

# **ANNUAL REPORT**

## **2017**

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*This report covers the period January 2017 - December 2017*

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## **I - INTRODUCTION**

Dear Parents,

It is with great pleasure that I am sending you the 2017 Annual Report of the APEEE, on behalf of the Board. With this document we like to give you an overview of our activities during our mandate. We have made every effort for it to be as comprehensive as possible. However, of all the work done "behind the curtains" it can only give a rough idea.

I am personally very grateful for the opportunity to work with a group of such committed, enthusiastic and hard working parents. I am proud of what we have achieved, the actions that we have launched, the seriousness with which we have tackled every single problem.

I believe we are now a well-recognised and appreciated partner of the school management and also of other, external stakeholders, like Interparents or the other APEEEs in Brussels. We all know that the expectations are high and a number of parents might not be completely satisfied, but I can assure you that we have all done our best.

The same must be said about our great staff. It is a pleasure to work with them and we could not be luckier. I also want to praise all the parents who have done volunteer work, be it with us or with the school, because their contribution to the life at school is precious.

It is almost impossible to decide what to highlight about the past year. Let me start with something internal. The Board has worked in a spirit of democracy and inclusiveness and this has made it possible for all members to have their voice heard and to table ideas and suggestions, including the new and less experienced ones. Thanks to this approach, completely new projects have been launched, starting with the most challenging one, the brand new Welcome Policy which has filled an important gap: making the arrival at our school the easiest possible for new families. This was a complex and large project which required the help of many volunteer parents and also children of primary and secondary. Despite a few shortcomings, which are normal for a pilot project, we can register this experience as a great success. Thanks again to all those involved. We will continue for sure!

Secondly, I think it is worth to mention the cooperation with the school. As mentioned above, my feeling is that we are a respected partner for them, while we continue in our role of critical friends. We have helped school management on several occasions (with Eurosport and the Journée Pédagogique, e.g.) and we have also intensified meetings at all levels with them. Some very important decisions they have taken were based on our suggestions, like better planning for the preparation of the BAC, or the regular meetings of the Deputy Director with the parents of secondary. The same holds true for the continuation of the *classe de neige* for P5. We have worked with management about how to improve communication to parents, and for the adoption of a commonly agreed Complaint Policy. Another good news is their proposal to re-establish the tradition of monthly meetings at management level to discuss top priority files.

As a third point, let me mention our efforts to reply to all parents to their specific requests and ensure the best possible follow up with the school. I believe very good results were obtained, in particular in the field of educational support. We have also tried to accommodate the requests related to changes in our services, and where possible this has been done. I apologise for the cases where we could not provide a positive solution but for sure we have always tried our best.

I would also like to mention some success stories with Interparents, the European School system and the other APEEEs. With the first one, we have for example contributed greatly to the new pilot project related to the monitoring of the BAC. Within the Groupe de Suivi organized by the Secretary General of the European Schools, our intervention has been decisive both for the enrolment policy (rejecting the very first proposal to send all new enrolments for primary and nursery to Berkendael) and also in the discussion on the future of the European schools where we managed to make the point that any impact assessment study must be seriously undertaken. It is very unlucky, to say the least, that in December

the Régie de Batiment has communicated that they will not, as promised, provide the NATO site for an urgently needed fifth school in Brussels for 2021.

This leads me to some words on the key challenge for the school: the overcrowding and all negative consequences in terms of well-being, spaces for lessons and also quality of teaching, canteen services, etc. Overcrowding has an impact on almost all aspects of school life. Due to the decision of the Régie and the lack of a plan B, it is likely that the trend will be the same in the years to come. The APEEE Presidents have met in December with Commissioner Oettinger and this was the first item on the table but we cannot be very optimistic about a solution being found in the short term.

Overcrowding is clearly also linked to security, with wide-ranging consequences. After the terrorist attacks, the school adopted several restrictive measures, some of which we found ineffective to the purpose and mainly targeting the parents, as if they were a danger. We have not changed our mind but we acknowledge that the school's approach is now softer. Still, the desired "school-parents community" is not fully realized. Security is and will remain at the forefront of what we do and top on the agenda of our discussions with the school. Our opinions on the best paths to achieve results now correspond more and more, and the recent decision to re-establish dedicated regular meetings focused exclusively on health, safety and security is a very positive step. We have also taken internal actions with specific trainings for our staff. Actually, one of our managers is the person with the highest security certificate at school and he is often consulted by the school management. It is also very good that the school has finally be enabled to get its own security officer.

I mentioned the meeting with Commissioner Oettinger. This was one of the initiatives taken together with the other APEEEs. We have established a very fruitful cooperation with them. All during the year contacts have been constant, exchanging ideas, best practices, documents, experiences. A Presidents' meeting is now organized at least once a month to discuss common priorities.

As a last point, I want to point out to the number of events, workshops and conferences which we have organized. Each of them has required quite a lot of preparatory work but we do believe that they can make a difference and hope that the next Board will continue in this direction.

The ones mentioned above are only few examples of our activities. You will find much more in the Report. Still it is important to underline that there are numerous areas where works have already been started and hard work is needed before any result can be expected. You will also find them mentioned in the Report. You might consider that other areas of intervention are more important. Please tell us. Your input is absolutely essential for us to decide where to concentrate our (limited) resources.

I have already expressed my personal gratitude to our extraordinary staff, led by Ms Anja Galle. I wish to thank also my fellow Board members for being a team which aims at excellence. My sincere appreciation goes to Mr Sharron, Mr Schmelz and Mr Arnedo for their openness to a frank and constructive dialogue. Thanks, too, to the Class Representatives for their willingness to take over a responsibility which is not always easy to manage and to the teachers for taking care of our children.

Thanks to you all for your support, your suggestions, your criticisms. Thanks for your trust in us. I hope we have not disappointed you. I invite you all to consider joining the new Board: being a parents' representatives is a challenge but also an honour, and while some hard work is usually involved, it is also an opportunity to do something important. And if you cannot join the Board, please consider playing an active role in the parents' community. Everyone of us can make the difference!

Francesca Tudini  
Chairman of the Parents' Association  
APEEE Woluwe

## II - EDUCATIONAL MATTERS

Pedagogical issues are at the core of the APEEE's work. Many of the issues are dealt and discussed within several of the working groups. We list here the most critical issues dealt with by the working group this year.

### II-1 - Interparents ([www.interparents@interparents.eu](http://www.interparents@interparents.eu)) Representatives of the Parents' Association

#### Members of the Administrative Board

- Mr Andreas Rogal (EN), Group Coordinator
- Mr Jan von Pfaler (FI)

Interparents (IP) is the organization that officially represents all parents of the European School system at its various administrative bodies: the Joint Teaching Committee (JTC); the Budgetary Committee; the enlarged Board of Governors; and the working groups of the Board of Governors (BoG), which is the highest decision-making body of the European Schools system. It also takes part in various working parties established by the BoG. The members of IP are the parent associations of the European Schools (Type 1). Woluwe has been represented by Mr Andreas Rogal and Mr Jan von Pfaler.

The top priorities on the list of issues are the usual ones: Brussels overcrowding, increasing difficulties in finding good teachers in general, the role of teaching in and of the English language in the European schools, due to Brexit, in particular.

### **Overpopulation and enrolment**

In 2018 or 2019, the European schools in Brussels may not be able to accommodate all Category I pupils. Currently, the Belgian authorities are not indicating any solution within the foreseeable future, i.e. within the next five to six years. Both the Secretary General as well as EU-Commissioner Oettinger, who is responsible for the schools, have recently confirmed this negative development.

Due to Berkendael school (annex to Uccle) still being filled well below its capacity, the enrolment policy for the Brussels schools, as confirmed by the BoG in December, now allows for sending small groups of children from new families (i.e. who have no siblings at school already) into any section in Primary or Maternelle to Berkendael. Even if it is clear that the Berkendael school should be better used to alleviate the overcrowding of the other schools, it is strongly felt by IP - and has been expressed accordingly - that this decision is not in the best interest of the children. It may lead to small, vertically joined, isolated classes and could leave the children and their teachers without proper support of a language section. It is regrettable that this is the solution arrived at to fill up the Berkendael school.

### **New Assessment Structure** (*– see also Secondary education group – CEES point*)

The new assessment structure comprising the new marking system will be applied in Secondary from September 2018 on all pupils then at S5 or below. Pupils who are in S6 or S7 next September will remain in the current marking system until the end of their academic career. The first Baccalaureate grades to be assessed by the new system will be issued in 2021.

Teacher training has started in the autumn and will be at full speed next spring. The one year postponement, which had been demanded by the parents, seems to have given the process a better chance for a successful start.

To give the parents a better insight into the reform, the four Brussels schools will organize an information and discussion evening on 5 February 2018. It is critical that parents as well as students fully comprehend the principles behind the assessment – only then will they be able to understand and react to the given assessment.

A well grounded and uniformly understood assessment system is key to the communication between teacher, pupil and parent - as well as a key tool for development of the entire school system. The full benefits of this change lie years ahead as the change will take time, but surely the

first introduction will be critical to success. Interparents has therefore been very active in the process of introducing the new marking system on all levels.

For further information, see link

<http://interparents.eu/pdf/Introduction%20of%20new%20assessment%20tools%20including%20marking%20scale%20for%20Secondary%20FINAL%20for%20release%20pdf.pdf>

### **Baccalaureate**

Interparents have, for several years now, tried actively to identify any issues related to exam arrangements, questions or assessments to be able to inform and in part push the Baccalaureate Unit at the Office of Secretary General of the European Schools (OSGES) to apply any corrective measures before the settlement and publication of the results. To this end, Interparents have set up a support system, where the issues raised by parents and pupils alike can more easily be tracked across all the schools. This way it has become even easier to identify solutions both on system-wide and on local level. Notably, this year's concerns applied to written exams in Physics, Geography and Economics.

This year saw also an introduction of the new online correction system, where pupils' answers are scanned and assessed online. The implementation was successful without any major problems. The main improvement was to allow for remote correction and improve internal communication. The main future advances should concern the opportunity to better instruct and lead the assessment, and tackle any inconsistencies already during the assessment process. The system also allows for assigning papers easily and randomly to selected correctors across the system helping to balance the load and improve independence. Some of these benefits have yet to be realized.

### **Pedagogical reform**

Regarding the clearly needed pedagogical reform not much has happened this year. However, a key document is expected early in 2018, outlining language policy, i.e. defining the role and use of the languages in the European Schools – regarding both the language tuition as well the tuition language. Interparents is concerned that the work behind this key document has not received the efforts it deserves. Many of the complications of the system are closely linked to the language structure of the schools – and so are many key advances of it.

### **Brexit and English language teaching**

The English language concerns nearly all pupils in the European school system, mostly as L1 or L2. There is a strong concern that English language teaching in the EN sections, but also as foreign language, will suffer from a lack of native teachers. Due to Brexit, Interparents expects many of the still currently employed teachers to leave the system. The risk applies to both the seconded teachers as well as the locally hired ones. The school system has accepted existence of the risk but has not taken any concrete steps to mitigate it. This risk also applies to our school.

For further information, see <http://interparents.eu/pdf/BrexitBulletin-INTERPARENTS-2017-03-en.pdf>

### **Changes in European schools administration**

OSGES has hired several new employees, among them Deputy Secretary-General Mr Beckmann as well as head of the Pedagogical Unit Mr Munkazy, and, most recently, head of the Baccalaureate Unit Ms Rudomino. The office now has fresh minds to lead the efforts tackling the various challenges ahead.

## **II-2 - Primary and nursery educational group – CEP&M**

### **Representatives of the Parents' Association**

#### Members of the Administrative Board

- Ms Bettina Schmidbauer-Mogensen (DE), Group Coordinator until August 2017, as of September 2017 replaced by Ms Sara Roda (PT) until January 2018.
- Ms Mounia Benyahia (FR) - Backup: Ms Ana Dumitrache
- Mr Bengt Davidsson (SV)

- Ms Katarzyna Horemans (NL)
- Ms Jovita Lazdiniene (LT)
- Ms Rose McCarthy (EN) - Backup: Mr Andreas Rogal
- Ms Sara Roda (PT)
- Mr Albert Raedler (DE) - Backup: Mr Anthony Bisch
- Ms Francesca Tudini (IT) - Backup: Mr Guido Ricci
- Mr Jan von Pfaler (FI)

#### Volunteer parent

- Ms Catarina Ribeiro (PT)
- Ms Sónia Vasconcelos (PT)

The APEEE CEP&M Working Group intends to clarify parents' questions related to primary, provide support through section Board representatives when needed, understand the issues at stake for parents and bring them onto the school's management agenda. New projects and ideas benefitting the students are always welcome. The WG's work is always evolving and good cooperation and dialogue with the school is essential.

#### **First Chairing (by Bettina Schmidbauer-Mogensen):**

The coordination work included both liaising with parents to get their concerns and channeling problems and ideas towards the school. The main points from the first half year 2017 were:

- the snow classes were not abandoned, as initially planned by the school. The new venue in Aigle, Switzerland was used for the first time. The trip was a success, however, the school team found an even better site next to the ski slopes, this will be used in 2018.
- teacher absences were a major topic. The parents wanted to be better informed on long term absences and their replacements. A system is now in place that makes sure an information note is sent to parents in case of longer absences.
- the introduction of Office 365 was a challenge and had a bumpy start. In the new school year, the system had to be reduced to a minimum due to technical problems. The IT working group within the Secretary General is working on new guidelines for the use of the system and will repair bugs.
- there were other current issues that are developed further in the second half, below.

#### **Second Chairing (by Ms Sara Roda):**

Started in September and since then we have organised two meetings (22 September in-person and 29 November online) to prepare the topics that should be addressed in the pre-meetings between the chair and the Deputy-Director Mr Javier Arnedo which took place on 9 October and 4 December, respectively. Depending on the output, the WG then agrees internally which topics should still be discussed at the CEP&M official meeting with the school which took place on 16 October and 14 December.

At the 22 September WG meeting, we also took the opportunity to find out what were the biggest concerns parents had in each primary section and decide which priorities should be tackled first.

#### **The key issues that have been discussed with the school management since September are the following:**

- 1) Primary building infrastructure: i) fire escape on 3<sup>rd</sup> floor ; ii) electrical system and possibility to install air conditioning due to summer heat waves (plan B analysis needed) ; iii) heating problems and thermostat vans (plan B analysis needed) ; plumbing system - wet walls in classrooms and toilets conditions.

An inspection will take place, and this is being followed up by the APEEE Security & Safety Working Group.

- 2) Preventing violence in the playground project – please refer to the information provided in the APEEE Working Group Active Community (VII). Suggestion of surveillance team to wear a small flag with the languages that they can speak so that it is more visual to students when they want to talk with the supervisors.
- 3) Continue to expand the work of the well-being/care school team – very good system that the school is developing; role and function of Mr Enrique Ezquarra (responsible for the quiet room and for following up conflicts involving students taking place at school). This is an ongoing issue.
- 4) Disciplinary measures and possible development of guidelines for primary students – discussion of internal procedure to inform parents in case of serious disciplinary measures (e.g. suspension).
- 5) Home school liaison – school employee with the objective of being a communicating link between school and parents. This issue will continue to be discussed next year and followed up at the SAC meeting (School Advisory Council - SAC).
- 6) School policy on video surveillance – the APEEE prepared a legal note on the current regime which was sent to the School. This issue will continue to be discussed next year and followed up by the APEEE Security & Safety Working Group at the SAC meeting (School Advisory Council - SAC).
- 7) Second carnet oral day in the Spring – this refers to the possibility of parents meeting officially teachers for a second time. In Primary, there is a system of early warning in February (a letter sent to parents informing the risk of pupils doubling the year and the measures suggested to avoid it). APEEE is on a fact-finding mission to understand the feasibility and interest of adding a second oral evaluation in the Spring.
- 8) Lesson plan sharing – when a teacher is absent the lesson planned is shared with substitute teachers. A specific form is foreseen.

**Other topics that are being dealt in the CEP&M WG:**

- 9) "Garderies" – there are two separate and independent "garderies" at school, one organised by the APEEE (supervision) and one organised by the European Commission. Following the concerns from parents, the APEEE organised a fruitful meeting with the Commission "Garderie" to exchange information and discuss parents' concerns on the functioning of the "garderie". This issue will continue in the next year.
- 10) Drinking fountains for primary in the playground – students have many times requested them. This request is supported by parents and the way to implement it is being discussed at the SAC meeting.

**II-3 - Secondary education group – CEES**

**Representatives of the Parents' Association**

Members of the Administrative Board

- Ms Pernilla Sjölin (SV), Group coordinator until September 2017. As of September 2017 replaced by Ms Vanessa Aulehla (IT)
- Ms Manuela Caramujo (PT) – Back-up: Ms Sara Roda (PT)
- Ms Katarzyna Horemans (NL)
- Ms Jovita Lazdiniene (LT)
- Mr Johan Melander (SV)



- Mr Mario Nava (FR) - Back-up: Ms Mounia Benyahia
- Ms Johanna Saarentalo-Vuorimäki (FI)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Adam Watson-Brown (EN) until September 2017, Mr Andreas Rogal (EN) as of September.

#### Enlarged Secondary Education Council (Conseil d'Education Elargie Secondaire - CEES):

The CEES consists of the Director of the School, the Deputy Director for Secondary, four parent representatives, and pupil and teacher representatives. Its task is to monitor the daily operations of the secondary school, discuss problems and seek better conditions for effective teaching and quality in our school, and promote positive and stimulating relationships between all those involved in school life. Its work also feeds into meetings of the SAC (School Advisory Council), IP (Interparents) and CA (Administrative Board). It meets about four times per year.

The parent representatives (as the 'Secondary Education Group') meet or exchange emails to prepare the CEES meetings and some sections also hold section meetings. Parent section representatives act as contact points for parents in their sections. Parent representatives also participate in specific ad hoc working groups established by the school.

The CEES met four times in 2017: on 28 March; 13 June; 28 September and 7 December

To fix the agenda of the secondary working group that has as its goals to work on common goals of the parents of the 1694 students and the 80 class representatives is still relatively easy but to implement these objectives, takes time, it seems.

The points here below are the topics on which we were able to find common lines between us. In addition we were in contact with many parents that asked for information or who put us in copy when addressing issues with the school management. Sometimes we were kind of a mediator between parents and school. We were often able to reassure parents simply by providing them with the missing information and to channel problems in the most evidence-based, constructive and calm way between school management, teachers and parents. We hope this works to the benefit not only of the parents we represent but also the students and teachers of this highly complex and challenging school.

#### *School population situation 6/12/2017*

	DE	EN		FI		FR			IT	LT	NL	PT		SV	TOTAL	Nombre classes
<b>S1 (2006)</b>	19	23	20	26		27	25	24	16	10	15	27		20	<b>252</b>	<b>12</b>
<b>S2 (2005)</b>	23	15		17	17	28	26	23	25	11	24	28		20	<b>277</b>	<b>13</b>
<b>S3 (2004)</b>	21	25		23		25	29		20	12	22	29		30	<b>236</b>	<b>10</b>
<b>S4 (2003)</b>	26	30		18	16	27	28		23		21	16		28	<b>233</b>	<b>10</b>
<b>S5 (2002)</b>	19	16	15	28		27	23		20		15	16	16	24	<b>219</b>	<b>11</b>
<b>S6 (2001)</b>	23	19	19	19	18	25	23		27		13	16	15	16	<b>250</b>	<b>13</b>
<b>S7 (2000)</b>	24	20	18	18		29	27	11	20		24	18		18	<b>227</b>	<b>11</b>
<b>SOUS-TOTAL SECONDAIRE</b>	<b>155</b>	<b>220</b>		<b>200</b>		<b>427</b>			<b>151</b>	<b>33</b>	<b>134</b>	<b>181</b>		<b>193</b>	<b>1694</b>	<b>80</b>

### **"Mindset for exams" workshop for S6 and S7**

As one of the first decisions of the newly elected board, financial support was given for a "Mindset for exams" workshop that the school management proposed for S6 and S7 pupils on a Saturday. 42 students participated, mostly from S7. Tips on time management, studying techniques, how to avoid stress and how to have a growth mindset and confidence were given in interactive and fun way.

### **Streaming policy of English and French L2 (S1 to S3)**

We discussed this issue at several CEES meetings to understand better how the roll-out has gone. APEEE presented feedback from parents where some were complaining about the quite hasty introduction in 2016, others found the selection process unfair, some were afraid that their children in the "normal" classes would receive less attention.

According to the school no criteria were decided for the assignment of teachers. The teachers of each year group were asked to discuss who would take the group and they agreed on the person between them. If possible, for the sake of continuity, students will have the same teacher for years 1, 2 and 3 - then the classes are completely mixed up again and a new group with a new teacher comes in for years 4 and 5. For years 6 and 7, the groups are changed again, as is the teacher - sometimes, however, changes of teacher happen outside of these scheduled changes because a member of staff finishes a contract or decides to leave. The start of the second year was evidently less agitated than the first year. A proper evaluation of the effects will be envisaged 2 years after the introduction. School management reported that teachers seem very happy with this system.

Background: Since 2016 the school has established so-called higher level classes in L2 English and French, an exception to the normal school policy of mixed ability classes. The syllabus for L2 in English/ French is to teach A1 level in S1, A2 level in second year and B1 level in third year. That is what is required by the syllabus as developed by the board of inspectors for all language sections. The school has created one advanced level group for the L2 French and English courses in S1, S2 and S3, which will bring together pupils who demonstrate a level of skill far above that of the rest of the group not only in speaking but also, and more importantly, in writing. (*This system will not be put in place for German L2 and we still have only one group for this language*). The official skill level to be reached remains the same for all groups. It will be evaluated in a similar manner for all groups throughout the different tests and exams.

By creating this group the school feels the most advanced pupils will benefit by being able to work with material more suited to their level, whilst also increasing the quality of differentiation across the mixed ability groups. As the skill levels within the other groups will be balanced, no bottom group will be created. Each group will therefore be more homogeneous, which means that teachers will more easily be able to reach their goals through differentiation. The makeup of the groups should in principle reflect that of this year, although the groups may fluctuate a bit depending on the criteria set by teachers. Of course, opinions will differ about differentiation, but the majority thinks that differentiation improves when the set of abilities across the group are more evenly spread.

Goal: By S4, the gap between classes should be minimal and all students should be ready for the same material.

### **Improve the area for S3 and S4**

APEEE welcomed all efforts being made by the School to improve the playground areas for students. Considering that the optimal solution would be difficult to put in place, as it depends on many external factors, APEEE presented ideas for pragmatic and economical solutions, for example new benches with tables; installing a cardboard wall to allow students to paint in the playground; renovate and paint doors in the toilets of S3/S4; installing a small skate ramp or track for S3/S4 students; consider having mobile shelters to allow students to be in the playground when it rains;

consider buying table games for S3/S4 students to use during playtime. APEEE, school and students will work together to elaborate concrete proposals. To be followed up.

### **Water fountains for students**

This idea brought forward by APEEE, several parents and students was discussed at several CEES meetings and it has been decided recently to put 2 of them on the Administration floor.

### **Mobile phones**

On the basis of an APEEE survey among parents on the use of mobile phones during school, a working group was established with school management, teachers, students, parents and IR specialists. The survey showed that a clear majority of parents agree with the school imposing stricter rules on mobile phones in the classrooms. The school management welcomed this outcome as an encouragement for their intention to align its policies on the use of mobile phones in school with the ones of other ES which are stricter on this issue. The school would like to tackle the negative impact of the use of mobile phones at school (discipline, increase of bullying via mobile phones and other internet related situations...) in a dialogue with all concerned actors. The working group met already once for a preliminary discussion.

### **Information flow**

L2 or L3 classes have no parent rep and no standard access to the teachers and pupils names and contact details. We asked the school to create these lists as it is not routinely prepared by teachers. To be followed.

### **Recruitment of Teachers**

At CEES meetings discussions were held at several occasions on the situation of teachers, in particular the difficulty of recruitment of teachers for certain subjects and languages. Updated lists of Departing and Replacing teachers were distributed in order to evaluate if additional efforts needs to be made.

### **Choice of subjects - Derogations**

At various CEES meetings the school informed APEEE on the situation of opening of classes and the need to ask for derogation in case the threshold was not met. School management confirmed that its strategy is to ask for derogations in situations where there are 4 instead of 5 pupils, or 5 instead of 7. This strategy is applied for every subject in every year and naturally it is difficult to make everybody happy but as much as possible the school tried to accommodate students' subject wishes. For example as regards the current S6, school had addressed 20 students, telling them that they had to reconsider their choices as they had been the only one or one of two who had chosen a given subject. Where 3-6 students had opted for a course the school reported that they try to obtain a derogation for the course.

Unfortunately, in September this year an unprecedentedly high number of derogations for opening of classes below threshold was denied. For the first time the Commission had objected to the derogation requested by the school very early in the process (August 2017) leaving the school in a delicate situation which led to the late cancellation of several classes in the beginning of the school year (several religion classes, Latin in S4, and Philosophy in S6).

APEEE will follow up this issue at political level. Without an increase of the budget it is quite likely that also next year fewer classes will be opened as fewer derogations will be granted for classes below the threshold. In the meantime APEEE asked the school and teachers to remind parents that there are no guarantees for opening of classes if they risk being below threshold, and for instance propose that parents wait before buying books until situation is clear.

### New marking system

At several CEES meetings APEEE requested updates on the introduction of the new marking system. If successfully implemented, this reform would improve the uniformity and reliability of the assessment across the schools. Every change has its risks and most of all this change needs to be accepted by teachers and students. So far according to this exchange of views the school seems rather optimistic, and is already doing the necessary training for teachers in order to implement the new system as successfully as possible.

On 5 February 2018 a bigger conference on this issue is planned by the 4 BXL schools in order to inform parents, as not only do they have the right to know but they can also help the process to reach its potential goals.

Background: Since 2007, the European Schools have been shifting towards a '*competence-based pedagogical approach*'. That is to say, teaching and learning are focused increasingly on desired learning outcomes expressed in the form of acquisition of specific knowledge, skills and attitudes. This change in approach should lead to a more unified and shared pedagogical basis for assessing pupils across the entire system, up to and including the Baccalaureate. It should also increase the transparency of assessment and thereby help pupils understand better why a particular grade is given and how they might improve their grade, a critical element in supporting pupils' self-assessment. As part of this decade-long project, subject-specific '*attainment criteria*' are being developed for *every* syllabus and, in April 2015, a new '*marking scale*' was approved to provide a readily understandable expression of the different degrees of attainment achieved by pupils with respect to the criteria.

At this time, '*Attainment descriptors*' have been approved to help teachers translate the attainment criteria into marks on the new scale. Most syllabuses have now been updated to include attainment criteria, although this is not yet the case for the maths and science syllabuses which is a major concern. Centrally organised introduction sessions for teachers have begun and decentralised training on applying the new scale and approach to assessment in the schools is being planned.

The new system will be introduced beginning with S1-S5 in September 2018, adding S6 in 2019 and S7 in 2020, with the first Baccalaureate using the scale in 2021. This would enable trouble-shooting of problems in the first year of implementation, for teachers and pupils to become familiar with the relationship between the attainment criteria and descriptors and for them to adapt to the new marking scale before it is used for communication to universities.

Definition	Grade	Numerical Mark	Performance
Excellent though not flawless performance entirely corresponding to the competences required by the subject	A	9.0-10	Excellent
Very good performance almost entirely corresponding to the competences required by the subject.	B	8.0-8.9	Very good
Good performance corresponding overall to the competences required by the subject.	C	7.0-7.9	Good
Satisfactory performance corresponding to the competences required by the subject.	D	6.0-6.9	Satisfactory
Performance corresponding to the minimum of the competences required by the subject.	E	5.0-5.9	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject.	F	3.0-4.9	Failed (Weak)
Very weak performance entirely failing to meet the competences required by the subject.	FX	0-2.9	Failed (Very weak)

### Absence of teachers/ Lost Hours

This topic was not easy to discuss during the several meetings, so it was important to base possible positions on clear facts. The school management provided statistics explaining that the non-replaced teaching hours are in the average to other schools and as such not alarming. School has improved management of absent teachers with replacement wherever possible. APEEE acknowledged this, pointed nevertheless out that the accumulation of lost lessons of a given course in a given class can lead to problems for the students who will not cover the curriculum in class. Furthermore APEEE would expect the school management to inform parents systematically of (prolonged) teacher's absences in particular where no replacement is found, to insist more with teachers on a well-planned and communicated curriculum and to encourage more teachers providing teaching material and guidance during their absence, whenever possible.

*Background: Number of teaching hours non-replaced (Total / Section / Cycle), Indicative Data: 2016*

*The figures represent the number of periods not taught. For the same period 1621 encoded replacements were recorded. However, these figures do not include voluntary replacement/supervision by teachers nor supervision in the study room.*

Level	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Total
S1	238	197	198	220	61	153	153	155	94	1469
S2	177	205	197	200	53	148	196	164	164	1504
S3	191	196	213	197	194	17	134	171	122	1435
S4	216	197	166	170	197	19	147	160	141	1413
S5	172	189	230	166	213	35	161	145	168	1479
S6	198	223	236	225	239	45	188	235	172	1761
S7	195	184	198	243	211	33	192	178	150	1584
<b>Totals</b>	<b>1387</b>	<b>1391</b>	<b>1438</b>	<b>1421</b>	<b>1168</b>	<b>450</b>	<b>1171</b>	<b>1208</b>	<b>1011</b>	<b>10645</b>

Replaced lessons

S1	S2	S3	S4	S5	S6	S7	Total
<b>320</b>	<b>240</b>	<b>317</b>	<b>303</b>	<b>263</b>	<b>115</b>	<b>63</b>	<b>1621</b>

### Non-compulsory trips

In secondary there are compulsory trips foreseen in S2 and S6 but there are many more non-compulsory school trips happening at the initiative of teachers. This issue is somehow linked to the 180 days rule objective and the absence of teachers (at least for the pupils not going...) Certainly students adore these school trips and as they are organised at the initiative of teachers, who need to be thanked and encouraged for this engagement, it is a difficult issue to address. It seems that the school tries to encourage teachers to concentrate these kind of non-compulsory trips in certain periods in the school year. APEEE asked if this could not be encouraged further.

### Student Exchanges within the European Schools

The mobility programme had been somewhat dormant in recent years. APEEE therefore endorses the actions at the level of the General Secretariat to officially re-launch the programme under the name "Student Mobility Programme". From a pedagogical point of view, temporarily visiting other schools in a different country gives students the chance to develop more intensively in many regards, e.g. to improve their language skills and to mature through experiencing a different educational and cultural environment. All European Schools - both official and accredited - are participating in the programme and offer the possibility of hosting other students. Mobility programmes normally take place within the 1st semester of S5. It is recommended to do a 4-month

exchange (during the first semester) as this is much more enriching than only 5 or 6 weeks. In its guidelines<sup>1</sup>, the General Secretary also proposed shorter exchanges for S4 students. APEEE regrets that our European School did not transpose this possibility and restricts the exchanges to S5 students<sup>2</sup>.

APEEE assists in the exchange programme by providing the transport and canteen services for incoming students and also by assisting incoming students to find host parents. For outgoing students, i.e. students from EEB2 going to another European School, APEEE accompanies the student, parent and school in the process, but only has limited scope in particular in view of the crucial question of finding host parents at the location of the host European School. APEEE only can assist in providing contacts within its network of the parents associations of the various European Schools.

### **Work experience**

We received over the year an update on how the work experience project of the school has been implemented so far. There were 89 pupils doing a traineeship in 2014-15, 91 in 2015/16 and 46 in 2016/17. The majority of pupils are doing it in S5, normally during holidays. The school, in particular the career counselor, is accompanying and motivating the pupils to use this opportunity and APEEE encouraged the school in this endeavour, also for setting up an information database where work experiences take place that could eventually be shared. To follow up.

**Background: S5 pupils** have the opportunity to complete a Work Experience Program in a company during the last two weeks of the school year or during the school holidays. **S6 and S7 pupils** may do the same during the school holidays. The duration of the work experience program may be one or two weeks. Pupils cannot receive any remuneration for their work experience, as it is part of their school program. School insurance covers pupils in business and workplaces that have been approved by the school. Pupils need to find a company for their work experience themselves, with the support of their section's orientation coordinator, who can answer their questions related to the project. During their week(s) in the company, pupils work and observe the business's structure as well as the working conditions of the different categories of workers. They will turn their observations into a report, which will be part of the evaluation of their work experience. For pupils to receive the Work Experience Certificate awarded by the school, they must hand in the following documents to their career counselor: 1-The Assessment grid filled in by the company. 2-The Work experience report (at least one typed page). The EEB2 website informs in more detail about this project including the practicalities:

[http://www.eeb2.eu/site/work\\_experience\\_2017](http://www.eeb2.eu/site/work_experience_2017)

### **End of school year activities**

Providing our children with the full 180 days of schooling required by the General Rules of the European Schools is an important factor in ensuring each child achieves his/her potential. However, at our school there are no secondary classes during the last 9 days of the school year because of space and staff constraints during the BAC examinations. For several years, Woluwe APEEE has put pressure on both the school and the system to address this issue and to organise at least alternative activities (sports, cultural, civil, etc.) which are in line with the educational objectives of the school.

School has this year provided some end of school year activities. The feedback received was positive. 158 parents inscribed their children to the activities. Most activities were fully booked.

For next June we would like to encourage the school to organise more meaningful offers possibly as part of the school curriculum. Reflections are ongoing, and weekly or bi-weekly seminars could be

<sup>1</sup> <http://www.eeb2.eu/site/files/secondary/Memorandum%20Exchange%20EN%202016-01-D-49-en-4%20Dec%202016.pdf>

<sup>2</sup> <http://www.eeb2.eu/site/files/secondary/Guidelines%20on%20exchanges%20january%202017.pdf>

organised on relevant issues that the school could certify as part of the curriculum, for example coding, social projects, history project, multimedia projects...

Furthermore this period of the year could be also more used for non-compulsory school trips where teachers are not occupied by the exams (only around 20% of teachers) and work experience certified by the school (for S5 and S6).

### **Pedagogical material close to the European syllabus**

APEEE asked the school if teachers would be willing to get help in elaborating/translating "best practice" teaching material for their classes. The idea was presented at CEES and CA meetings based on the following assessment: The European syllabus differs from the national programs and all actors confirm that especially for new teachers it is not easy to adapt to it. Considering furthermore that fluctuation of teachers, absences etc. are structural challenges of the European schools, it would be useful to elaborate more common teaching material throughout the sections. That could be helpful for teachers and students alike. It is intended as a bottom-up project, based on teacher's assessment of the usefulness and as a service for teachers and pupils alike.

The school management agreed that there is a need to streamline and better coordinate the various teaching materials (it is listed as a priority of the school for 2017/2018: "*Développer du matériel, des manuels utilisables par toutes les sections, promouvant par là une vision autocritique et la discussion avec les collègues des autres sections*"), especially in maths and science, throughout the sections and is open to working on this, if this does not entail too much extra work for the teachers. APEEE is looking forward to discussing this issue again beginning of 2018 and reiterated its offer to help (for example for translation etc...).

### **Assistance to parents/students during BAC 2017**

APEEE Woluwe and Interparents as coordinators have - as in recent years - assisted parents/students with the BAC written exams. On the basis of the feedback received by parents about problems arising during written BAC exams, possible errors and patterns were brought to the attention of those responsible for managing the Baccalaureate. This year a new online tool was developed that facilitated the exchange of information between the different schools and the Interparents taskforce. APEEE Woluwe informed all S7 parents about this new tool and the procedures to follow. Generally this year we received fewer complaints on written exams, and issues raised by parents seemed to be less problematic than in recent years. The online tool developed by Interparents worked well in our school. Woluwe lead the list of informal complaints, which was generally seen as the result of a good information policy by our APEEE. All parents received tailored answers and follow up.

### **BAC assessment**






Are there significant differences of BAC performance between our school and other European schools? Between sections and classes of our school? Is data comparable? Can we learn from this data?

These were the questions the APEEE board was interested to follow in order to guarantee more transparency for parents. On the one hand this could reassure some overcritical voices, but on the other hand it could give us/the parents more arguments when coming up with proposals for improving the quality of teaching, absences of teachers, development of common teaching material etc. Although statistics have to be understood in context and used carefully, without concrete figures it is difficult to argue. For these reasons the school management agreed to create a working group on statistics. So far, unfortunately, without follow up.

Here below, without comment, some statistics we have found:

EEB2 -Bac	2013/14	2014/15	2015/16	Average 2013-16	Number of S7 pupils 2013-16
DE	82.04	81.95	78.61	80.82	75
EN	79.24	79.26	76.58	78.51	141
FI	79.15	80.41	80.87	80.24	69
FR	73.33	74.00	75.25	74.16	213
IT	75.19	77.38	78.04	76.98	84
NL	70.24	76.75	72.19	72.82	59
PT	76.20	78.87	75.64	76.49	63
SV	84.03	77.22	81.31	81.27	36
Sch Ave	76.54	77.70	76.71	76.98	

### School Averages 2013-16

School Average +4	
School Average +3	
School Average +2	
School Average +1	
School Average -1	
School Average -2	
School Average -3	
School Average -4	

## **III - SERVICES GROUP CONSISTING OF THE FOLLOWING WORKING GROUPS:**

### **A) Canteen working group of the APEEE Board**

#### **Representatives of the Parents' Association**

##### Members of the Administrative Board

- Ms Bettina Schmidbauer-Mogensen (DE), Group Coordinator
- Mr Anthony Bisch (DE)
- Mr Johan Melander (SV)
- Mr Albert Raedler (DE)
- Mr Guido Ricci (IT)
- Ms Sara Roda (PT)
- Ms Johanna Saarentalo-Vuorimäki (FI)

##### Members of the APEEE staff

- Mr Daniel Vincent
- Mr Paul Orlovski
- Ms Monique Mallinus

This year started out with new ambitions and ideas. With regular meetings between the chef de cuisine, the school, representatives and APEEE and regular internal meetings, a fresh approach was started that includes:



### Information flow

We started a survey of all APEEE services including one on the canteen. It showed us that there are very many different opinions and tastes in our school. No wonder, we are a school with 9 country sections and 13 languages spoken. Difficult to please often opposed views, such as the meat is too raw, the meat is too cooked, or too much meat, too little meat, for example. We then decided to gear up our information to parents, as many of you did not really know what efforts are done every day to cook a good meal for your children. The recent visit of class representatives to the canteen and presentation of our chef de cuisine helped a lot. We only received very good feedback from the approx 60 participants. This encourages us to first of all do a canteen visit for class reps every year now. Also, we think of enlarging the visits to teachers and also to other parents and possibly children as a project for next year.

We also associated with the school media club which is organized in Secondary. They will work on a film project "a day at the canteen" starting in 2018.

### Vegetarian food

The concept of vegetarian food was discussed and a group of S7 students initiated the first veggie week this Spring. The outcome was rather mixed, many did not know or were unhappy with the food offered. However, we did not abandon the concept and we reintroduced vegetarian meals once a week since this September with more common recipes. And, in the meantime, this approach is appreciated and accepted by pupils. Moreover, some of this term's S7 students are restarting the veggie week initiative and - from lessons learnt - we will now organize a week in the form of a "wish week" with pleasant meals on the menu, e.g. falafel durum. The children can choose 4 meals out of 8 this time. This will be organized probably during spring 2018.

### Quality of the food and general philosophy

What the canteen has to offer can be read from the recent presentation of the canteen, which is accessible at the [APEEE canteen page](#) online.

We will also compile a list of questions and answers to the most recurrent topics. One of which is for example the fact that, some parents, especially with small children, are not happy with the short eating time. It is true, the nursery and primary children have to eat in a very constrained time frame (20min), which is not ideal. As the Board of Governors set a rule that children should receive 4 periods of 45 minutes, it leaves no flexibility to adapt the time-table in order to accommodate more time for eating. On the other hand, for example, many teenage kids only stay 8 minutes by themselves at the table. For the nursery and primary classes, the teacher accompanies the class to the canteen. Here, it is also important to be there on time, which may sometimes be difficult.

Please find below the eating time table for the students, which is also published on the APEEE website. See link: <http://woluweparents.org/en/action-hub/canteen-organization/>

All kindergarten classes from 11:10 to 11:50  
 1st and 2nd primary from 11:20 to 11:45  
 3rd primary from 11:45 to 12:10  
 4th and 5th primary from 12:00 to 12:30  
 1st and 2nd secondary from 12:15 to 12:40  
 3rd to 7th secondary from 12:50 to 13:20

### Infrastructure

- The ceiling in the cellar of the canteen has been repaired. The only thing left to do is to paint the walls, which will be done shortly. Due to the new ceiling, the old racks can't be put in the cellar anymore, because the new ceiling takes up more room than the old one. New racks will have to be ordered so that kitchen supplies can be stored again in the cellar.
- We commit ourselves to cook as much homemade food as possible, but due to lack of equipment, certain preparations such as mashed potatoes, lasagna and sauces are up till now either "ready-made" or powdered. Therefore, a scope statement has been launched for

2 kettles who will allow us to overcome this lack and allow us to make more homemade meals and optimize the organization of our work.

- Action plan is available in case of electricity cut down in the canteen or cafeteria.

## **B) Transport working group of the APEEE Board**

### **Representatives of the Parents' Association**

#### Members of the Administrative Board

- Mr Albert Raedler (DE), Group Coordinator
- Mr Anthony Bisch (DE)
- Mr Bengt Davidsson (SV)
- Mr Johan Melander (SV)
- Mr Guido Ricci (IT)

#### Members of the APEEE staff

- Mr Reggy du Moulin
- Mr Hong Ha Nguyen
- Mr Ferhan Pelister

The activity of the transport section of APEEE may be summarized with the following numbers (daily averages). 50 buses operating in the morning, 41 buses for the 1st departure in the afternoon and 23 for the 2nd departure, 2400 children with annual subscription, 14 contracted bus companies, more than 85 adults supervising the buses and the parking, overall more than 19.000 bus journeys. The annual subscription fee is 1.315 EUR per pupil. Last not least: Major incidents / accidents for the school year 2016/17: 0.

As per any year, the objective to maintain the level of quality and safety/security remains the main leitmotiv. For that reason, training on security and first aid is given to the bus supervisors and security courses on school transport is provided for pupils, in particular with regard to the correct behaviour for getting on and off the bus.

The main development this year is the ongoing introduction of supervisors for the morning buses, of which 2/3 are equipped with accompagnateurs. The transport group is engaged in recruiting further personnel for equipping all morning buses, but is encountering difficulties in recruiting the necessary personnel. The afternoon buses at 15:30 for the kindergarten and primary students are all equipped with accompagnateurs.

Last year, the transport group also introduced the "tablet system" for the morning buses and the 1st departure in the afternoon. A self-developed tablet based tool allows for real time tracking and checking whether a child has boarded and left the bus, indicating whether the child is allowed to leave alone or whether somebody picks the pupil up. The transport group hereby also received reliable information on occupancy of the buses which led to an optimization of use of busses, itineraries and also a reduction of cost.

In spring 2017, the services groups of APEEE launched a survey to receive feed-back from parents on how they assess the services. The results were overall good to very good. We also received many valuable comments where parents indicated there could be scope for improvement. These were, for example, conduct of bus drivers or supervisors, buses ahead of schedule, buses arriving too early at the school, better communication / website and promotion of ecological standards and safety issues. Many of these comments and suggestions have been or are closely followed up in cooperation with the bus operators.

## **C) Extra-curricular activities working group of the APEEE Board**

### **Representatives of the Parents' Association**

#### Members of the Administrative Board

- Ms Katarzyna Horemans (NL), Group Coordinator
- Ms Mounia Benyahia (FR)
- Mr Anthony Bisch (DE)
- Ms Manuela Caramujo (PT)
- Ms Ana Dumitrache (FR)
- Mr Johan Melander (SV)
- Mr Guido Ricci (IT)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Francesca Tudini (IT)

#### Members of the APEEE staff

- Ms Agnieszka Jean-Villanueva
- Mr Aliocha Sioen
- Ms Donatella Carrero

The extra-curricular activities at the EEB2, including surveillance, are organised by Ms Agnieszka Jean-Villanueva, in collaboration with Mr Aliocha Sioen, and under the supervision of the APEEE Working Group.

Our main goal is to offer students the opportunity to discover a large range of activities which allow them to fully develop their potential within the chosen activity; be it learning a musical instrument, a competitive sport, or developing their artistic skills. We are currently focusing on continuously improving the quality and the range of available activities, by ensuring easy registration, by guaranteeing student security and reinforcing parent-instructor relationship.

During the 2017-2018 academic year the total number of available places stood at 2799, of which 2382 were taken, constituting a rate use of 85%; 1302 students were enrolled to a total of 292 periods of activity per week. The number of registrations for supervision is 967 per week.

Due to the school timetable changes on Wednesdays the sport hall and sport fields are only available for extra-curricular activities as of 14:45. Unfortunately we were informed too late by the school about these changes and several activities on Wednesday had to be rescheduled later than planned which was often not suitable for parents and caused quite a lot of cancellations. Interclass matches had to be rescheduled later as well. For the years to come we have agreed with the school management that any change in the school timetable likely to have an impact on our extra-curricular activities, should be communicated in a due time in order not to cause problems to parents.

Every single request by any parents has been followed by the staff and the Board with the greatest care. Where we have not been able to meet parents' expectations, this had been mainly due to constraints that are out of our control (such as lack of spaces or extra unforeseen and not budgeted costs).

The Ipad application is in constant development, done by Mr Aliocha Sioen. It offers new possibilities for the supervisors and ensure better control of the flow of the students which increase safety and security at all time. Also, the monitors have received a smartphone application allowing controlling pupils' presence at their activities and a fast access to the important contact data.

For the future, following a growing demand from the parents we are planning to open some IT classes as well as "Bulgarian for fun", following the current implementation of a pilot project managed directly by the parents.

#### **IV ENROLMENT POLICY WORKING GROUP (ACI)**

##### **Representatives of the Parents' Association**

###### Member of the Administrative Board

- Ms Katarzyna Horemans (NL), Group Coordinator
- All Board members are member of the working group.

Since the elections to the APEEE Board in 2017, the coordinator (or her substitutes) has participated in numerous meetings of the Central Enrolment Authority (CEA, in French ACI), the body responsible for managing enrolments in all 4 Brussels schools. During the school year, members of the CEA are requested to express their opinion on enrolment and transfer requests during the meetings or by a written procedure. The nature of the enquiries is as follows:

- Enrolments and transfers after the beginning of the school year;
- Review of an enrolment application (new facts added to the initial request);
- Appeals (being verified very scrupulously);
- Brainstorming on the guidelines of the Enrolment Policy in the European Schools of Brussels for the next school year.

The coordinator as well as other Board members have also responded to ad hoc questions posed by the parents wishing to enroll their child(ren) at the EEII, or any other type of questions (number of children in our school and classes, language sections, SWALS children in our school, transfer conditions, etc.).

Since all members of the Board are CEA members, there was no obligation to organize a dedicated meeting on this file. All CEA issues were discussed either through the written procedure or during the monthly Board meetings.

Board of Governors has accepted, on the 8 December 2017, the 2018/19 enrolment policy for Brussels schools which is for the first time based on a flexible classes structure: CEA may, in the course of the enrolment campaign, decide to close or open new classes. As all 4 schools are overcrowded, the priority for creation of any new class will go to EEII, site Berkendael (so called 'satellite classes'). Creation of such a class does not entail creation of a language section.

The novelty in the policy for 2018/19 school year is the cross-transfer (transfert croisé) where the exchange between the pupils attending the same class and language section between two schools may be possible. This is a pilot project. The positive assessment may allow this project become a part of the enrolment policy in the coming years and hence address the requests for the school closest to the domicile.

#### **V- INFORMATION WORKING GROUP**

##### **Representatives of the Parents' Association**

###### Member of the Administrative Board

- Mr Andreas Rogal (EN) - Group Coordinator
- Ms Ana Dumitrache (FR)
- Ms Rose McCarthy (EN)
- Ms Sara Roda (PT)
- Ms Francesca Tadini (IT)

Continuing our policy of informing parents timely and pro-actively, we have increased the use of social media, with many more parents following us in this way. Our Facebook page has reached 600 likes, and although our Twitter account @woluweparents equally increased its following tenfold, it could do with a bit more followers than 33.

But this year has also seen some exciting new projects being realised and more open meetings being held, both with the active participation of school management when it involved them. Our new Welcome Service which held informal coffee mornings once a month from September has provided newcomers to our school with a personal orientation and brought together many volunteer parents in a spirit of community and support.

Info evenings like the one on Educational Support held in November, have attracted many interested parents and provided them with the opportunity to discuss their concerns and get their queries answered. The info evening for class representatives on the canteen philosophy, which included a chef's tour of the APEEE kitchen, turned out to be a big success. The presentation can be viewed on the APEEE website: <http://woluweparents.org/2017/11/24/presentation-de-reunion-cantine-21112017/>

Looking ahead, we would like to further improve our communication with the class representatives, maintain good and productive information sharing with school management and the European Schools' central office and, last not least keep all our parents abreast of all the important developments at school.

## **VI - IT WORKING GROUP: the IT group has worked on legal compliance, structure of data and invoicing this year.**

### **Representatives of the Parents' Association**

#### Member of the Administrative Board

- Mr Johan Melander (SV), working group coordinator.
- Mr Anthony Bisch (DE)
- Mr Bengt Davidsson (SV)
- Ms Kasia Horemans (NL) until October 2017
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen until October 2017
- Mr Jan von Pfaler (FI)
- Mr Adam Watson-Brown (EN) until September 2017

#### From the APEEE office

- Ms Anja Galle
- Mr Aliocha Sioen
- Mr Erwin Van Dijck - in regard to finance related software

EU legislation regarding data protection will apply from 25 May 2018. The IT working group and our APEEE staff are working together to ensure compliance.

A new invoicing module was researched during the spring, approved during the summer and installed in the autumn in time for invoicing. This new module simplifies procedures as it runs on the same platform as our accounting system. This will reduce maintenance costs and the likelihood of problems. The success of this installation would not have been possible without the superb support from the team in our office.

The third focus during the year has been on file storage and accessibility, historical as well as collaborative. The aim is to have a solution in place by summer 2018. In order to ensure archive safety we have looked at both file accessibility and functional mailboxes.

## **VII - EDUCATIONAL SUPPORT WORKING GROUP**

### **Representatives of the Parents' Association**

#### Member of the Administrative Board

- Ms Manuela Caramujo (PT), working group coordinator.
- Ms Mounia Benyahia (FR)
- Mr Andreas Rogal (EN)
- Ms Pernilla Sjölin (SV)
- Mr Jan von Pfaler (FI)
- Mr Adam Watson-Brown (EN) until September 2017

#### Volunteer parent

- Mr Miguel França (PT)

To help the families, the members of the working group responsible for Educational Support are always available to try to help in any difficulty you may encounter at this level at school. During this year, we answer to every call, to every message sent directly to the working group members or to the APEEE secretariat. We offer our support, we clarified doubts, we accompanied parents to meetings with the school administration every time we were required, we advised parents on how to formulate their demands for educational support and how to continue struggling when the first demand was denied. On that subject, we are very happy that we have been able to advise a family to positively influence the Board of Inspectors' decision to recognize **dyscalculia** as a learning disability condition, allowing, for the first time, the use of formula sheets during the BAC examinations.

A **survey on educational support** was conducted last spring and the results were presented to the Inspectors in May. The results can be consulted [here](#).

An **info-evening on educational support** was organized on 20<sup>th</sup> November 2017. Over 100 parents attended and participated in the debate in a very fruitful and constructive way with the educational support coordinators, Mr Sharron and his two deputies-directors (Mr Arnedo and Mr Schmelz) who were also present. A FAQ on educational support was presented that night and is available [here](#).

A **closer relationship and cooperation between the 4 APEEE** of the European Schools of Brussels in educational support is being put into practice. The representatives from the other APEEE were invited to the info-evening and a **joint conference on "Learning disabilities: ADHD, Autism and Dyslexia"** is being organized at our school next 26<sup>th</sup> February. A list of specialists on learning disabilities is also being prepared.

## **VIII - ACTIVE COMMUNITY WORKING GROUP**

### **Representatives of the Parents' Association**

#### Member of the Administrative Board

- Ms Sara Roda, working group coordinator.
- Ms Vanessa Aulehla (IT)
- Ms Manuela Caramujo (PT)
- Ms Katarzyna Horemans (NL)
- Ms Rose McCarthy (EN) until June 2017

#### Volunteer parent

- Ms Isabel Fernandes (PT)
- Ms Sanjee Goonetilake (NL)
- Ms Catarina Jesus (PT)

- Ms Sandra Mendes (PT)
- Mr Amine Othmane (FR), since 27/10/2017
- Ms Mariana Senos (PT), liaison with Imagine Tomorrow Sub-Group
- Ms Corinna Valente (IT)
- Ms Sónia Vasconcelos (PT)

### **Background information:**

The Active Community Working Group (AC WG) was created in January 2016 to build a greater sense of school community between students, teachers, parents and carers, school staff and management. A strong engagement of the school community brings benefits to all its members and, ultimately, will maximise student development and achievements. The three principal areas of activity of this group are: 1) event organisation; 2) promotion and development of volunteering partnerships between school community members, 3) medium and long-term project support.

### **Working Group Meetings:**

The WG met 4 (four) times this year: February, March, June and September. The first meeting was to define and approve the WG priorities, the following meetings were dedicated to coordinating the accomplishment of those priorities, dividing tasks, follow-up on pending issues and addressing new areas of concern.

### **Working Group Priorities:**

1. Update volunteers' database, make processing more efficient, increase usage:
  - Database should be made available to the APEEE and the school
  - The survey should be done every year and a link should be published in the secured zone
  - Validate more volunteers and publish a list with their names in the secured zone
2. Organise conference(s) on teenagers' issues ;
3. Support Run for Life, Eurosport 2017 and 'surfer sans danger' conference ;
4. Promote positive behaviour / continue to support preventing violence in the playground project ;
5. Assess the future project TV, to be linked with preventing violence in the playground (creation of a web TV inside the school, to be used as a pedagogical/educational tool to complement or support teaching methods, and to create a sense of school community by working together with students, teachers and parents. Under this project students would create a TV journal, reportages, educational videos on specific topics, etc.) ;
6. Support the induction policy / welcome service ;
7. Encourage more interaction between sections ;
8. Devote a page for WG Active Community on APEEE website (linked to next point);
9. Create a form in the private part of the website for volunteers' database (to be discussed with APEEE Secretariat its feasibility).

### **What we did this year:**

Some of the topics described above were accomplished (1, 2 and 3); new topics were added and carried out; others are on-going (4, 6 and 7); others were postponed, awaiting modification of the APEEE website, which itself depends on large budgetary allocations (8 and 9); and one did not receive financial support (5).

In brief, the main objective of this Working Group (WG) is to mobilise the school community to work better together, taking advantage of its multicultural members and diversity. We are very lucky to have such diversity in one place. And although different, we share a common goal of creating a school of excellence for our children. Anyone wanting to contribute positively to the school community is strongly encouraged to become a member of the Working Group.

This year we supported several actions and projects brought by WG Members, teachers, other European Schools in Brussels and active parents:

- Run for Life – proposed by Board Member Ms Katarzyna Horemans, which took place on 2 April. It was the first time such an event of this type was organised. The Commune of Woluwe-Saint-Lambert also gave its support.
- Preventing Violence in the Playground Project – proposed by the WG Chair. The project started in the beginning of 2016 with the aim of promoting positive behaviour in the playground areas through prevention. This year, Prof Dr Frédéric Hardy, professor and researcher of Mons University, came to our school to visit P1-P2 playground area and prepare a report with recommendations. The report was delivered to APEEE and the School before the Summer and the School finished its analysis after the Summer break. The APEEE allocated €1500 to be used until December 2017 to help implement some of those recommendations, in particular: a) training on mediation for teachers and the surveillance team; b) improve playground areas (with a buddy bench, outdoor games and painting precise playground areas in a more proportional way so that you establish 3 to 4 areas i) run with a ball, ii) run without a ball, iii) quiet area, no running allowed, and iv) green area (this can be combined with the quiet area if there is no sufficient space at school); or c) help prepare a video which could be used in the future by the school to facilitate discussion on this topic with students and in-house teacher training.

The School considered that a training on mediation would be useful to the surveillance team (and would be done in-house, as the teachers had already received training in this area), as well as the acquisition of outdoor games/material and the division of the playground area. For the latter, a long-lasting quality paint is quite costly and unfortunately the budget allocated from APEEE is not sufficient. As a result, the option taken is to improve outdoor games and replace damaged/ worn-out materials.

The key point is that the School Management is constantly working to improve and find solutions to promote a good and healthy environment at School. They have implemented several new measures which have contributed to the reduction of conflicts in primary (ex. exclusive person to manage and follow-up playground conflicts being also responsible for the quiet room, complaint e-form, mediation training, increased common spaces for primary, creation of the role of surveillance coordinators in the playground, updated well-being policy). They would also like to have a covered area in P3-P5 playground to allow students to play outside when it rains and create a green / quiet area with space for a vegetable garden (the budget estimates are high, and the School Management is trying to find a way to allocate the necessary funds).

- Bees project – proposed by Mr Valerio Rovai, LII FR School Teacher. The APEEE helped financially providing €800 to the project which consists of buying two hives, in an isolated part of the school, where children do not have access (only Mr Rovai), and protection material. The preparation of the ground, installation and maintenance of the hives would be done by Mr Rovai. The objective is to inform and bring awareness to children and colleagues of the bees' world, pollination, how they work in a group, the products that can be made from honey, learn to not to be afraid and what to do when you "meet one", the dangers of pollution to the bees, etc. Once the bees are in place, Mr Rovai will organise visit groups in coordination with school



teachers. As a condition, the APEEE requested that Mr Rovai make sure that the school infirmary always has in stock antihistamine (in case of allergy) and epinephrine for the treatment of anaphylactic shock (in case of high allergy). This project is connected to the activities of the Imagine Tomorrow Group.

- Support the activities of the Imagine Tomorrow Group – the Active Community WG liaison is Ms Mariana Senos. The WG Active Community discusses and agrees on which way we can help raise awareness of the environmental challenges ahead. A planned activity is to establish Saturday morning workshops on sewing and bricolage to give a new use to old clothes and objects (Note: we are waiting for precise proposal dates from the Imagine Tomorrow Group).
- Support charity concert organised by three European Schools of Brussels – led by EEBIV, the APEEE decided to support this charity concert taking place on 8 January 2018 at the "Conservatoire de Bruxelles". The artist will be Mr Alberto Ferro<sup>3</sup> and the benefits will go to "Solidarité Grands Froids"<sup>4</sup>, Belgian ASBL. The APEEE support consists of paying €300 if not all tickets are sold.
- Propose and support invitation of speakers to the School to give lectures on issues of common concern:
  - Association Stop à la Drogue – working with S2 and S3 students, coordinated after by APEEE CEES WG
  - Portuguese nurse to discuss drug addiction – proposed by a Portuguese Teacher, Ms Carla Valentim, coordinated after by APEEE CEES WG
  - Mindset for Exams – proposed by WG Member Ms Manuela Caramujo coordinated after by APEEE CEES WG. The focus is to explain how to support children throughout their study life, attitude towards study/school, learn about time management and have a constructive approach. The event took place on 26 September 2017.
  - Mobile phones and excessive use of screens – initially the AC WG decided to invite Prof Dr Manfred Spitzer (DE psychiatrist, psychologist and neuroscientist) with extensive work and expertise analysing the risks and side effects of digital information technology<sup>5</sup>. Due to his high honorarium, the WG chose a different speaker. The APEEE now invited the BE Police Commissionaire of the Computer Crime Unit Mr Olivier Bogaert to inform about online games, social media and the dangers of internet (cybercrime) – see section on planned events.<sup>6</sup>
- Improve playground areas in secondary, in particular S3/S4 – the WG Chair and WG Member Ms Manuela Caramujo helped preparing a letter to the School Management requesting precise and realistic improvements in the playground. The issue is being analysed by the School and is now being coordinated by APEEE CEES WG.

<sup>3</sup> Lauréat du Prix du Public Reine Elisabeth 2016, 6ème Lauréat Reine Elisabeth 2016, International Press Prize and Haydn Prize at the "Ferruccio Busoni" International Piano Competition in Bolzano (2015), 1st prize at the "Premio Venezia" National Piano Competition at Teatro La Fenice in Venice (2015). <http://www.albertoferro.eu>

<sup>4</sup> <http://www.solidaritegrandfroid.be/>

<sup>5</sup> We strongly invite parents to read the following:

<http://www.telegraph.co.uk/news/worldnews/asia/southkorea/10138403/Surge-in-digital-dementia.html>

<https://www.psychologytoday.com/blog/mind-change/201507/digital-dementia>

Interview with Prof Dr Manfred Spitzer: <https://m.youtube.com/watch?v=4Ueg55KUQa0>

<sup>6</sup> <https://www.police.be/5998/fr/questions/prevention/criminalite-sur-internet>

- The WG was called to develop the "APEEE Guidelines on ads" - to be applicable to the ads website of APEEE. For more information see: <http://woluweparents.org/classifieds/?lang=en>
- Mandated by the Board, as per request of Secondary Deputy Director, the AC WG Chair, with the help of SEN WG Chair Ms Manuela Caramujo, the CEES WG Chair Ms Vanessa Aulehla and APEEE Secretariat, prepared and launched an anonymous survey on the use of mobile phones in secondary in June. 690 replies were received between 15/06/2017 and 07/07/2017. Unfortunately, the system was not protected against unrequested multiple participation, that is, it did not save the IP address, the respective session-ID of each participant or set up cookies to avoid that the same person or students replied to the questionnaire, aimed only to parents. The first 477 replies were made during day one of the consultation with few seconds of interval between each completed reply. The main conclusions:
  - We cannot guarantee that the answers were given by parents only and that it exclusively represents the opinion of parents, due to the technical shortcoming mentioned above.
  - Most respondents agree with the principle that mobile phones be left in students' school bags, turned off or in silent mode, during lessons.
  - The majority also favours that mobiles are left in a box at the entrance of a classroom, inside a protective small bag with the students' name, to be recovered at the end of class. Some comments against this practice mentioned time lost for teaching, increased possibility of theft, another task for the teacher to think about before starting a class.
  - The data also reveals that most respondents are not against the use of mobile phones during breaks, although opinion differs to which breaks mobile phones can be used.

The CEES WG Chair took then the lead on the next steps, meeting with the School Management to present the outcome of the survey, highlighting that due to the technical drawback the results could be seen as representing the view point of not only parents, but also of secondary students. The APEEE intends to participate in the discussions between the School Management and teachers to address the use of mobiles at school.

### **What is planned:**

- Thank you dinner to all volunteers (parents, teachers, staff, students) who help us to have a stronger community – to be organised by the Welcome Service WG and will take place on Thursday, 25 January 2018
- Inter-European School Tennis Tournament: a first meeting on the subject is planned on Monday 27/11/2017, but there is no date yet scheduled for the event.
- Conference for parents and secondary students in French on "*Trucs et astuces pour bien profiter de la toile. Dangers d'internet, des réseaux sociaux et des jeux en ligne.*" given by Mr Olivier Bogaert, Belgium Police Commissioner of the Computer Crime Unit, to take place on Thursday, 12 April 2018;
- Volunteers database – a new survey to be launched to update the previous database. The data collected is shared with the school management (Directors and secretariat) as well as APEEE Board and Secretariat, respecting personal data regulations.

- Possible organisation of different activities managed by volunteer parents covering areas like crafts, and also career orientation.

**Other groups with a strong connection to the APEEE volunteering activities:**

- Library Support Group – parent volunteering coordinated by different parents in all sections, under the umbrella of Ms Karima Mehdi and Mr Vincent Wouters, School librarians. If you would like to read a story to the children or support the library opening hours, get in touch with the librarians.
- Eureka – team of voluntary parents managing the lost and found. All small lost valuables (watches, mobile phones, jewellery etc) for primary and kindergarten are kept with primary secretariat (Ms Natalia Tenderenda), for secondary students are kept at the APEEE Secretariat (Mr Ferhan Pelister). Students can collect these any day during the week and not only on Friday. If you want to join the Eureka team, contact APEEE and we will give you further details.
- Book Sale Committee – organises Books Fair for second-hand books. Latest was on 12 June 2017.
- Christmas Market Committee – get involved and contact APEEE and we will give you further details
- Footfest Committee - get involved, contact school (Ms Elaine Irvine) and they will give you further details

I would like to sincerely thank the work of all Members of the WG, Volunteers, the APEEE Secretariat and Staff, the APEEE Board, the School Management, the Teachers, School Staff and the Students for giving their time and positive motivation. Without your engagement and proactivity, we could not have had such productive results this year.

Thank you and please continue!

## **IX - WELCOME SERVICE - the first year of many**

### **Representatives of the Parents' Association**

#### Member of the Administrative Board

- Ms Rose McCarthy (EN), working group coordinator.
- Ms Vanessa Aulehla (IT)
- Mr Anthony Bisch (DE)
- Ms Manuela Caramujo (PT)
- Mr Bengt Davidsson (SV)
- Ms Ana Dumitrache (FR)
- Mr Johan Melander (SV)
- Mr Andreas Rogal (EN)
- Ms Sara Roda (PT)
- Ms Johanna Saarentalo-Vuorimäki (FI)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Francesca Tudini (IT)

### **Background information:**

The APEEE Welcome Service in EEB2 was initiated on election to the APEEE Board at the end of January 2017, due to the dearth of proper provision of dedicated information and personal support for new parents and students to the Primary and Secondary school community and new to Brussels locale.

The purpose of the Welcome service was to provide opportunities of information-based social events, linking new parents and students with parent-volunteers across the Primary and Secondary school over the academic year.

It was proposed that parent and student-volunteers from all nine language sections would become the Welcome Team. That they would devise the literature needed and give their time to ensure strong early support for all new families in an organised, culture-specific way, per language-section. It was envisaged this multi-lingual team would be in place by September 2017 to reach out to new families from the commencement of their child's first day.

In February 2017, the APEEE Board was presented with a prepared paper on the social-emotional needs of children who move more than twice in their school career. Highlighting how the provision of soft-support to their emotional needs at their commencement with the school supports their ability to engage better with peers in the school community and absorb academic content. Research was presented demonstrating the impact if support was not provided to these children. Clearly, a Welcome service is to the benefit of all children in the school but given the high-rates of transition in Brussels, this was a key aspect for APEEE to consider.

### **ROAD MAP FOR SERVICE DEVELOPMENT -3 PHASES**

A comprehensive road-map was outlined to the APEEE Board in three distinct phases:

#### **Planned Phase 1 – March 2017- 30<sup>th</sup> May 2017**

- Partnership-building through meeting confidentially with each school director, Mr Sharron, Mr Arnedo and Mr Schmelz to ascertain their respective views.
- Direct consultation with the parents and students of the last three years in the school, through a detailed, confidential, on-line questionnaire. A strong level of feedback was received.
- Analysis of the data was provided to the APEEE Board, the school management and the school community. The data of each language section was shared in diagrammatical form, detailed text and also a compiled compendium of all feedback from the entire questionnaire covering all language sections of the school community.
- Services were proposed on the basis of the feed-back to meet the needs of this unique school. Unfortunately, in this first-year it was only possible to develop a few aspects. Particularly as it was June 2017 and the school needed the service for September 2017.

#### **Planned Phase 2 – Development of Service -June-September 2017**

- The Welcome Team members developed the first series of literature of
  - **Maps** for Primary and Secondary students. (developed with students, copies in both English and French); also,
  - **Student Brochures** prepared by Students in Primary and Secondary level. Both brochures were prepared in English and French.
- **Service proposals** in accordance with the feed-back from the school were developed. Some were progressed, regrettably some of the student-based services, were postponed for another year, due to difficulties with room availability and insurance. For example, one of the sought-after proposals from the student-feedback in the consultation was for after-school social networking opportunities in a craft-based, after-school activity for new students with other new students. Hopefully next year this could be developed.

### **Planned Phase 3- Launch of Welcome Service - September 2017**

#### **Launch of on-line dedicated service for new parents**

- On-line email for new parents. Dedicated focus on questions/concerns for new parents in all sections, Primary and Secondary, all school queries which would be directed to the right person, all APEEE service questions similarly dealt with, and any language section issue correctly referred. **The new service was 'welcome@woluweparents.org'**;
- The Welcome pack and Calendar of our modest first year of social and information-based events over 2017/18 was sent out by the co-ordinator from this site. Next year it will be more comprehensive.

#### **Personal Welcome Services roll-out September 4<sup>th</sup> 2017**

- Commencing with joint-school and Welcome Service Cocktail before term commenced. This was a wine and buffet evening where the school teachers provide orientation tours to parents.
- The volunteers of the Welcome team had a stand and all personally took time to actively greet new parents, giving the much-needed personal contact, answers to queries and sharing our literature of children's Maps and Brochures to the new students.
- The Welcome Service student-volunteers took new students from their own language sections on student-orientation tours using their new palm-size colour-maps.
- (i)Primary-level, \*(this was done, whilst accompanying the teacher-orientation tour);
- (ii)Secondary, \*(the student-orientation tour was independently run by the students.

**Welcome Coffee Mornings** (x4) Scheduled over 2017/18 (9<sup>th</sup> September, 9<sup>th</sup> October, 9<sup>th</sup> December (Christmas Fair), 5<sup>th</sup> February and 16<sup>th</sup> April 2018).

Purpose to offer warmth in our hospitality with school-based information. Generating an ambient atmosphere for informal social/personal contact for parents and students alike and in partnership with the Directors of the school who wanted to make themselves more visible and accessible. Aiming to support and inform parents on their arrival in our school.

The coffee mornings ran from 8.15-10.30am on each occasion. Welcome service volunteers with the three Directors of the Woluwe school, and Representatives from language sections in APEEE met and shared information with new parents in an ambient atmosphere, with all language sections providing detailed and relevant information they needed, over coffee and cakes.

This provided valuable inter-face opportunity for personal contact, sharing of experience and networking for new parents in all language sections. Including sharing of literature, and sourcing particular answers to questions. The feed-back from parents was generally they felt impressed and reassured that if they needed information in the short-while, they would know where to contact someone.

#### **Video-vignettes – Personal yet Permanent Welcome by Students**

A project has been underway with a team of Secondary students, (with a Primary team waiting in the wings), to develop a series of 'Welcome' messages on the secure site of the school for new students.

We have volunteers from the student body, spanning across the nine language sections provided for in the school. In addition, we also have Spanish and Estonian.

The co-ordinator was directly involved on a weekly basis with this team and their tutor, Mr Kehoe. The Co-ordinator motivated the students to think of how new students feel joining such

a vast school. Emphasising how their involvement would make a personal, positive impact on a new student receiving a short message of welcome in a video link on the secure site of the school and in their mother-tongue.

The messages from each section are scripted and now awaiting filming. The Secondary students will be working directly with the Primary students to ensure a strong essence of their own creativity emanates from the finished product.

### **Publicising our service in the school and seeking volunteers**

Concurrently with this practical work by the welcome team devising the first-series of literature and building a team of volunteers. The co-ordinator ensured to publicise the development of the service. This was done on a regular basis, informing all of the outcomes of messages from the Consultation with the school management and parents/students. The decision of the APEEE to roll-out Welcome services. This information was through the APEEE newsletters and by APEEE email to the school community.

The Co-ordinator made clear that the aspiration to use parent-volunteers is a renewable way of ensuring a cultural-shift in the school to be more supportive to new parents. This was emphasised in the call for volunteers. Parents and students were informed that the service would provide the structure for existing parents and student volunteers to personally stand forward and engage in a warm welcome with each new generation of Primary and Secondary students, and to do so on an annual basis every September.

In this regard it was envisaged we would have a volunteer-based service for new parents from existing parents and for new students by existing students. That these volunteers would provide opportunities for practical support, opportunities for new parents to have personal contact with the school community designed for them, provision of maps for Primary and Secondary students, Brochures written by students for students with pertinent information for Primary and Secondary students.

The Co-ordinator continually raised that it would be best for the responsibility of supporting the Welcome Service to be shared with existing class-reps, Board members and parents in the school community in all language sections relevant to the family. With a view to this running annually in partnership with the school.

### **Future Welcome Services.**

The compression of developing a comprehensive Welcome Service for new families between June 2017 and September was ambitious and too tight. Consequently, despite the Herculean efforts of the strong, focused energy of the volunteer body for whom we have to thank for the success of the project.

As departing Co-ordinator, we have much to do to develop the services for next and every year. The new Co-ordinator Ms Manuela Caramujo has much experience having run her own Welcome Service in Argentina.

### **Minimum:**

1. The literature will need up-dating annually.  
(Importantly, in true representation of the students, they should be directly involved in further developing their own brochures);
2. The APEEE website needs to have a designated 'New Family link', where all of the literature can be uploaded on the secure-site. It is essential that the password for families is in place so they can access it when they need it, at the beginning of term;
3. The Video-vignette project needs to be completed and uploaded onto the secure-site,
4. Meetings will need to be convened with Primary and Secondary school-management to ensure a close-co-operation for the next Welcome Cocktail;
5. Meetings will be needed with the management and class student representatives, to ensure smooth process for the next student-orientation tour at this Welcome Cocktail;

6. Consider the student feedback for opportunities for new students in the school to meet others in craft/play based after-school activities for 2018. It was not possible this year, but perhaps next year.
7. Continue to be directly engaged with the school-community at large to promote the need for future-volunteers, particularly Secondary and Primary students who bring life and meaning to the service for the new students.

My thanks go to all who supported the principle and being of this service. Without the huge efforts of many people this Welcome Service, as limited as it has been this autumn, could not have been achieved at all. Remember the in-depth consultation grounding the service did not finish until the end of May 2017. The meetings with management and the Board of APEEE did not finalised agreement until the first week of June 2017 and we needed to be operational by the end of August.

Well done everyone! I will be sad to be leaving you. Thank you to you all and my best wishes to you in the future.

**Rose McCarthy, (nee Forrest)**

APEEE Board member (2017) and Co-ordinator of the Welcome Service

## **X - FINANCIAL SITUATION**

See financial report.

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**WHO DOES WHAT?  
ADMINISTRATIVE BOARD 2017**

**WORKING GROUPS: M = Member / C=Coordinator**

NAME	SECTION	BUREAU MEMBERS	WORKING GROUPS: M = Member / C=Coordinator														
			Interparents	Secondary CEES	Active community	Welcome policy	Education support	Canteen	Transport	Extra-curricular activities	IT working group	Security & safety	Information	Budget Working group	Enrolment policy / SWALS	Compliance & risk assessment wg	
AULEHLA Vanessa	IT		M		C as of September	M	M									M	
BENYAHIA Mounia	FR		M	M	M			M			M		M			M	
BISCH Anthony	DE		M	M			M	C	M	M	M		M			M	
CARAMUJO Manuela	PT		M		M	M	M				M		M			M	
DAVIDSSON Bengt	SV		M	M			M			M		M	C as of December			M	M
DUMITRACHE Ana	FR		M	M			M	M			M		M	M		M	
HOREMANS Katarzyna	NL		M	M	M	M					C	M				C	
LAZDINIENE Jovita	LT	Treasurer	M	M	M										C	M	
MC CARHTY Rose	EN		M	M		M until June	C						M			M	
MELANDER Johan	SV	Vice-Presid. Adm. Aff.	M				M		M	M	M	C	C until December		M	M	M
NAVA Mario	FR	Secretary	M		M								M		M	M	
RAEDLER Albert	DE		M	M					M	C					M	M	C
RICCI Guido	IT		M	M					M	M	M					M	
RODA Sara	PT		M		C as of September		C	M		M				M	M	M	
ROGAL Andreas	EN	Secretary of information	C	M			M					M		C	M	M	
SAARENTALO-VUORIMÄKI Johanna	FI		M		M		M		M		M		M			M	
SCHMIDBAUER-MOGENSEN Bettina	DE	Member of the Bureau	M		C until August	M	M		C		M	M				M	
SJOLIN Pernilla	SV		M			C until Sept										M	
TUDINI Francesca	IT	President	M	M			M				M			M	M	M	M
VON PFALER Jan	FI	Vice-Presid. Pedagog. Aff.	M	M				M							M	M	
WATSON-BROWN Adam	EN		M			M until Sept		M until Sept								M	

Responsible for the APEEE administration: F. PELISTER

Director APEEE: A. GALLE  
 Manager Administration & Finance: E. VAN DIJCK  
 Manager canteen: D. VINCENT  
 Manager transport: R. DU MOULIN  
 Manager extra-curricular activities: A. JEAN VILLANUEVA