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QUESTIONS FROM PARENTS FOR SCHOOL DIRECTOR MR DAVID TRAN

1. Can you explain to us if the rule of siblings will be applied for the pupils that finish primary at Berkendael this year? Will the siblings be transferred to the same school as we -parents- expected since we join the European Schools?
2. As there already have been serious injuries due to the leaking roof of the gym, what urgent measures have been taken to protect the safety of pupils during PE lessons on rainy days and when will the roof be repaired so it no longer poses a severe health risk for our children?
3. Is there a process in place (task force, working group...) to find a long term solution for the working conditions faced by those teachers that are hired locally? Would it be possible to review the protocol put in place with the Belgian authorities in order to give them better salaries and pensions? Some language sections are affected by this issue more than others- what is the situation today and what future actions are on the table, if any?
4. Quelles sont les possibilités des parents s'ils ont une doute concernant le professionnalisme d'un professeur? Si on constate que ni le niveau de langue, ni les connaissances à transmettre, ni la méthode d'enseignement n'atteignent pas un niveau requis et attendu?
5. Intermath books are expensive and in our section (HU) they are hardly ever used (probably because we have 3 other own, good enough books). So, every year 2 books per pupil end up in the garbage can, and we even pay for it (almost as much as for all other national books altogether). Can we prevent this waste, and the teaching of this attitude? E.g. by only using photocopies of the few pages that are actually used? Or at least by reducing the 2 books per year to one? Or allowing pupils to re-use the books of their older siblings?
6. In my national system, the parent can obtain information from the school management about the teachers' qualifications. How can I get this information from the EEB1 to be sure that my child is taught by people who are qualified to teach a particular subject? (This applies to teachers - including support staff, assistants etc.).



7. Who comes up with the exit card regulations, what is taken into account and are pupils and parents consulted? And how can the regulations be changed so that, for example, the with green exit card pupils can leave school during free periods and can even be selected for S1 pupils - as, anyway, it is a parent responsibility
8. In the 21st century, positive pedagogy is indicated as more suitable for young people, with rules and regulations preferring to show positive, worthwhile models of behaviour ('this is the required behaviour') rather than prohibiting negative ones ('this is not allowed'). When will EEB1 start to follow the principles of modern pedagogy instead of being a rather oppressive and punitive school (see punishment at school, where the biggest crime is touching the phone - there was no adaptation period, no action showing how children can spend their time attractively without a phone, no attractive spaces were created, etc.)? There is a ban on touching electronic devices, including readers, a ban on playing with the ball outside the playing fields and even a ban on holding the ball in the hand.
9. There is a section for partial grades in the SMS. When will the school start filling it in during the semester so that parents can keep track of their children's progress and not just learn about it from 4 reports?
10. When will the gate at Vert Chasseur be opened for pedestrian traffic? What are the possible contraindications - so far no clear directives have been presented that this gate must be closed, and it was only and exclusively the school's decision.
11. Please provide a link to the regulation according to which absences before and after the holidays are excused only on the basis of a medical certificate or remain unjustified,
12. Do you hold meetings with representatives from each section separately? Are such meetings scheduled regularly? Do you think this would be useful?
13. Parents recently received an invoice related to the acquisition of electronic devices, but no additional information was provided. It seems this "project" was approved during a meeting of the administrative board. However, the parent representatives present at that meeting, who likely voted on behalf of the parents, failed to inform us. Parents were never explicitly mandated to authorize such decisions, meaning these representatives do not always act in alignment with the collective interests of the parent body but rather pursue their own agendas. Regardless, it is the responsibility of the school to communicate directly with parents about any projects being developed within the school.
14. Can you clarify why the French section appears to receive preferential treatment regarding exchanges and communication between your team and certain French representatives? Additionally, during the CE meetings, while only one representative per section is typically allowed, it has been observed that the French section sometimes has two or more representatives attending the same meeting. Could you explain the reasoning behind this discrepancy?
15. Dear Mr TRAN! We are new here in Brussels and EEB1, but I have 2 adult sons, and I am a youth program leader in an international organization. I am a parent and class representative in S4HU. I would like to help young people to seek and find answers and directions for their important life-questions at the threshold of life, such as a healthy self-image and confidence, knowing their abilities and treasures, their value as persons, improving their choices - use of internet, healthy ways of relaxing and connecting (including the false ones as the wrong way, like bullying, substance abuse, smoking etc), and their future goals in private and career life. I have a complete 3 years program for this that I can offer to the ethics/ religion teachers (it is not related to any religion, based on healthy moral teachings with a lot of modern



psychological scientific tools)- a 30 year old program always including the latest challenges of the students age 12-19. Is there any way to introduce it to you for evaluation in the future?

16. Par rapport à l'indiscipline en classe, notamment relevé dans l'enquête PISA d'il y a 2 ans, mais aussi par les élèves qui en souffrent et les enseignants et aux comportements inadaptés dans le campus de ces dernières années (deep fakes, bal du bac, fumette et vape dans les wc, destruction de casiers etc), pourriez-vous nous indiquer si selon votre expérience et selon vos discussions avec les directeurs des autres écoles européennes de Bruxelles ou des autres écoles internationales, si notre situation est particulièrement notoire ou bien si nous sommes « dans la moyenne » . Qu'est-ce qui selon vous explique cette indiscipline et ses comportements inadaptés ? Qu'est-ce qui est fait par l'école dans son ensemble et par les différents acteurs de l'éducation de l'école, pour gérer ses difficultés, auprès des élèves, auprès des familles, et auprès des enseignants. Est-ce que vous voyez des progrès suite aux actions menées ?