was 41%, but there was significant variation from month to month. September was the most successful month, with a rate of over 70%, while July's rate was lower. However, July percentage may not be entirely accurate, as EURÊKA was only open for the public for one day regardless of the significant collection of clothes that was made on the last day of the school year, resulting in over 600 items being found. Clothing items that exceed the date limit of 6 months to 1 year are donated to those in need. In addition, we maintain contact with a variety of organisations to ensure that we are doing our best to help those who are less fortunate.

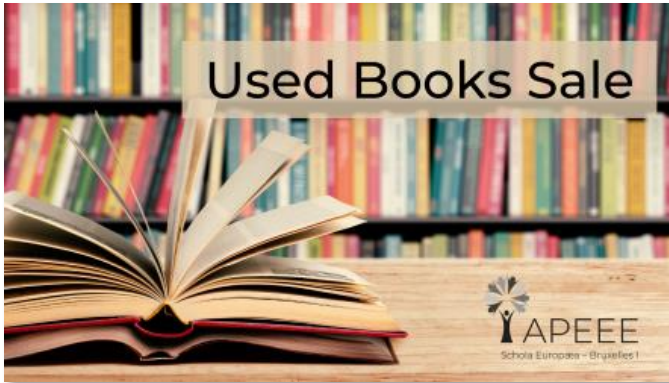
Lastly, we need to address a significant issue. Many clothes do not make their way to EURÊKA, and their owners come to us fruitlessly searching for them. This situation needs to change! We would like to initiate discussions with the cleaning staff to establish a more efficient collection system. However, addressing this problem requires the collective effort of the school, parents, and our team. It is essential to educate children about the importance of respecting others' belongings. Playing with someone else's clothes or bags is not acceptable, and taking items that do not belong to them is not amusing. We should actively involve children in our work, encouraging them to take responsibility for their own clothes and to show respect for the belongings of others.

The EURÊKA Team collaborates closely with the APEEE administration, the Primary school secretariat, and the "Vie Scolaire" department of the Secondary school. We are grateful for their support! Additionally, we express our gratitude to the cleaning team who diligently collect the clothes for us on a daily basis.





## USED BOOKS SALE



In June 2023, sales of second-hand class books and reading books for Secondary students were again carried out through an online interactive Google sheet list in the ES, IT, FR, and EN Sections. This system has replaced the "live" book sales that these Sections had 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. Thanks to the volunteer parents involved in the creation and development of the online books sale! Through this process, books changed hands, allowing parents to access hard-to-find volumes, save some money, and contribute to the circular economy.



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# The APEEEE beyond School



## CENTRAL ENROLMENT AUTHORITY AND THE 2022-2023 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, and a delegation from Belgium. The Secretary General presides. Each group has a single vote with the Secretary General casting the tie-vote. The EEBl APEEE is represented by Valentina PAPA (acting) (Uccle) and Laura SERRAO 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 Autumn 2021, the Belgian government opened a temporary Primary campus for 1500 students in Evere on the former NATO site; it was integrated to EEBl. In Spring 2022, the Belgian government committed to opening a full fifth European School for 3000 students in Neder-Over-Heembeek in 2028-2029, and at the same time granted the Berkendael and Evere sites permanently to the European Schools. Following this decision, the Steering Committee of the Brussels European Schools examined various models for progressively organising the development of the pupil population in general and certain language Sections in particular, based on the current structure (notably the making available of the two Sites of Berkendael and Evere, attached to their respective main schools), pending the opening of the fifth school by the start of the 2028 school year.

In December 2022, the Board of Governors decided in favour of model A3, subject to some amendments.

For the EEBl and EEBl II this model provided not to maintain the nursery and primary cycles of an existing language Section at two sites, and to progressively consolidate and migrate these cycles to the Berkendael and Evere Sites respectively.

For the EEBl school, this means that the Nursery and Primary cycles of the IT and EN Sections will be consolidated progressively from Uccle to Berkendael site, while the DE from Berkendael to Uccle, with the same objective, due to the degree of filling of the Berkendael Site which means that it is not in fact able to accommodate all of the language Sections in the Nursery and Primary cycles. An exception to this principle is maintained for the FR Section, which would continue, given its size, to be distributed between the two sites of Uccle and Berkendael. This exception also applies to the ES Section in order to maintain its balanced distribution between the two sites. In order to meet the above-mentioned objectives a certain degree of flexibility has been introduced concerning the protection of siblings, which on EEBl and EEBl II will only apply by site and cycle.

The future structure of EEBl5 will progressively be composed as follows:

- for the EL satellite classes at EEBl – BRK Site, transfer of new pupils enrolled in the Nursery cycle as from the 2023–2024 school year to EEBl5 in September 2028, with the exception of brothers and sisters of pupils enrolled before the 2023–2024 school year;



- for the IT and NL language Sections at EEBIV, transfer of pupils in the nursery cycle to S5, including to EEBV in September 2028. Furthermore, in September 2028, the FR language Section will be created at EEBV and the EN language Section according to the number of applications to be accommodated.

The main purpose of the 2022-2023 Enrolment Policy was therefore to gradually adapt the enrolment policies with a view to achieving the following objectives:

- to organise improved integration of the Berkendael site within EEBI and of the Evere site within EEBII in order to progressively implement the migration of the Nursery and Primary cycles of certain language Sections from the Uccle and Woluwé sites to the Berkendael and Evere sites;
- to provide for progressive adaptation of the structure of the Brussels European Schools in anticipation of the opening of EEB5 for the 2028–2029 school year.
- to optimise of the use of the Berkendael and Evere sites according to the following approach:
  - As of the 2023–2024 school year:
    - 1) At EEBI, progressive migration of the Nursery and Primary cycles:
      - of the EN and IT language Sections from the UCC site to the BRK site;
      - of the DE language Section from the BRK site to the UCC site;
      - with the FR and ES Sections being maintained at the UCC and BRK sites.
    - 2) At EEB2, progressive migration of the nursery and primary cycles of the DE, EN, FR and IT language Sections from the WOL site to the EVE site.
  - In September 2028: total transfer of the FI, LT, NL, PT and SV language Sections of the Nursery and Primary cycles from the WOL site to the EVE site.

The Board of Governors also asked for a comprehensive report on the implementation of these decisions and the language needs of the system by December 2024.

In September 2023, the population of the four Brussels Schools (six sites) was 14.712 (about 169 pupils more than the previous year), while the capacity of the four schools, including Berkendael and Evere, was 13.535. Thus, even with the brand-new site, capacity has been superseded by more than 1000 students with all four main campuses overcharged, particularly in the Secondary. The European Schools have not been able to guarantee category I pupils a place since 2015.

In September the population of Uccle (capacity 3102) was 3415, **surpassing the peaks of the previous two years** (3336 pupils last year and 3390 in the previous year, a high-water mark for recent years). The Secondary cycle continues to grow. The current breakdown is:

- 160 pupils in Nursery in 2 levels / 9 classes (down from 168 pupils in 9 classes last year and 182 pupils in 10 classes the year previous)
- 916 pupils in Primary in 5 levels / 47 classes (down from 939 pupils in 49 classes last year and 1017 pupils in 51 classes the year previous)
- 2339 pupils in Secondary in 7 levels / 100 classes (up from 2229 pupils in 94 classes last year and 2191 pupils in 90 classes the year previous)

The school has eight Sections and SWALS groups; with the decision to establish in ESB1-Uccle the Secondary cycle for the LV and SK Sections (April 2023), pupils from these Sections were able to enrol as SWALS pending the full establishment of the linguistic Section. The Section structure has remained relatively stable compared with recent years. The FR Section still makes up approximately



36% of the population with two or three classes in Primary levels and four or five in Secondary levels (except S1 with six classes). Other Sections average one class per level in both Primary and Secondary with an additional second class in at least one level in most of the Sections. Moreover the PL Section has double classes in all Secondary levels and the EN Section has mostly double classes in Secondary. 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.

The population of **Berkendael (capacity 977) now stands at 967, up from 903 last year**. The current breakdown is:

- 185 pupils in Nursery in 2 levels / 10 classes (up from 173 pupils in 10 classes last year and 172 pupils in 11 classes the year previous)
- 782 pupils in Primary in 5 levels / 48 classes (up from 730 pupils in 46 classes last year and 663 pupils in 42 classes the year previous)

The campus has seven Sections and one so-called satellite group. The school is growing from the bottom, and in 2023 all Sections/groups extend up to P5 with the exception of the ES Section which is up to P4 this year. 34% of the population is FR, down from 43% last year and 51% the year previous. The FR Section has two classes in Nursery and up to P2 level and three classes for the upper Primary levels; other Sections and groups have a single class per level with the exception of EL, which has two classes in Nursery and P2. LV and SK Sections remained small and had vertically grouped classes. Though the capacity of Berkendael is 977 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. Most classrooms are also used for after-school care, an added complication.

This year 111 students left Berkendael P5 for S1 on other campuses. Berkendael FR and DE students are treated as “glissement” (i.e. already enrolled) at Uccle Secondary, and students from these classes are thus guaranteed a spot at Uccle; 86 out of 91 (94%) FR and DE students took advantage of this guarantee—up from 75 of 85 (88%) last year. 2 Latvian students and 4 Slovak students also moved as “glissement” to Uccle and other 3 Latvian moved to Woluwé where they were integrated as SWALS in Secondary.

All pupils enrolled in Berkendael through September 2020 also retain the right to apply for transfer to another campus with priority over new enrolees; 6FR and DE students chose to do so (6 to Woluwé, 6 to Ixelles and 4 to Laeken). For the fifth year, all students received their first choice. 3 younger pupils were also transferred from Berkendael to other schools with their P5 siblings. In line with the revised rules on the siblings protection which is now softened between two campuses of the same school it was not permitted to move siblings from Berkendael to Uccle. Finally, the possibility of voluntary transfers without any particular justification was provided among campuses in order to accelerate the consolidation of linguistic Sections in one of the two campuses: from EN and IT language Sections of the EEBI – Uccle Site to the Berkendael and from the DE language Section of the EEBI – Berkendael Site to the Uccle Site, and from all schools to Evere site. 1 pupil was transferred from the Uccle to Berkendael (DE Section) and 2 pupils were transferred (upon their request) from Berkendael to Evere.

#### **Points of Interest:**

- In Spring 2022, the capacity of the school sites was updated based on the findings of the capacity analyses undertaken by Price Waterhouse Cooper earlier in the year. Two schools had their official capacity lowered: EEBIII from 2650 to 2551 and EEBII from 2800 to 2462; EEBIV's official capacity was raised from 2850 to 2943; and EEBI's official capacity remained largely the same, going from 3100 to 3102.



- In October 2022, the Directors of the four Brussels schools wrote a communication to the Secretary General expressing alarm about the continued overcrowding.
- By September 2023, 92 Ukrainian pupils had enrolled in the Brussels Schools (110 in 2022-2023): 24 at EEBI, 18 at EEBII, 26 at EEBIII and 24 at EEBIV. A majority, 67 of 92, enrolled in the EN Section, and the rest in the FR Section, with the exception of 2 in the PL, 1 in the NL and 1 in the ES Section.
- Contrary to its Decision of August 2022 (Decision 22/27), the Complaints Board in a recent ruling (Decision 23/11) stated that the measures introduced into the 2023-2024 on the flexibility concerning the protection of siblings by cycle are not disproportionate, as they are limited to two schools (EEBI and EEBII and are motivated by the necessity to find a solution for the overcrowding of the schools.
- This was the second year of online enrolment, and the new system proved to be quite successful, despite minor hiccups. Discussions are ongoing on how to further exploit the system: for example in order to “re-offer” places during the first phase whereby families who did not get their first choices, would be re-offered places that are rejected by others. This would effectively be an additional step immediately after the deadline to accept offers.
- There were still some problems with category I families failing to apply in phase I leading to an increase in the number of cases of request based on force majeure during the phase II.





## INTERPARENTS AND THE BOARD OF GOVERNORS

INTERPARENTS is the federation of the thirteen 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 for the 2022-2023 was composed of: Monika VELIKONJA, Kathryn MÁTHÉ, Pere MOLES PALLEJA and Noémie BEIGBEDER. Sven MATZKE and Margarita SAVOVA serve as delegates on specific issues.

This has been a year when internal INTERPARENTS meetings have been again organised in-person. INTERPARENTS met in October 2022 and in February 2023 in preparation for the Joint Teaching Committee (JTC) meetings, and in November 2022 and April 2023 in preparation for the Board of Governors meetings.

The meeting in February 2023 was successfully hosted by the APEEE in the Uccle. In addition to prepare for the JTC agenda, EEBI Director David TRAN showed participants our Uccle campus and we invited some teachers and students to present examples of good teacher-students-parents cooperation (e.g. robotics module in primary European Hours, MUNUCCLE and the EEBI Science Festival).

In 2022-2023, priority topics of discussion were:

- Input and feedback on the European Parliament' resolution of 12 September 2023 on the system of European Schools: state of play, challenges and perspectives, with particular focus on improving governance and the accountability of the ESS. [[https://www.europarl.europa.eu/doceo/document/TA-9-2023-0306\\_EN.html](https://www.europarl.europa.eu/doceo/document/TA-9-2023-0306_EN.html)].
- Support to students and parents on BAC-related issues, including the moderation of the chemistry and economics paper granted by the Chair of the BAC.
- Suspension of lessons during oral BAC and organisation of replacement activities, with INTERPARENTS proposing a creation of the Task Force to look for improvements, coordinated by Kathryn MÁTHÉ from EEBI.
- 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.
- Child protection, tolerance and conflict mediation and the introduction of the Well-Being Policy Framework.
- Recruitment and retention of teachers, attractiveness measures and fair treatment for locally recruited teachers.
- Call for tender on school trips.
- Education for sustainable development.
- European Schools Language Policy and differentiated teaching in L2.
- Overcrowding in the Brussels schools and the opening of a fifth school.
- Quality assurance and pedagogical development, the role of inspectors and school-level annual planning.



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#### Participation of our Delegates in Working Groups:

- Kathryn MÁTHÉ represented INTERPARENTS at the Joint Teaching Committee in October 2022 and February 2023. She took part in periodic meetings of the Pedagogical Reform Working Group, of the Task Force 'Suspension of lessons during oral BAC and organisation of replacement activities' and served as a deputy for the IT-PEDA Group.
- Monika VELIKONJA took part in meetings of the Career Orientation Working Group.
- Sven MATZKE is an active participant at the Educational Support Policy Group.
- Istvan VÁNYOLÓS represented parents of all Belgian European Schools in the tender process for school trips.



## **STEERING COMMITTEE BRUSSELS AND COOPERATION WITH OTHER APEEES IN BRUSSELS**

### **Overcrowding and the Future Linguistic Structure of the European Schools in Brussels**

In December 2022, the Board of Governors of the European Schools adopted a comprehensive reform of the linguistic structure of the European Schools in Brussels taking effect from 2023-2024 academic year. For our school this means that starting from September 2023 we will have a phase out of Sections between sites, where the IT and the EN Sections will consolidate in Berkendael, the DE Section will consolidate in UCCLE, while FR and ES Sections will remain in both sites.

We welcome that starting from September 2023 Latvian and Slovak pupils will be able to join EEBI secondary as SWALS. At the Board of Governors in April 2023 it was decided that LV and SK Sections will be open in EEBI for S1 and S2 students in September 2024. For more information consult the 2023-24 enrolment policy.

Since the beginning of the process, the APEEE has raised parents' concerns on the reform, pointing out that it was disproportionate, considering its huge impact on pupils and families, while it still remains unclear what benefits this reform will bring specifically to EEBI and in particular in achieving the goal of reducing overcrowding.

In fact, overcrowding remains a chronic problem in our school despite the December 2022 decision of the Board of Governors. Though the announcement of the opening of the 5th Brussels European School in 2028 is of course to welcome, it is clear that by that time, the Brussels schools are foreseen to have 5,600 students in excess of capacity...

Moreover, we would have preferred that the details on distribution of language Sections between our two sites would be left to the Admin Board to decide on, which best knows the situation at the school, instead of having them decided from above, at system level, without a proper impact assessment.

### **Safety and security agreement between European schools and Parents Associations and amendments to the General Rules of the European schools**

The Brussels APEEEs, Brussels Schools managements and the Secretary General's Office are negotiating on the APEEEs-School Safety & Security Agreement. The issue has a several year history with many changing versions of the document submitted for the consideration of the APEEEs. The four Brussels APEEEs agreed to negotiate with the Office of the Secretary General, together as a team, so to have a stronger common APEEE position. The four Brussels APEEEs have also worked closely with INTERPARENTS in developing and communicating our position, including at the level of the Board of Governors. In 2022-2023 three meetings took place with the Office of the Secretary General, the four school Directors of the European Schools in Brussels as well as the four Presidents of the APEEEs of the Brussels Schools (for EEBI also the President of the APEEE Services). During those meetings a template of a Safety & Security Agreement was discussed. One of the issues raised by parents is related to access of parents to school premises. The Secretary General has adopted a general framework policy on access, on the basis of which each school should draw its specific access policy in consultation with stakeholders. In the latest version of the template for the draft agreement, APEEE staff would have access rights to the school premises



equivalent to school staff, while APEEE board members and designated parents' representatives would have access rights to be *"defined in collaboration between the school and the APEEE, whilst respecting the relevant dispositions of the Access Policy of the European Schools (Doc.2021-09-D-24) as well as the School's specific access policy"*.

It is to be noted that the APEEEs don't have access to the framework access policy referred to in the draft agreement and that has not yet shown any will to start negotiations in order to adopt a specific access policy for our school, despite the APEEE requests on repeated occasions. It would be difficult for the APEEE to sign the Safety and Security Agreement with only vague reference to an "access policy", especially if we do not have a mutually agreed access policy at school level. We remain open to further discussions on this issue.

In addition, in Autumn 2022, the Office of the Secretary General proposed to the Board of Governors some amendments to the general rules, as regards the responsibility of School Directors and Parents' Associations in respect of the organisation of activities in the school premises, which aim at similar changes discussed for the template agreement on safety and security, without consulting stakeholders. The amendments were finally adopted by the Board of Governors in December 2022, without the support of Interparents. The APEEE, together with the APEEE Services, worked with INTERPARENTS to examine the legal implications of the approved changes for the PAs' activities and decided to join INTERPARENTS in a complaint against the amendments approved. In July 2023, there was a hearing dedicated to the complaint where lawyers from the parents' associations and the central offices could explain their concerns. The final decision is expected in September 2023.



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# The APEEE's Accounts



## REPORT OF THE TREASURER

Report of the Treasurer on the financial statements for the year 2021/22 and the budget 2022/23  
by **Viktor HAUKE**, APEEE Treasurer

### **Execution of the Budget for the Year 2022/23 (as of 31/08/2023)**

#### **Income for the 2022/23 year**

Our association had a total income of 136 873 EUR in 2023, including 129 800 EUR in subscription fees, in 2022/23 year. This is in line with the revenues of previous years and with the adopted budget

#### **Profit of the Fête**

The fête in May 2023 resulted in a net profit of 33 257 EUR for our Association. As usual, the will be reserved for projects and therefore it will not enter into the normal (operational) budget of the Association.

#### **Expenses for the 2022/23 year**

Staff costs (salaries and charges) were 117 617 EUR, lower than expected.

Operational costs were 26 354 EUR, in line with our planning. A large part of this were linked to the fees paid to lawyers preparing the new Statutes of the Association. This will have some impact on next year's budget but less significant (see below).

Total costs (including amortisation and other financial charges) amount to 157 700 EUR.

As a result, the APEEE's accounts show a deficit of -20 852 EUR for 22/23, which will be covered from the reserves of our Association.

#### **Projects**

All the projects in 2022-2023 have been paid against the profits retained from the 2018 Fête.

In the Spring Project call, 4474 EUR was awarded in total, for which 2588 EUR has been disbursed on various projects in 2022-2023. A further 1300 EUR is still to be paid, while 585 EUR was returned to the project funds.

#### **Balance Sheet at 31 August 2023**

The association had a total of 286 089 EUR available in the following accounts:

- ING bank account: 168 994 EUR
- ING savings account: 122 080 EUR
- Berkendael fête account: 19 152 EUR
- Cash: 26 EUR

The APEEE also held 11 205 EUR funds belonging to the Students' Committee.





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## Budget Proposed for 2023/24

The proposed budget for the 2023/24 school year was built on the previous year's budget, taking into account the impact of inflation on costs and salaries; remaining costs related to the new statutes, ongoing development of our IT infrastructure.

### Income

Fees: the current budget is based on an estimated 2650 families paying the 55 EUR annual fee. This is projected to result in 146 850 EUR income.

Of this, 70 families have not yet paid their contribution. Since these are also using APEEE Services, they are obliged to be members of the APEEE. As usual, the APEEE secretariat is closely following the issue with the APEEE Services.

### Expenses

Staff costs: The APEEE secretariat staff comprises of two part-time colleagues, Guendalina and Selena, who ensure the smooth operation of our association, maintain contact with the families for all their issues and liaise with the APEEE Services when necessary.

Annual staff costs for 2023/24 are estimated to be at 87 000 EUR, with an additional 26 000 EUR for social security charges, insurances and other costs.

Operating costs are going to be similar in 23/24 and currently expected to reach 25 000 EUR. This increase is partly due to inflation, which is reflected in the budget planned for Internet, phone charges etc.

These costs include two significant items:

- Lawyer's and notary fees are estimated to be around 12 000 EUR on the basis of the estimates provided and invoices received since September 2023.
- Work continues on an online payment solution and our website. This payment solution is intended to make it easier for APEEE members to transfer the annual fee through different electronic payment options. The continuation of the project is estimated at 4000 EUR on top of 1500 EUR regular expenses for IT.

### Projects

Projects are financed through the profit from the 2023 fete, therefore these are not part of the budget.

In 23/24, the Board have allocated 7000 EUR for the Autumn 2023 call (already out) and another 7000 EUR to be assigned to the Spring 2024 call. Similar amounts are available for projects in the 2024/25 budget year.

### Solidarity Fund

The funds allocated in the 22/23 budget (EUR 1000) have not been used, therefore the 23/24 budget does not include any additional funds.

### Amortisation

Amortisation, as a cost item in the budget, is projected at 4700 EUR for immaterial and material APEEE assets. However, it is important to note that amortization does not result in actual cash flow (already was spent at the stage of acquiring the assets).

### Operational results

The proposed budget is currently projected to result in a surplus of 1900 EUR. If realised, this amount will be added to the reserves of the Association.



	Budget 2020/2021	Réel 2020/2021	Budget 2021/2022	Réel 2021/2022	Budget 2022/2023	Réel 2022/2023	Budget 2023/2024
<b>CHARGES</b>							
Participation projets école	5,500	0	7,852	0	0	0	0
Actions récurrentes	0	0	0	0	0	0	0
Entretiens locaux	500	0	500	0	500	0	0
Maintenance informatique	2,000	1,392	1,400	2,254	2,000	3,648	9,500
Frais téléphone / internet	500	1,907	2,000	1,971	2,000	398	408
Fournitures de bureau / ordinateur / copies	2,500	1,105	1,100	720	1,100	1,413	1,500
Cotisations + frais Interparents	1,700	1,260	1,500	840	1,260	1,680	1,680
Honoraires Avocats/ Comptable/ autres	4,000	6,578	2,000	13,177	12,500	15,750	11,896
Honoraires Secrétariat social	1,000	1,462	1,400	1,204	1,400	1,370	1,400
Formations, séminaires	100	0	0	0	500	0	0
Publications légales	500	179	200	140	150	140	150
Frais de déplacements	1,300	0	300	0	0	0	0
Dons, cadeaux	300	862	800	942	1,500	109	500
Réceptions	2,000	286	500	800	2,000	1,846	2,000
Intérimaires	0	0	0	0	0	0	0
Solidarity Fund			1,000	0	1,000	0	0
<b>TOTAL BIENS ET SERVICES</b>	<b>21,900</b>	<b>15,030</b>	<b>20,552</b>	<b>22,048</b>	<b>25,910</b>	<b>26,354</b>	<b>29,034</b>
Rémunérations	100,878	100,398	79,000	76,532	120,000	93,988	89,450
Déplacements	500	0	40	34	250	42	45
Différences provision pécules vacances	1,000	3,321	5,500	-3,188	3,500	1,183	6,331
Charges patronales	24,441	24,040	20,000	22,185	35,000	17,370	22,750



Assurances accident travail / RC	1,100	1,026	1,100	1,470	1,400	2,204	1,600
Services médicaux	400	1,541	1,400	322	400	319	330
Chèques repas	3,600	2,719	2,800	1,795	2,700	2,287	1,830
Frais propres à l'employeur	500	210	210	210	210	224	210
Autres frais de personnel	300	109	100	0	0	0	0
<b>TOTAL REMUNERATIONS ET CHARGES</b>	<b>132,719</b>	<b>133,363</b>	<b>110,150</b>	<b>99,361</b>	<b>163,460</b>	<b>117,617</b>	<b>122,546</b>
Dotations amort. Immo. Incorporelles	0	0	0	5,362	5,975	5,975	3,300
Dotations amort. Immo. Corporelles	1,275	5,118	6,500	3,267	3,373	3,603	1,420
<b>TOTAL AMORTISSEMENTS</b>	<b>1,275</b>	<b>5,118</b>	<b>6,500</b>	<b>8,628</b>	<b>9,348</b>	<b>9,578</b>	<b>4,720</b>
TVA non déductible sur honoraires	525	1,117	600	2,767	2,625	3,308	2,500
<b>TOTAL AUTRES CHARGES D'EXPLOITATION</b>	<b>525</b>	<b>1,117</b>	<b>600</b>	<b>2,767</b>	<b>2,625</b>	<b>3,308</b>	<b>2,500</b>
Intérêts et frais de retard et amendes	0	0	0	0	0	0	0
Frais de banque	800	1,111	1,000	1,076	1,000	841	0
<b>TOTAL CHARGES FINANCIERES</b>	<b>800</b>	<b>1,111</b>	<b>1,000</b>	<b>1,076</b>	<b>1,000</b>	<b>841</b>	<b>0</b>
Charges non récurrentes	0	0	0	0	0	0	0
<b>TOTAL CHARGES NON RECURRENTES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Impôts	0	0	0	0	0	0	0
<b>TOTAL IMPOTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



<b>TOTAL CHARGES</b>	<b>157,219</b>	<b>155,740</b>	<b>138,802</b>	<b>133,880</b>	<b>202,343</b>	<b>157,698</b>	<b>158,800</b>
<b>PRODUITS</b>							
Cotisations	138,400	132,141	130,750	132,553	130,500	129,782	145,750
Autres recettes	500	68	0	102	18,800	606	500
<b>TOTAL VENTES</b>	<b>138,900</b>	<b>132,209</b>	<b>130,750</b>	<b>132,654</b>	<b>149,300</b>	<b>130,388</b>	<b>146,250</b>
Exonération précompte professionnel	100	0	0	44	50	38	50
<b>TOTAL AUTRES PRODUITS D'EXPLOITATION</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>44</b>	<b>50</b>	<b>38</b>	<b>50</b>
Intérêts reçus	100	102	100	0	0	534	0
Différences de paiement	0	0	0	0	0	10	0
<b>TOTAL PRODUITS FINANCIERS</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>543</b>	<b>0</b>
Produits non récurrents	0	0	0	0	0	5,903	0
<b>TOTAL PRODUITS NON RECURRENTs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,903</b>	<b>0</b>
<b>TOTAL PRODUITS</b>	<b>139,100</b>	<b>132,312</b>	<b>130,850</b>	<b>132,698</b>	<b>149,350</b>	<b>136,873</b>	<b>146,300</b>
<b>RESULTAT DE L'EXERCICE</b>	<b>-18,119</b>	<b>-23,428</b>	<b>-7,952</b>	<b>-1,182</b>	<b>-52,993</b>	<b>-20,825</b>	<b>-12,500</b>



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