

ANNUAL REPORT

2019

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I - INTRODUCTION

Dear Parents,

On behalf of the APEEE Board, I am pleased to present the 2019 Annual Report. The aim of this document is to give an overview of our activities during the year, focusing on the most important areas.

The Report cannot be exhaustive. It would be impossible to present all we have done, the discussions held, the initiatives put forward, and the decisions taken. As a small group of committed parents, we have done our best to cope with the diverse and challenging issues facing us.

Perhaps the biggest issue we have faced, and continue to face in 2020, is overcrowding. This year we have a record 3180 pupils, way above the capacity of 2850. Pupils and teachers feel the consequence of this on a daily basis; insufficient classrooms, a timetable that means free periods dotted through the day without study rooms available and some pupils having to eat sandwiches during lessons because a lunch break cannot be scheduled. For teachers it also means often nowhere to plan lessons or mark work. The corridors are always very crowded with large numbers of pupils rushing to get to their next lesson creating potentially dangerous crush situations on stairwells. Nurses report more and more incidents arising from this and counsellors and pupils report increased levels of psychological and bullying problems from the stress created by an overpacked environment.

Overcrowding problems are common to all the 4 Brussels schools and are caused by the failure of the Belgian Federal Authorities to provide sufficient schooling to keep pace with the growth of pupil numbers. The APEEEs from all 4 schools have worked together to lobby the Board of Governors, the Commission, the Office of the Secretary-General of the European schools and the Belgian Federal Authorities to get this situation addressed. It's a tough battle and continues to absorb a great deal of APEEE time and energy. The good news is that there is now a pending agreement to create a temporary primary school at the old NATO site as requested by the APEEEs, rather than Arts-Loi. We need to continue fighting to make sure this actually happens, that it is delivered on time and that a solution is found in the short term to the chronic overcrowding in Secondary as well. We also need to continue to push the European School authorities and Belgian Government to deliver on the 5th Brussels school, which was needed for 2018, and is now planned (but not approved) for 2026.

2019 has also witnessed the introduction of competency-based teaching up to S6. This is a big, but welcome change in the way the curriculum is taught, and grades are allocated. It should lead to more structured learning, better geared to developing the analytical and other skills needed for the modern world, plus greater consistency of grading. The APEEEs have been working with the Office of the Secretary-General to making this a success. In particular we are concerned that it is implemented to a high and consistent standard across subjects and sections, and that the new grading system does not negatively impact on university access, as risks being the case in at least one section.

You will read about some of the achievements of our different working groups in the pages that follow; the parent events run by our School Community and Welcome groups, the very important Health and Safety agenda; the work done by our Primary and Secondary teams and of course the continuous work undertaken to ensure our Services deliver the goods for pupils and parents.

I would like to thank all of the APEEE Board members, who have put in so much of their free time into all of this work over the year. I would also like to thank the hard working APEEE staff who manage and work in our Canteen, After-school Activities and Transport teams.

My thanks also to the school management for engaging with us on a wide range of issues, and for always being open to dialogue, even where views diverged. I would in particular like to extend a warm welcome to our new director, Kamila Malik, whose openness and commitment have impressed all who have worked with her.

Finally, thanks to you, the parents, in particular to the Class Reps and to the volunteers for your wonderful contributions. Our appreciation goes to all those who got involved this year and especially to those who, with their dedication and engagement, inspired us to go the necessary extra mile.

Giles Houghton-Clarke
President

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 relevant working groups this year.

II-1 - Interparents (www.interparents@interparents.eu)

Representatives of the Parents' Association

Interparents delegates

- Mr Andreas Rogal (EN), Group Coordinator
- Ms Vanessa Aulehla (IT)
- Mr Jan von Pfaler (FI)

Working group members of the Administrative Board

- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Ana Dumitrache (FR)
- Ms Sanjee Goonetilake (NL)
- Ms Szilvia Kalman (FR)

Interparents (IP) represents the parents' interests in the European School system and their executive bodies, like the Budget Committee, the Joint Teaching Committee and the Board of Governors (BoG), which meet twice a year. By preparing thoroughly for these meetings, IP has again this year managed to influence ES policy and decisions.

Our school has sent delegates to all Interparents' meetings this year, two in Brussels (EEB II and IV), one in Varese and one in Frankfurt. Assigned by the IP board, they represented parents in their respective Board of Governors (BoG) assigned Working Groups: Sustainable Education, Extended meeting of the Steering group for the NMS, BAC observatory group, Repeat rates and failures WG, and Parents' Associations coordination of the Mobility Programme.

Items of particular relevance to our school include helping the BoG and the European Commission take a clear and strong stance towards the Belgian authorities with respect to the provision of a fifth ES in Brussels, including temporary measures mitigating the now critical overcrowding problem in the existing Brussels schools.

The New Marking Systems has been a very central issue as the progress towards a successful and even implementation has not been quite adequate to date. Perhaps more worryingly, there are deep concerns that the introduction is leading the Member States to devalue the European Baccalaureate (EB) by essentially requiring higher relative performance than earlier for the same national grade. It is established that the same skill by pupil will likely to be transferred to a lower Grade in the national system. The German Kultusministerkonferenz has taken a view to require higher grade than earlier for the same German grade. This particularly ill-advised position towards grade equivalence is likely to have a radical effect to EB graduates' access to particularly the most competitive programmes in German Universities. The Office of the Secretary-General of the European schools (OSGES) and the European Commission are now fully aware of the issue, not least thanks to strong parent lobbying.

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

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Anthony Bisch (DE), Group Coordinator
- Ms Akvile Motiejunaite (DE) – Back-up: Mr Anthony Bisch
- Ms Saïda Khanboudi (EN) – Back-up: Mr Andreas Rogal
- Ms Minna Melleri (FI) – Back-up: Ms Pia Pistol Diboine
- Ms Ana Dumitrache (FR) – Back-up: Ms Szilvia Kalman
- Ms Roberta Maggio (IT) – Back-up: Ms Francesca Tudini

- Ms Elita Petraitiene (LT) – Back-up: Mr Marius Lazdinis
- Ms Sanjee Goonetilake (NL) – Back-up: Ms Natalia Karpenko
- Ms Tatiana Almeida (PT) – Back-up: Mr Luis Amorim
- Mr Bengt Davidsson (SV) - Back-up: Mr Giles Houghton-Clarke

The **Education Council for the primary and nursery (CEP&M)** is composed of the school deputy director for primary and nursery, of elected representatives of the teaching staff and of the Parents' Association (APEEE). Its role is to seek optimum conditions for effective teaching and to promote positive and stimulating human relations.

The parent representatives (as the '**Primary and Nursery Education Working Group**') prepare the CEP&M meetings. Parent section representatives act as contact points for parents in their sections.

The Primary and Nursery Education Working Group aims at establishing trustful and motivating relationships with the school community and all its actors. It provides school management with concrete proposals and workable solutions with a solution provider approach. The working group also voices parents' concerns and bring them onto the school's management agenda. It advises and supports parents on a large number of different questions and personal issues.

The Primary and Nursery Education Working Group was coordinated for this period by Mr Anthony Bisch

The CEP&M met three times in 2019: on 9th April, 1st July, and 5th November.

School population situation - December 2019

EFFECTIFS	DE	EN	FI	FR		IT	LT	NL	PT		SV	TOTAL	Nombre classes	
M1 (2015)	10	11	5	14	14	12	7	13	11	8	7	6	118	12
M2 (2014)	15	12	13	14	14	11	9	7	9	11	9	10	134	
SOUS-TOTAL MATERNEL	25	23	18	28	28	23	16	20	20	19	16	16	252	12
P1 (2013)	23	19	14	25	26	9	18	19	28		21	202	10	
P2 (2012)	19	16	16	25	25	20	17	21	21		26	219	11	
P3 (2011)	20	27	25	26	26	20	19	12	16	15	27	233	11	
P4 (2010)	21	21	19	28	28	21	22	15	23		18	216	10	
P5 (2009)	28	26	23	22	22	23	20	12	21		23	241	11	
SOUS-TOTAL PRIMAIRE	111	125	94	276		90	88	88	124		115	1111	53	

Overcrowding

Overcrowding and its negative impacts on pupils and school community remains a general concern. This question is addressed as a general matter at school level and is discussed at CEP&M level when relevant. The number of pupils at primary and nursery level remain stable with a small 40 pupils increase compared to the previous school year.

Learning support

Teachers followed a seminar on "dans la peau d'un enfant avec besoin spécifique"/ "in the shoes of a special needs child" during their pedagogical day. Learning support teachers receive a dedicated training each year. As this particular presentation was such a success, the APEEE decided to re-organize it for interested parents.

Nevertheless, despite dedicated training, we remain fully aware that the school is not always able to find candidates with adequate profiles and relevant language skills to perform learning support. The school management invites for any person potentially interested to work at the school to use the dedicated e-form and invites parents to circulate it. More information on this question is provided under the section on Learning support

Overheating on top floors in primary school building

Overheating in the primary school building is a long-term health issue which is negatively impacting pupils and teachers. Temperatures in the classrooms can go beyond 30°C during the sunny period. The school installed solar films which allowed a reduction of the temperature in the classroom. However, the positive impact was not sufficient to mitigate the overheating. The envisaged long-term solution would be the installation of a ventilation system.

Replacement of teachers in case of absence and information of parents

Replacement of an absent teacher is a recurring discussion. While school management provides a replacement, it cannot be guaranteed that it will be assured with a person speaking the language of the section. Some sections, such as the German one, were particularly impacted.

Another issue relates to the information received by the subsiding teacher in order to ensure the continuity of the teaching and avoid any gap. The implementation of a new system to provide all the relevant information ("Dossier de remplacement professeur") to the subsiding teacher should enable a smooth replacement.

The information of the parents regarding the long absence of a teacher remains a ground for improvement. The automatic notification of the info class representative in case of teachers' absence worked well for a limited period in 2018. Since then this option has unfortunately been suspended.

Preventing bullying and violence in the playground

It remains a key concern for the APEEE which was thoroughly discussed. Overcrowding and the lack of space strengthen this situation which remains a source of concerns for parents. School has put in place actions to ease the situation: yellow angels, silent room, mechanism to inform parents. We positively welcome the installation of new climbing structures to spread pupils' activities in the courtyard and make the best of the limited available place.

Cleanliness of toilets

This topic has been widely discussed over the last years. The situation is currently improving due to a reinforced monitoring. The state of the toilets is checked three times per day. In case of problem, the cleaning team coordinator is immediately informed and asked to take the appropriate action.

E-forms

Parents are using them on a regular based and are positive about them. We suggested some practical modifications which were implemented by the school. As for example, parents who need to collect their child during school hours on a regular basis can now ask for recurrent dates as opposed to having to complete an e-form each single time. This modification is a real improvement for parents.

Primary and nursery building infrastructure

Schools buildings are old and works are needed. We have highlighted and discussed all the building and infrastructure issues when we were informed about it by the school management. However, the school does not always have the possibility to act. The Régie des Bâtiments, an agency of the Belgium federal government, is responsible for performing structural works. So far, the lack of responsivity and delays in concrete actions of this agency did not allow to fix infrastructural issues.

Activities for pupils and scholars' trips

We would like to thank the whole nursery and primary school community, for their dedication in organizing the scholar trips and a large number of events which are broadening horizons of the pupils. Among the numerous activities that were offered, we can mention for example Europa in Canto and the European day of languages.

Support to class representatives and parents

The members of the Primary and Nursery Education Working Group dedicated an impressive amount of time to handle an important volume of queries and specific cases. They have advised and supported class representatives and parents in different situations. They also provided information and offered presentations within their section.

II-3 - Secondary education group – CEES

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Vanessa Aulehla (IT), Group coordinator until October 2019. Ms Szilvia Kalman is the Group coordinator as of October 2019.
- Ms Bettina Schmidbauer-Mogensen (DE) – Back-up: Mr Anthony Bisch
- Mr Andreas Rogal (EN) – Back-up: Ms Saïda Khanboudi
- Mr Jan von Pfaler (FI) – Backup: Ms Pia Pistol Diboine
- Ms Szilvia Kalman (FR) – Back-up: Ms Ana Dumitrache
- Ms Vanessa Aulehla (IT) – Back-up: Ms Francesca Tudini
- Mr Marius Lazdinis (LT) - Back-up: Ms Elita Petraitiene
- Ms Sanjee Goonetilake (NL) – Back-up: Ms Natalia Karpenko
- Mr Luís Amorim (PT) – Back-up: Ms Tatiana Almeida
- Mr Johan Melander (SV) – Back-up: Bengt Davidsson

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

The CEES consist 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') 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 Secondary Education Working Group was coordinated by Ms Vanessa Aulehla until 19 October 2019 when it was taken over by Ms Szilvia Kalman.

The CEES met three times in 2019: on 19 March; 13 June; 24 September.

School population situation - December 2019

	DE	EN	FI	FR	IT	LT	NL	PT	SV	TOTAL	classes
S1 (2008)	20	25	23	26/26/28	24	21	18	23	21	255	11
S2 (2007)	20	27	27	24/24/24/24	30	14	25	22	18/18	297	13
S3 (2006)	20	21/21	22	25/23/26/24	25	11	19	29	23	289	13
S4 (2005)	25	19	17/17	29/23/24	25	13	26	28	15/21	282	13
S5 (2004)	23	24	24	28/27	26	13	25	28	23	241	10
S6 (2003)	26	18/18	17/14	27/28	23		21	16	25	233	11
S7 (2002)	18	16/16	28	25/25	26		14	30	19	217	10
Total secon- daire	152	205	189	510	179	72	148	176	183	1814	81

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

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 as a response to a growing demand of parents for greater differentiation. It is offered to pupils from S1-S3, since by the end of S3 all pupils reach the required B1 level and the gap among pupils diminishes to a large extent. These classes typically include pupils with one parent native in L2, SWALS or pupils that used L2 as a language of instruction in previous schools. A small minority of pupils are high performers in languages, who have reached B1 level or above via other channels. In these 'bilingual classes', L2 is taught similarly to L1, while in mainstream classes, much more attention is paid to laying solid foundations of language skills.

The establishment of 'streaming classes' has been criticized by a number of parents who felt that their child was wrongly placed in the normal classes. At the CEES meeting of 19 March, the APEEE was invited to develop a proposal about the future of streaming. The APEEE, after consultation with school management, teachers, pupils and parents put forward a paper acknowledging the necessity of differentiation in L2 EN/FR and calling for the continuation of streaming, while proposing a number of improvements to the implementation of streaming policy to remedy parents' complaints. The recommendations concerned notably the establishment of classes and levels, testing methods and communication with parents. At the CEES meeting Mr Schmelz informed us that streaming would continue along the lines proposed by parents and outlined the changes in streaming policy (see CEES minutes of 13 June). At the CEES meeting of 24 September, Mr Schmelz reported that the establishment of higher-level classes went smoothly for the new school year and expressed its appreciation for the good collaboration with the APEEE on this matter.

See CEES minutes of 13 June 2019

New marking system

The new marking system (NMS) was introduced in the school year 2018/19 for the secondary excluding those then on S6 & S7. 2019/20 it is applicable for the same cohort (i.e. excluding S7). The first BAC under the new system will be in 2021 for the current S6.

The system is competence based, and it aims to give the pupil a better understanding of his/her performance, the strengths as well as the areas for improvement per listed competence. It should also result in a more coherent assessment across the entire system and the sections.

However, as the assessment is critical from S5 upwards particularly for university application, APEEE is continuing discussions with the school in order to make sure that the new assessment system is coherently and effectively applied in this school. We believe the individual teachers' motivation is key to a successful implementation and that the school needs to continuously pay attention to the issue. The school also has a key role in communicating any guidance issues to the system level, i.e. in terms of lacking guidance. The implementation of this change is the responsibility of the school. However, two key issues not in the hands of the schools are the setting of BAC 2021 questions and the equivalence of the grades BAC 2021 in terms the national grades, i.e. the value of the grades as entrance credentials to the universities and other tertiary education.

Collaboration with DG EAC

Discussions between APEEE and the school management started on how EEB2 could benefit more from the wealth of resources, practical tools and policy documents available at EU level (e.g. on School Education Gateway).

In this context, a delegation (including Mr Schmelz, two teachers and eight students) from EEB2 participated at the conference on supporting key competence development organized by DG EAC on 12-13 November. The conference discussed different learning approaches and environments that support key competence development (e.g. project-based learning, cross-discipline learning or learning in collaboration with external stakeholders), in line with the Council Recommendation on Key Competences for Lifelong Learning adopted in 2018. Participants also had the opportunity to visit the

conference exhibition where relevant Erasmus+, eTwinning, Horizon 2020 and national projects were presented. The student representatives were very active throughout the conference and raised important issues from the students' perspective. This was highly appreciated by the participants and the organizers. Students from the media club prepared a full coverage of the conference.

The APEEE will continue to act as a bridge towards DG EAC with the aim of supporting the school management in implementing policies and good practices developed at EU level.

Assistance to parents/students during BAC 2019

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 Baccaureate. This year, the situation was overall much calmer than in 2018. The informal complains raised by parents and students with APEEE Woluwe and Interparents were mainly on Biology, Geography, History, Maths, L1 German and L2 French. We received reassurances from the Head of the BAC Unit that the points raised were forwarded to the relevant inspector. In some cases, additional marking instructions were issued to take account of the feedback, as for example, in the case of translation issues in the Biology exam. We were informed by the BAC Unit that at the end of the process, the statistics showed that the final marks were in line with or even slightly better than in previous years. We furthermore offered assistance for parents considering to appeal formally, but to our knowledge no formal complaint was filed at our school.

BAC 2019 statistics

On the basis of the latest available statistics (see <http://schola-europaea.eu/bacc/report/2019/mobile/index.html>) the figures seem stable. The overall success rate is at 98,21%, in Woluwe 99,18%. The average final mark in all European schools was 78,84 compared to 78,36 in 2018. The Woluwe final mark average of the 245 candidates of 2019 is slightly higher than last year at 78,83.

At Woluwe the median preliminary marks (prebac and class mark) was 8,08, the written bac 7,63 and the oral bac 8,43 in 2019.

The variation between sections are still noticeable this year with the SW section scoring 84,78 (2018: 80,98); the DE section 81,08 (2018: 82,63); the EN section 80,47 (2018: 75,53); the FI 80,39 (2018: 84,09); the IT section 80,14 (2018: 78,66); the PT section 79,62 (2018: 73,40); the FR section 76,78 (2018: 78,38) and the NL section 72,59 (2018: 78,96).

Discussions with the school over the last year have been fruitful, the necessary work on exchange of best practice among sections and different assessment culture is ongoing. Notwithstanding this, it appeared also that motivation of students is a not a negligible factor insofar as in some countries, entrance to university is only based on BAC grade, while in other countries access to universities is either open or is based more on university specific tests/interviews.

Student Exchanges within the European Schools

The student exchange programme has recently been relaunched by the Office of the Secretary-General of the European Schools (OSGES) under the name "Student Mobility Programme" (MP). Your APEEE as well as all other parent associations of the European Schools have endorsed the programme. Not only, but not least from a pedagogical point of view, temporarily attending other schools in another country gives students the chance to develop and mature in many regards, e.g. to improve their language skills and through experiencing a different educational and cultural environment.

All "Type 1" European Schools (the 13 schools directly in the ES system) and also more and more Accredited European Schools (AES, either privately run or governed by national authorities but following the ES curriculum and offering the BAC) are participating in the programme and offer the possibility of hosting other students.

According to the OSGES guidelines, exchanges can take place during the 1st semester of S4 for one month, or in S5 for the full first term. Our school has decided to only allow the latter, longer exchanges. In our APEEE MP task force, we have developed a short questionnaire for parents to express their preference which we will send out early in 2020 and, if necessary, take the survey result for further discussion with Secondary management.

The MP is certainly attracting a growing interest across the system.

In the school year 2018/19, six S5 students participated (up from three in the previous year), two in Varese, one in Alicante, Luxembourg, München and Frankfurt. In exchange, three pupils from Alicante, Varese and Frankfurt were hosted by our school.

In the current school year, seven students have taken part, with one even leaving outside the actual MP to a school in Australia via a German funded exchange programme. Of the others, one went to Munich, one to Varese, one to Frankfurt, one to Stockholm, one to Alicante and one to Göteborg.

At our school, we hosted ten students: four from Alicante, three from Varese, two from Munich and one from Frankfurt. At the MP Task Force we are proud that our school was able to offer host families from amongst our parent community for all of them, and wish to express our gratitude to the hosting volunteers also in the context of this annual report.

APEEE assists in the exchange programme by providing the transport and canteen services for incoming students and also by supporting the school with the host family process. We also help our students to get in touch with others schools if they wish to undertake a mobility programme themselves.

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)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Saïda Khanboubi (EN)
- Ms Roberta Maggio (IT)
- Mr Johan Melander (SV)

Members of the APEEE staff

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

The canteen is a business run by us parents - but not for profit! We serve 2500 meals a day, on Wednesdays around 800. We strive for quality and authenticity. We try where possible to source ingredients from local producers and bio sources. Our focus is on homemade food prepared on site with as little processed ingredients as possible. For some months now, the kitchen team is in the process of reshaping, after our longtime canteen manager left into retirement last September.

Healthy and balanced food is essential for learning, and be assured, we will do all we can to give your kids good food! It is very important to us that our meals are appetizing and appreciated by the pupils.

We therefore welcome all feedback. Early this year, we will repeat our periodic customer satisfaction survey to find out what we can do better.

Price rise

The prices in the canteen and cafeteria had to be increased in November. This is because there have been increase in food prices, which we cannot absorb, and in addition, each year the costs of canteen and serving staff rise by the national inflation index. This is the first price increase since 2017.

Price rises in the cafeteria have increased at a higher rate because the service was making a significant loss, which we cannot sustain. This is mostly due to staffing costs, which tend to be higher as we need several tills operating to cope with the arrival of many pupils all at the same time, wanting to be served quickly. This is an inevitable consequence of the school timetabling. As with the canteen, we try to ensure quality ingredients, which also has an impact on prices.

Due to the suppression of the vending machines, we have experienced a higher demand at the cafeteria. We are in the process of introducing a cashless payment system activated through the students 'card. This will improve the service time considerably. We will also try to minimize waiting times by adapting our offer and listening to feedback from students.

Self-service to staff

Since 2018, the canteen is running a separate self-service to teachers and school staff. From a former clientele of approx. 45 people, we are now happy to receive over 100 staff every day to eat the dish of the day and a selection of homemade salads and desserts. Customers report that the atmosphere is more relaxed and the offer more flexible, which helps teachers and staff to cope with the daily stress of an overcrowded and complex school system.

Information about allergens in the food we serve

The APEEE takes food allergies very seriously. We are aware that a growing number of people suffer from such allergies and are committed to providing our canteen and cafeteria users with the information they need to have and whether they can eat a particular dish or not.

We provide this information in four ways:

- The canteen menu available on the APEEE website displays the allergens present in every dish for the next 2-week period, so that parents can periodically review the upcoming meals with their children to instruct them what to avoid eating.
- Each day in the canteen and cafeteria a menu is displayed for that day with icons indicating which allergens are present in which dishes. Please ask your children to check these displays each day and to familiarize themselves with the allergen icons (these are listed below). This information will also be displayed on TV monitors.
- Pupils may also ask serving staff for an oral information about the allergens present in the dishes served that day. This information will be provided by the chef. Note that information will be given in French language only, therefore should not be relied on by pupils who are not fluent French speakers.
- For prepackaged items sold in the canteen or the cafeteria, the allergens will be in bold in the ingredients list printed on the packaging itself. Please ask your child to check the packaging before opening and eating the contents.

In case we have to change the menu to force majeure reasons, we send a mail to all parents subscribed to the canteen and publish information on the TV screens as well as mounting a red flag at the entrance.

You will find more information on our allergens policy on our website: <https://www.woluweparents.org/en/2019/10/28/information-on-allergen-info-plan/>

New TV screens

Since September, we have started mounting a number of TV screens that help us communicate the dish of the day and the allergens. We plan to use this new information tool in future for other

information, such as interesting information on where the food comes from, preparation methods etc. There is also an idea to give room to the pupils and school to inform about their activities and events.

Vending Machines

In the new school year, the school did not prolong the contract they had with a contractor that provided vending machines. The school community found that the offer was too unhealthy (mainly sugar drinks and sweets) and not sustainable due to increasing vandalism of the machines. Moreover, the school was unable to find healthy alternatives, so the machines disappeared at the beginning of September. In the meantime, the cafeteria experienced a significant increase of clients and difficulties coping with the run at peak hours. APEEE received repeated requests from students and teachers for drinks and snacks beyond the cafeteria and looked into healthy alternatives. Talks with suppliers are ongoing and it looks like there are possibilities for a vending machines offering healthy choices at the préaux and close to the cafeteria. APEEE will inform the parents on the developments.

B) Transport working group of the APEEE Board

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Minna Melleri (FI), Group Coordinator
- Ms Vanessa Aulehla (IT)
- Mr Anthony Bisch (DE)
- Mr Bengt Davidsson (SV)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Mr Johan Melander (SV)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)

Members of the APEEE staff

- Mr Reggy du Moulin
- Mr Hong Ha Nguyen
- Mr Ferhan Pelister
- Ms Emilie Roland

The activity of the transport section of APEEE may be summarized with the following numbers (daily averages):

- 48 buses operating in the morning
- 40 buses for the 1st departure in the afternoon and 23 for the 2nd departure
- appr. 2475 children with annual subscription
- 12 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 1.410 EUR per pupil. Last not least: Major incidents / accidents for the school year 2018/19: 0.

In 2019, the APEEE Transport WG continued to ensure that the bus transport service offered to pupils follows the highest quality standards of safety, security, and well-being of students, whereas requirements concerning air emissions from buses consider current European standards and the availability of buses on the local market. To meet these objectives, a school bus safety awareness-raising campaign was organized for all kindergarten and primary pupils from 6 to 16 May 2019 by the APEEE at the school.

The transport service continues to recruit further personnel for equipping all morning buses with bus supervisors. In comparison to 2018, the transport group increased the rate from 2/3 of the buses to more than 90 %. However, although fluctuation of bus supervisors is rather low, the

transport group is encountering difficulties in recruiting the necessary personnel to equip all morning busses. The afternoon buses at 15:30 for the kindergarten and primary students are all equipped with bus supervisors.

Reducing the environmental impact of the APEEE transport service was a key priority for 2019, and the Working Group came up with a long-term Green Transport Strategy. As of 1 January 2020 there are no more Euro III norm buses used, in line with EU legislation. The next step is to have all Euro IV norm buses to be replaced by Euro V and VI norm buses.

In order to improve communication with parents, the Transport WG also revised and updated the information on the APEEE website, including the criteria for the bus transport service and any changes to the current routes or timetables.

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

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Francesca Tudini (IT), Group Coordinator
- Mr Anthony Bisch (DE)
- Ms Ana Dumitrache (FR)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Saïda Khanboubi (EN)
- Mr Johan Melander (SV)
- Ms Akvile Motiejunaite
- Ms Elita Petraitiene (LT)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)

Members of the APEEE staff

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

The APEEE extra-curricular activities at our school, including the APEEE supervision, are organized by Ms Agnieszka Jean-Villanueva, in collaboration with Mr Aliocha Sioen and Ms Donatella Carraro, under the supervision of the APEEE Board Working Group.

Our main goal is to offer students the opportunity to discover a large range of activities that 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 focused on continuously improving the quality and the range of available activities, by ensuring easy registration, and by guaranteeing student security and reinforcing parent-instructor relationships.

In particular, the WG has set out 5 priorities for this year:

1. To ensure a high-quality offer which is in line with the expectation of the parents/children
2. To improve communication to parents
3. To value our staff (from managers to monitors and surveillants)
4. To improve the Open Day
5. To roll out the new registration policy (decided by the previous WG)

The WG produced a detailed action plan including: in-depth analyses of what we offer in view of possible improvements and of the most recurrent cases of complaints to arrive at a consistent way of addressing them, better use of communication to relay success stories, better appreciation of our staff.

We are proud of the results we achieved: for example,

- we have improved the Open Day by providing a space for "ateliers" and possibilities for parents to meet our managers;
- we have created a comprehensive Brochure with all the rules for the activities gathered in a single document which has been distributed to all parents;
- we have updated all the periscolaire webpages in English and French and made them more consistent;
- we have launched for the first time an Open Week for parents in December when parents are welcome to watch the activities and meet the instructors and the supervisors.

We will now focus on the actions which are still to be implemented, like a comprehensive list of FAQ on the website; or the use of our newsletter/website to display students' works of art.

With regards to figures: at the beginning of the school year 2019-2020 the APEEE has been able to offer 51 different activities, which results in 303 classes and 2534 inscriptions per week. 1619 students are enrolled for activities. 64 instructors and 21 supervisors are available to make sure that each child can enjoy its activity in the best possible way, yet in the safest manner.

469 players (boys and girls) have registered for our exciting football Interclass/Footfest tournament: 15 teams participate in the Footfest (178 players) and 23 in the interclass (291 players)

852 students are registered for the APEEE supervision. A team of 21 dedicated supervisors are at their disposal to make sure that their time at the supervision is fun and safe.

New activities were launched such as: STEAM, artistic makeup, choir, illustration, introduction to journalism, Italian for fun, recycleArt. We have also offered "stages" during the school holidays providing an much welcome service for a lot of families.

After much deliberation, a major decision has been taken by the Board with regards to the prices of several extra-curricular activities - such as the dance class, the theatre class, supervision and Interclass matches. - This is due to the fact that the Extracurricular and Supervision service was on course to make a significant loss for the coming year. As a 'non-profit' organization, this is not something the Association can sustain, as it only has limited reserves. The decision was therefore taken to increase the prices for the activities that contribute most to this loss.

The APEEE acknowledges that increases are never popular and turns to them as a last resort. Be assured that we are doing everything we can to offer a broad range of activities at the lowest possible cost.

Every single request by any parents has been followed by the Managers and the staff and the Working Group with the greatest care. Where we have not been able to meet parents' expectations, this has been mainly due to constraints that are out of our control (such as lack of spaces or extra unforeseen and not budgeted costs). We trust in your understanding on this and hope you will remain satisfied customers of our after-school activities for the coming year and thereafter.

IV - ENROLMENT POLICY WORKING GROUP (ACI)

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Francesca Tudini (IT), Group Coordinator
- Ms Bettina Schmidbauer-Mogensen (DE), Back-up
- All Board members are member of the working group.

Since the elections to the APEEE Board in January 2019, the coordinator (or her back up) has participated in the numerous meetings of the Central Enrolment Authority (CEA). The CEA is the body charged with deciding on enrolments in the Brussels European Schools. It prepares the Guidelines for

the Policy on enrolment in the Brussels European Schools¹ and has been given mandate by the Board of Governors to adopt the Policy on Enrolment in the Brussels European Schools. This includes the general principles, the calendar for the enrolments, the provisions on the single and multiple language sections, the special priority criteria, the transfers and the rules on the appeals. It also includes a forecast on the number of classes to be opened for each of the schools in Brussels.

The policy for the enrolments for the school year 2020-2021 has been adopted by written procedure on 13 December 2019. The CEA is also tasked to adopt all measures designed to put the policy into practice, and to make optimum arrangements for the conduct of the enrolment session for the beginning of the 2020-2021 school year. This is done with decisions throughout the year at official CEA meetings and via written procedures on enrolments requests submitted based on particular circumstances or "cas de force majeure" and transfers.

The coordinator as well as other Board members have also responded to ad hoc questions asked by the parents wishing to enrol their child(ren) at the EEBII, or any other type of questions (number of children in our school and the structure of the classes, transfer conditions, etc.). Since September this year, a representative of future parents is invited to part of the CEA meetings, when the next enrolment policy is discussed.

The Guidelines for the 2020-2021 policy on enrolment officially state the pupil population of the Brussels European Schools is continuing to increase, whilst the infrastructure has remained unchanged, something which means an increasingly constraining impact in terms of resources and logistics. It is expected that for next year around 400 additional pupils will have to be accommodated in the existing 4 schools and the site of Berkendael. The creation of new classes will be made with priority in Berkendael (nursery and primary) and in Laeken (secondary) in order to maximize their use. Only when they reach their maximal capacity, classes might be created – if needed – in the other schools whose theoretical capacity has already been exceeded.

The Board of Governors' main priority remains an increase in the accommodation capacity in Brussels through the making available by the Belgian State of an additional school. The latest news transmitted to us by the Secretary General of the European Schools is that the new temporary primary school will be available as from 2021 on the former-NATO HQ site by using modular prefabrication technology. The 5th school for 2500 students is foreseen to be available in 2026 on the same site. Discussions on how to fill the temporary site have not yet started.

V - COMMUNICATION WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Mr Andreas Rogal (EN), Group Coordinator
- Ms Ana Dumitrache (FR)
- Ms Sanjee Goonetilake (NL)
- Mr Giles Houghton-Clarke (SV)
- Ms Natalia Karpenko (NL)
- Ms Roberta Maggio (IT)
- Mr Johan Melander (SV)
- Ms Elita Petraitienė (LT)
- Ms Pia Pistol Diboine (FI)
- Ms Francesca Tudini (IT)

The Communication WG has been given a big boost this year by the efforts of the Community Building WG. Its reporting on relevant events inside and outside our school has reinvigorated the quarterly

¹ THE GUIDELINES FOR THE 2020-2021 POLICY ON ENROLMENT IN THE BRUSSELS EUROPEAN SCHOOLS have been formally adopted by the Board of Governors of the European Schools in its meeting of 3-5 December 2019 – see: <https://www.eursc.eu/Documents/2019-12-D-8-en-1.pdf>

newsletter WoluwInfo. Two issues have been published this year. It is now well on its way to become a lively digest of our school life, showing a great variety of styles and content ranging from in-depth articles on problematic issues to personal stories and visual impressions of school events. We would like to remind all parents that the newsletter is open to all contributions, subject to our editorial board's approval.

In the multilingual and multicultural environment of our school it is a challenge to find a common communications strategy. The discussion on this is ongoing, within the Communications WG as well as in the full APEEE Board. For the time being, we inform parents about current issues of the various WGs in the following way: the WG suggests a common text to the board members who then disseminate this information according to the particular needs of their linguistic sections.

The communication working group has also focused on revitalizing the APEEE website, www.woluweparents.org. Due to some technical and logistic difficulties the website is unfortunately not being used to its full potential at the moment, one of the important issues being the need to publish all contributions in both French and English which remains an important objective as we would like the website to be user-friendly to all parents of our school.

The WG continues to work towards producing more content for the APEEE website and is concentrating on defining best practices when it comes to the format of information and communication, with the website, the newsletter, social media (the Facebook page and the Twitter account) and targeted e-mails at our disposal.

VI - EDUCATIONAL SUPPORT WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Tatiana Almeida (PT), Group coordinator.
- Ms Ana Dumitrache (FR)
- Ms Sanjee Goonetilake (NL)
- Ms Szilvia Kalman (FR)
- Ms Natalia Karpenko (NL)
- Ms Saïda Khanboubi (EN)
- Ms Akvile Motiejunaite (DE)
- Ms Elita Petraitiene (LT)
- Mr Andreas Rogal (EN)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr Jan von Pfaler (FI)

The activities of the Educational Support working group for 2019 were based on the existing working documents of the group, developed in the previous years. With an almost entirely new composition of its members and coordination, the working group held a meeting in March and another in October to reflect on the state of play of educational support in the school and develop an updated list of priority areas.

Taking into consideration the current structure and procedures of the educational support system in the school, it was decided that monitoring and assessment of educational support should be addressed separately for primary and secondary cycles.

The possibility of establishing "points of contact" on educational support topics by section is also currently under evaluation.

Another key aspect referred to the ongoing review of the school's educational support guidelines, for which the APEEE, through the Educational Support working group, has been welcomed to participate. Several contacts have already been held between the school services and working group members. A reviewing procedure of the school's Educational Support guidelines should be completed during 2020.

The educational support working group also plays a significant role in mediating and advising in particular cases. This specific support is given upon parents request and often translates into regular contacts, follow up and presence in meetings between parents and school representatives. All information about specific cases is strictly confidential and the identity and personal details of the student are known only by the member of the group responsible for the case and the group coordinator. The Educational Support working group is currently following several cases in which its intervention has been requested.

VII - SCHOOL COMMUNITY BUILDING WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Sanjee Goonetilake (NL), Group coordinator.
- Ms Natalia Karpenko (NL)
- Ms Elita Petraitiene (LT)
- Ms Pia Pistol-Diboine (FI)
- Ms Szilvia Kalman (FR)
- Ms Saïda Khanboubi (FR)

Volunteer parents

- Ms Eleonora Apponi Battini (IT)
- Ms Giusy Di Blasi (IT)
- Mr Mark Epps (FR)
- Ms Taija Toratti (FI)
- Mr Chris Sherwood (EN)
- Ms Sara Roda (PT)
- Ms Manuela Caramujo (PT)
- Ms Katinka Ziesemer (SV)

'It takes a village to raise a child'- African proverb

Mission statement

Imagine a school built and nurtured by deep community ties where students, teachers, the school administration and the parents play an active role to ensure that every child is happy, healthy and curious to learn. This is the ultimate goal we would like to contribute to. In our WG, our mission is to facilitate and enhance cooperation and mutual respect between the four actors – students, their parents, teachers and the school management – to move towards that goal.

We believe that a healthy school community is a place where one nurtures a culture of appreciation. We would like to contribute to the spirit of appreciation at school and to support the initiatives of our children to show gratitude to their teachers, to what they have and what they receive, and to celebrate what you can achieve in a community when you work together. The School Community Building WG is a newly created WG established to promote activities that support these values within the school environment.

The following priorities were identified for the year 2019.

1. Continuous respectful dialogue with the teachers on educational and pedagogical needs of the students outside the classrooms.
2. Support for existing teacher run clubs and events like Media Club, Debate Club, Feminist Club, Ecology Group, School Choir, Jazz club, Footfest, Spring concert, Gala concert etc.
3. Support for large-scale school projects like BRUMUN and Science Day/Symposium
4. Support for intersectional projects
5. Organization of appreciation events like Teacher Appreciation Day and celebrating those

- who have contributed greatly to the school community
6. Support the school community by disseminating information about events and achievement by means of a newsletter etc.
 7. Creation of an Inter-APEEE network on school community building and sharing of best practices
 8. Establish a parent volunteer database depending on the actual needs of the school per sector for e.g. Parent volunteer translators together with the Active Community WG.

What we have done this year:

BRUMUN 2019 - was held from March 5-March 8, 2019 - The first ever Model United Nations Conference at EEB2 was held in March 2018, it was called BRUMUN. This second edition of BRUMUN was held at the Mai Conference center and was attended by over 350 delegates from all over the world coming as far away as Albania and Ethiopia. The APEEE was pleased to provide financial support to the event and through the School Community Building WG top support the students, the teachers and the school management on this project. <https://mymun.com/>

Translation Life Skills Project - (French, English and German) Translation of the pedagogical material for the Life Skills project of the secondary school curriculum through parent volunteer translators (from November 2018- June 2019). Over sixty parent volunteers signed up for this project and it has been the first project of this kind of collaboration with the school. Mr Schmelz and the team of volunteer teachers have shown their gratitude and appreciation to the parents regarding their goodwill.

International Women's Day on March 8 - School community building WG participated in the "breaking the plates" event organized by the Feminist Club, where the students, teachers and the parents joined forces to write a message of taboo on a plate and break it in "bowling style" to the cheers of the students. The parents confessed that it was a liberating experience and it created a close bond with the teachers and the students.

Farewell to Mr Colm Kehoe - Friday 5 July 2019 at 11 am - Mr Kehoe is a legend and left his mark at the EEB2. He started the debate club, the media club, created a lip dub involving the whole school and the first ever Model United Nations conference in a school in Belgium. He had prepared the way for the third edition of BRUMUN before his departure. The School Community Building WG organized a 'Goodbye' for him from the APEEE, students and members of the school management, surprising him when he thought he was about to enter his classroom for the last time. Mr Kehoe was overwhelmed and it was an emotional goodbye.

Global Climate Strikes and Climate Awareness - (on March 15 and September 20) Climate awareness through the newsletter – The School Community Building working group participated and joined forces with the Ecology group students and the teachers of EEB2 in the Global Climate Strikes. During the strike on September 20th around 60 activists from the EEB2 marched together including parents, students and teachers. Some parents joined the march with an 'EU staff for climate' banner.

International Teacher Appreciation Day - On Friday October 4. The APEEE provided chocolates, flowers and fruits in the Teacher Staff rooms on Friday in gratitude for their work throughout the year. This was supported by individual messages from pupils to their teachers, and a message in all the key languages from the APEEE sent to the Director for the teacher community.

Science Symposium and Science Fair - The "Science Competition Day" took place on the 22nd of November in the Salle Polyvalente. Two parents participated in the Science Fair and interviewed the students, the teachers and the participants. The parents also participated in the prize giving of the Science day event on November 29 where the school management gave the prizes. The European Schools Science Symposium (ESSS) will take place in Karlsruhe,

Germany, from Sunday 26th to Wednesday 29th April 2020. There will be four groups of students who will attend the event from EEB2. The APEEE supports partly the costs of this event and helps publicise it to parents. Our objective for next year is getting more students involved through awareness raising to the parents.

BRUMUN 2020 - Our Model United Nations event is planned to be held from 31 March to 3 April 2020. The event this year is largely organized by the pupils of Brumun Committee 2020, though with help and input from teachers, the school management. As previously the APEEE is providing financial support. Many schools from around Europe and farther afield have already signed up to attend and are looking forward to repeating the success of BRUMUN 2019. Details can be found at <http://www.brumun.eu/>

Christmas special - The School community Building Working Group has participated and assisted in the preparation of School Christmas concert held for the first time this year as a "one school philosophy". The WG also participated in the Christmas fair organized on Saturday 7 December by the parent volunteers and attended and supported various language section Christmas events.

VIII - HEALTH, SAFETY AND SECURITY WORKING GROUP

Representatives of the Parents' Association

Member of the Administrative Board

- Mr Bengt Davidsson (SV), Group coordinator.
- Ms Ana Dumitrache (FR)
- Ms Sanjee Goonetilake (NL)
- Ms Szilvia Kalman (FR)
- Ms Saïda Khanboubi (FR)
- Mr Johan Melander (SV)
- Ms Elita Petraitienė (LT)
- Ms Pia Pistol Diboine (FI)
- Ms Bettina Schmidbauer-Mogensen (DE)

Health, safety and security priorities

The activities of the working group on health, safety and security matters for 2019 were based on the priorities identified in the previous year and the established working group structure – with the difference of a greater focus on execution of the priority areas.

General priorities for the working group were i) to ensure that a full safety and security assessment of the school will be organized., and ii) to ensure that the school is aware of associated safety and security risks and is in compliance with legal regulations and policies.

The specific priorities per working group areas were:

- On **health**: Ensuring a good micro-climate and wellbeing for the children, with a focus on the wellbeing survey, that took place in May, including its follow-up.
- On **safety**: Supporting the school in the identification of major infrastructural risks linked to the school buildings. Contribution to the establishment of sound facility management, including in collaboration with the concerned national authorities.
- On **security**: Fostering exchange of information with the school with the aim of offering a secure, safe and child-friendly school environment.

The following is a report to parents and the Annual General Meeting on these priorities.

Zero tolerance policy on substances, drugs and alcohol use at school

Update of the existing school policy on substance abuse was finalized during the year. The update was made with a view to introducing a zero-tolerance policy on substance use.

The final draft version of the policy, submitted to the school management in spring, was approved by the School Advisory Board (SAC) in September 2019 from which date the new substance abuse policy entered into force. The previous policy, approved in 2016, was revised in collaboration with school management, students at secondary level and APEEE.

This is considered a successful collaboration between the school, students and parents.

Wellbeing survey – a flagship project towards anti-bullying and non-violence for all

Following an initiative by the Working Group on Health, Safety & Security, and developed in collaboration with school management and students, a wellbeing survey in secondary level was carried out in May with a 65% response rate amongst students. Securing total confidentiality, the data has been analyzed in a limited group together with representatives of school's educational advisory team, parent volunteers and student representatives.

The survey report is yet to be finalized, including action plans and specifying a number of events to be organized, such as focus groups, information evenings to the parents and a conference. These final steps of the process are very important and APEEE intend to prioritize these steps even more by supporting the school in enhancing its wellbeing policy.

This is clearly a milestone project on which Woluwe is pioneering among all European Schools. It should be noted that the students (through the Students Council, CDE) and the educational advisors' team (of the secondary cycle) have played a crucial role in bringing this project forward. This project is a good example that participation and cooperation, which is built on trust within the school community, is elementary for its successful development.

Furthermore, school bullying is a reality for all schools all over the world. While statistics from the wellbeing survey have not yet been published in our school, it has nevertheless provided insights into the bullying situation at the secondary cycle. Discussions with students, parents and teachers suggest that bullying, including cyber bullying, is becoming a bigger issue in the school, which is also made worse by the severe overcrowding situation.

Bullying is a health and wellbeing issue that is relevant to child protection, and it is linked to education policy. As its effects are serious and sometimes long-term, it should be addressed in a serious and sustainable manner. With only partially coordinated prevention actions in place at our school, especially in primary cycle, it would be of utmost importance to establish a One-School Approach across both cycles and all language sections to bullying and violence prevention. APEEE has requested the introduction of an anti-bullying and violence prevention programme and has presented a discussion paper supporting a programme with a focus on social and emotional learning (SEL) for the entire pupils' population of our school.

Information on food allergens for food provided at the canteen and cafeteria

With a view to avoiding health risks of pupils due to food allergens, contribution was made to the task force on food allergens with a request to introduce a legally compliant system with advance information to parents on present food allergens. This was considered as a particularly important measure for protecting younger pupils who may not be able to manage their allergies in an autonomous manner. It was also a measure to consolidate actions within the framework of the Belgian law on allergens and relevant EU law.

Overheating and poor indoor air quality on top floors at primary – a success?

APEEE consider the overheating and poor air quality in the primary school building a major occupational health problem for pupils and staff. This long-term problem has been an important case for APEEE and we request the school and authorities to solve the problem.

On sunny days, the temperature in the classrooms on the top floors of the primary school building are far too high – starting from moderate temperatures in the mid-20's already in February to mid-30's during warmer months. During a heatwave in June, temperatures reaching 35°C inside the

classrooms were measured. In addition, the indoor air is of very poor quality due to insufficient air ventilation system.

The school has looked into a solution for this problem by, e.g., testing the use of solar films on the windows. While the direct sunlight into the classrooms indeed reduced as a result of the installation of the solar films, this did not result in a drop of the 7°C inside classrooms as expected. A long-term solution would consist of the installation of a ventilation and cooling system on the roof of the primary school building at a cost of at least 400.000 €, as suggested by a Belgian engineering company in January 2019. The study and cost estimation followed a decision by Woluwe School's board in 2018, following a request by APEEE.

In an attempt to secure the installation funding, APEEE contacted Commissioner Oettinger asking for support. However, the European Commission does not want to create precedents providing financial support for infrastructural issues which are a responsibility of the host country (Belgium). A proposition has also been made by parents to organize crowdfunding for the installation. However, the proposition was rejected with the same argument.

At the Woluwe School Board meeting in October 2019, a plan was approved to install air-conditioning units for classrooms on the 3rd floor of the primary school building. The plan is a low-budget solution compared to the proposal made by the engineering firm. APEEE approved the proposal with the condition the school continues to seek a long-term solution that includes proper cooling and ventilation for the entire building. While APEEE consider this case a lobbying success, we are extremely concerned as, at the time of writing (12/2019), no budget means are identified for the agreed low-budget AC installation.

Request to establish a risk-based management system for wellbeing as stipulated by law

In Belgium, the main regulation on occupational health and safety (OHS) at work is the Wellbeing Law of the 4th of August 1996 and the Wellbeing Code of 28th of April 2017. As for all EU countries, the welfare laws require employers to take certain measures to protect workers against psychosocial risks at work and to ensure health and safety at work.

In spite of several attempts and requests by APEEE, previous school management did not fulfil its obligations in providing a systematic and organized work with the objective to achieve legally compliant occupational working conditions for pupils at our school. This is unacceptable and has caused an unnecessary delay in the implementation of measures for the fulfilment of a legally compliant occupational health and safety management system.

Following legal advice sought by APEEE, it was confirmed that the Belgian wellbeing laws are applicable to all staff working at school regardless of contract type and nationality and to all pupils regardless of their age.

The new school Director acknowledges the role of Belgian legislation on occupational health and safety also at our school and is supporting an active involvement of APEEE. We appreciate this and are expecting to make good progress with our new Director.

With APEEE involvement secured, as the school's infrastructure is set under pressure with a huge upgrade and repair back-log, APEEE's first request is the establishment of a risk-based management system for its infrastructure and wellbeing activities as stipulated by law. The request is to define responsibilities, procedures, documentation requirements and the functioning of a Prevention & Protection Committee further to setting priorities and action points.

Knowing that the Belgian state has the obligation to manage state-owned buildings, including our school, and to find budget means for necessary upgrade and repair, the situation is generally speaking difficult. It is clear that the host country is responsible by law. The list of infrastructure upgrade and repair for our school is long. While the local school management is responsible for managing minor repairs within its own budget, bigger projects on upgrade and rebuild of the buildings is dealt with the Belgian authorities (the ministry for interior affairs, managed by Régie des Bâtiments). This responsibility extends to the alarming overcrowding situation, which puts pupil's wellbeing even further at risk.

Perimeter and access to the school

Building a proper perimeter (fence) around the school has been a priority for the European Commission ever since the terrorist attacks in Brussels in 2016. In addition to a new fence, parts of the new works is the installation of CCTV and video, installation of complementary posts for cameras, lighting and loudspeakers, a new guard booth, etc. This work mainly managed by the Prevention Officer at the Office of the Secretary-General of the European schools (OSGES) has been substantially delayed. In 2019, new security gates were installed at the back for deliveries.

The work includes a common access policy. APEEE is participating in the relevant working groups.

IX – ACTIVE COMMUNITY WORKING GROUP

Representatives of the Parents' Association

Members of the Administrative Board

- Ms Elita Petraitiene (LT) –Group coordinator
- Ms Sanjee Goonetilake (NL)
- Ms Natalia Karpenko (NL)
- Ms Saïda Khanboubi (EN)
- Mr Andreas Rogal (EN)

Parent volunteers:

- Ms Sara Roda (PT)
- Ms Eleonora Apponi Battini (IT)
- Mr Giusy di Blasi (IT)
- Ms Taija Toratti (FI)

Mission statement

To promote the role of parent volunteers in the school through projects which would enhance wellbeing and social skills of pupils, to promote events in the whole school or individual sections.

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.

As of 2019 January AC WG, has three principal areas of activity: 1) event organization through volunteer projects; 2) promotion and development of volunteering at school; 3) medium and long-term project support.

Priorities:

1. Promote and support projects organized by parent volunteers on various topics for all school or different sections (project management);
2. Promote and support the school in the organization of the events related to pupils' social skills and wellbeing (Footfest, Christmas market, etc.);
3. Attract more volunteers to the school on a daily basis (library, Eureka, etc.)
4. Organize regular appreciation events for parents' volunteers.

This year we supported several actions and projects brought by parents and teachers:

Bees project, upon proposal of Mr Valerio Rovai, LII FR School Teacher. It's been a long time since Mr. Rovai has committed to grow bee colonies at EEB2, also with a view of spreading awareness among the school community on the paramount role of such pollinators in safeguarding nature and biodiversity. At the beginning, hives and bees were made available by Mr. Rovai himself and were placed in a well-secluded area just behind the running track, faraway from school activities. In order to support this project, APEEE budgeted an amount of 800,00 euro to purchase two hives and more bees. The actual expenditure has occurred this year. At the beginning of May, the "new" bees have been placed in the two hives and in the Summer, it was already possible to harvest some honey, only few pots to start with but...EEB2 local honey! The

school community has shown great interest for this project, but no close visit has taken place yet; before bringing students close to the bees, Mr. Rovai deems it advisable to briefly train interested teachers. Mr. Rovai has underlined that to ensure enhanced protection during close bee observation it is preferable the students to wear protection gear, so extra funding might be needed.

Italian section **initiative with Mr Franco Debenedetti Teglio "Italian racial laws; the memory of children"** in May 2019. Mr. Debenedetti has brought to the Italian section of EEB2 his personal story of a Jewish child suffering persecutions under the fascist laws on the race. His activity was structured based on the age of the audience. During school hours, Franco met P4 and P5 classes and S1, S2, and S3 classes. Furthermore, an evening event was organized for parents and S4-S7 students. The goal of this initiative was to provide a direct testimony on one of the darkest times in Italian history and to warn young generations about threats of antisemitism, racism, and intolerance still haunting our present.

Lithuanian section **project on ethnic persecution** (related to one of the 8 life skills programme of the school – tolerance) in September 2019. Author of the book 'Siberian Haiku' Jurga Vilé and illustrator Lina Itagaki presented the story for Lithuanian section P4, P5, S1, S2, S3 pupils. The comic style book is based on a true story about deportations to Siberia during World War II and after it. The deportations were Soviet Union tactics to achieve Russification of its occupied territories in the Baltic nations.

What is planned:

- An appreciation event to all volunteers (parents, teachers, staff, students) who got involved in various activities at school (Brumun, Science Day, Footfest, Christmas market, Library, Eureka, School Choir, etc.), in cooperation with the School Community Building Working Group, possibly at the beginning of 2020.
- Cooperate in establishing a parent volunteer database depending on the actual needs of the school per sector for e.g. parent volunteer translators together with the School Community Building Working Group.
- Search for various projects, presentations, conferences involving all school or different sections (keeping in mind share of good practice and more interaction between sections).

Other groups with a strong connection to the AC WG:

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 help at the library during opening hours, get in touch with the librarians.

Eureka – team of voluntary parents managing lost and found items, i.e. clothes, shoes, and bags. There are two different teams, one for kindergarten/primary and one for secondary. Eureka activities are run on Fridays, as follows:

- Kindergarten/primary – following a reorganization of the activities (as already explained to parents via e-mail), new opening hours from 9:30 - 12:30, as usual in the room next to the kindergarten/primary library;
- Secondary - as usual, from 12:00 to 13:30, as usual in the room next to the S5 préau.

It is notable that any found small valuables (watches, mobile phones, jewellery etc) for primary and kindergarten are kept with primary secretariat (Ms Natalia Tenderenda), while for secondary students are kept at the APEEE Secretariat (Mr Ferhan Pelister). Students can collect these any day during the week.

Those interested in joining the Eureka team are welcome to contact APEEE for more information.

Book Sale Committee – organizes Books Fair for school second-hand books. The Book Fair usually takes place in June and September. Latest was on 11 September 2019. For more information, please contact APEEE.

Christmas Market Committee – organizes every year event at school now coordinated by Mme Christine Thomas. Every section is invited to organize their stand (usually based on section culture and traditions with crafts and food), the profit of every stand is given to charity of their choice. For more information contact APEEE or Mme Christine Thomas.

Footfest Committee – organizes every year event at school coordinated by secondary teacher Ms Elaine Irvine. The committee chooses projects which benefit from the profit of Footfest fair. For more information contact Ms Elaine Irvine.

X - WELCOME SERVICE

Representatives of the Parents' Association

Member of the Administrative Board

- Ms Ana Dumitrache (FR), Service coordinator
- Ms Elita Petraitienė (LT)
- Ms Sanjee Goonetilake (NL)
- Ms Tatiana Almeida (PT)
- Mr Luis Amorim (PT)
- Ms Vanessa Aulehla (IT)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Ms Francesca Tudini (IT)

The Welcome Service was created two years ago, with the main objective to facilitate as much as possible the arrival at our school for new pupils and their families. Its primary aim was to provide information and personal support to parents and students who were new to the Primary and Secondary school and to Brussels.

The service was maintained this year, and offered to all families, from all sections and levels, even if they were not new in the school. The idea was to have a service that allows people to meet and feel supported, thus contributing to the creation of a sense of belonging to a nice school community.

Work has started updating last year's packs of information for primary and secondary levels, which are distributed at various events and available on APEEE's website.

On the 10 September 2019, the group has organized a Welcome cocktail, in cooperation with the school and with the participation of the new Director Ms Kamila Malik. The Welcome team had a stand and took time to greet new parents, giving the much-needed personal contact, answers to queries and sharing APEEE's maps and brochures. Key services of the APEEE such as canteen, transport, extra-curricular activities as well as the OIB after-school care had also stands and provided information.

Several informal coffee mornings were held during the year, to socialize with both "new" and "old" parents of our school and offer them a personal orientation and replies on their specific questions, over coffee and cakes. In an informal atmosphere, parents received each time a brief introduction from the APEEE's Board members on the parents' association's role and activities and an update from the school directors. Parents had the opportunity to ask questions to APEEE's staff members, in charge of services such as transport, canteen and extra-curricular activities and to discuss with the school directors, who were present each time, the Board members and volunteers from various sections. This provided valuable opportunity for personal contact, sharing of experience and networking for new parents in all language sections.

The feedback from parents on the Welcome Service was very good, and people generally felt impressed and reassured that if they needed information in the short-while, they would know whom to contact.

The service will certainly be continued next academic year, and the APEEE will do its best to further improve it, keeping the good partnership with the school management and administration and stepping up synergies with volunteer parents.

Until then, many thanks to all the APEEE's Board members, APEEE's staff and volunteer parents involved in the Welcome Committee's activities of this year! It is thanks to their commitment that we can make our school a nice and warm place to learn and grow!

Ana Dumitrache (FR)
Coordinator of the Welcome Service

XI – OVERCROWDING / ARTS-LOI

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Giles Houghton-Clarke (SV), Group coordinator
- All members of the Board are members of the working group.

Woluwe school is now the most overcrowded ever; it now reaches a record number of 3,181 pupils. The capacity is 2850, so we are way beyond what the school can accommodate. Of course, if there would be enough room, we would be happy to welcome new pupils hoping everyone finds their place in the school and participates in the great community we have here. Nevertheless, it is clear to all that the school over population has reached breaking point; corridors are becoming dangerously crowded and noisy, preventing pupils getting to classes on time and risking accidents on the stairs; as there are no longer enough classrooms available some pupils have lessons whilst eating lunch, with no break from mid-morning to the end of the school day; many science lessons cannot be conducted in labs because there are not enough facilities; pupils' agendas have study periods scattered throughout the day and for some, there is no study room available during these periods so they have nowhere to work; classroom shortages mean teachers have nowhere to prepare lessons and mark work etc, etc.

The whole school community is united in agreeing this situation is unsustainable and must be addressed. The problem is that the population of the Brussels schools increases by net 400 pupils each year. The Belgian Federal Government has failed to create additional school capacity to keep up. This is not a new problem; since 2013 it has been known by all parties that a 5th European School was needed in Brussels by 2018, but because of inaction, work has not yet started and so it is currently only predicted to be ready in 2026. Although the Federal authorities proposed a stop-gap solution by converting an office block at Arts-Loi to create 1000 additional places, this was far from enough to address the need and was unsuitable as premises for a school. Fortunately, there has now been a re-think on this and instead a new 1500 pupils' temporary school is proposed for the NATO site, next to where the new 5th School will be built. This is the solution that parents proposed so we are of course pleased. The latest news is that a decision on this will be taken by the Belgian authorities in the next few weeks, and if all goes to plan, the new temporary school will open in 2021.

Welcome as this news is, it provides no solution for Secondary pupils, who are bearing the brunt of much of the overcrowding problems, and it will not address the issue of how to accommodate the additional 400 pupils coming into the Brussels schools in 2020. The Brussels APEEEs are therefore requesting that if new capacity is not made available by 2020, there must be a serious discussion at the Board of Governors about prioritizing access to the Brussels schools - because there simply is no more room! We are also asking for the European Commission to take a bigger role. It is through Commission staff contracts that the school overcrowding situation is caused, therefore it has a key responsibility in finding a solution, and given its far greater leverage towards the Belgian Federal authorities, the Commission also has more means at its disposal to bring this about.

We will keep you posted on developments. Feel free to share with the APEEE your personal experiences of the overcrowding - these are useful in bringing the impact home to those responsible

for the situation. Please also use your contacts in the Institutions to send the message about the terrible strain chronic overcrowding is placing on the basic fabric of the Brussels schools. The problems can be fixed if there is the commitment to do so from all parties and the necessary sense of urgency and determination to make it happen.

XII - FINANCIAL SITUATION

Representatives of the Parents' Association

Members of the Administrative Board

- Mr Marius Lazdinis (LT) until October 2019) – Group coordinator. Ms Vanessa Aulehla (IT) is the Group coordinator as of October 2019.
- Mr Giles Houghton-Clarke (SV)
- Mr Johan Melander (SV)
- Ms Bettina Schmidbauer-Mogensen (DE)
- Mr. Jan von Pfaler (FI)

The working group members followed closely the implementation of the budget and the forecasts for next year. In October, on the basis of their assessment all Board members voted in favor of the financial report 2018-2019 and of the budget 2019-2020 which are presented to the AGM.

- Financial report 2018-2019 + budget 2019-2020
The 2018-2019 profit and loss accounts show an actual loss of 14.074,50 €, while a loss of 83.358,62 € was budgeted. The 2018/2019 balance sheet shows a total of 2.244.235,34 €. The APEEE holds reserves in order to meet its legal obligations towards staff in the event that it ceases activities. At present, the reserves are in line with this financial obligation.
- Extra-curricular activities: there's a loss of 18.431,66 € in 2018-2019 which was due to the fact that there were more monitors hired, supervisors worked more hours and we identified classes which were making a loss such as dance, theatre, Interclass-Footfest, and the supervision). The extra-curricular activities have a reserve of 299.425,89 €. The budget 2019-2020 for the extra-curricular activities seeks to close the budget gap through bringing prices for these activities into line with costs. This budget was already approved by the Board in June 2019 in order to be in time for school year.
- Affaires generales: is mainly to cover the cost of the APEEE administration. A small surplus was made of 1.365,57 €. All is in line with what has been budgeted. The Affaires generales have a reserve of 101.651,19 €. For the 2019-2020 budget a loss 3.089,46 € is foreseen due to an increase of the APEEE administration cost. Therefore, the budget working group proposes to increase the annual contribution fee from 45 € to 50 € as of September 2020, of which 5 € will be allocated to the Social Fund. The annual contribution fee has not been raised since more than 12 years.
- Canteen: a loss was made of 67.450,31 € which was mainly due to the fact that the canteen had to close during the month of September 2018 due to the delayed works. There was therefore no income during that month, but the fixed costs needed to be paid. Other reasons for the loss are the price raise of the food cost and the cost of the self-service. The canteen has a reserve of 352.089,73 €.
- Social fund: a small surplus was made of 2.883,18 €. All is in line with what was budgeted. The Social fund has a reserve of 101.917,81 €. For the budget of 2019-2020 a loss is scheduled of 13.115,46 €. This is due to the decision to allocate more funds to projects such as BRUMUN, Education support project, HSS project etc. Board members ask to increase the amount for possible allocation to not yet identified projects from 3000 to 9000 €, which will bring the budgeted loss to 19.115,46.

- Transport: a surplus was made of 67.558,72 €. The main reason for this is that the PMO Commission (which reviews and agrees transport cost funding to the APEEEs) has closed the verification for the period of 2012-2015, and the provision which the APEEE had budgeted for this can be put back in the accounts. The reserves for transport are 843.331,40 €. For the 2019-2020 transport budget a break-even result is approved by the Board. This will require a transport fee of 1365 € to 1410 €. The increase in cost is due to the indexation of the bus transport and 180 days of transport instead of 179 days.

See financial report.

WHO DOES WHAT? ADMINISTRATIVE BOARD 2019

SECTION BUREAU MEMBERS

WORKING GROUPS: M = Member / C=Coordinator

NAME	SECTION	Interparents	Primary CEP&M	Secondary CEES	Active community	Welcome policy	School Community Building WG	Educational support	Canteen	Transport	Extra-curricular activities	IT WG	Health, Safety & Security	information	Budget Working group	Enrolment policy	Compliance & risk assessment wg
ALMEIDA Tatiana	PT	M	M	M		M		C								M	M
AMORIM Luis	PT	M	M	M		M						M				M	
AULEHLA Vanessa	IT	M		C		M			M	M					C	M	
BISCH Anthony	DE	M	C	M					M	M	M	M				M	
DAVIDSSON Bengt	SV	M	M							M			C			M	M
DUMITRACHE Ana	FR	M	M	M		C		M			M		M	M		M	
GOONETILAKE Sanjee	NL	M	M	M	M	M	C	M	M	M	M		M	M		M	
HOUGHTON-CLARKE Giles	SV	M	M	M					M	M	M	M				M	M
KALIMAN Sziviva	FR	M	M	C			M	M					M			M	
KARPENKO Natalia	NL	M	M	M	M		M	M					M			M	
KHANBOUBI Saïda	EN	M	M	M	M		M		M	M	M	M				M	
LAZDINIS Marius	LT	M	M	M								M			C	M	
MAGGIO Roberta	IT	M	M						M					M		M	C
MELANDER Johan	SV	M	M	M					M	M	M	C	M	M		M	M
MELLERI Minna	FI	M	M							C						M	
MOTIEJUNAITE Akvile	DE	M	M					M			M					M	
PETRAITIENE Elita	LT	M	M	M	C	M	M	M			M		M	M		M	
PISTOL DIBOINE Pia	FI	M	M	M									M	M		M	
ROGAL Andreas	EN	C	M	C	M			M		M				C		M	
SCHMIDBAUER-MOGENSEN Bettina	DE	M	M	M				M	C	M			M			M	
TUDINI Francesca	IT	M	M	M							C			M		C	
VON PFALER Jan	FI	M	M	M				M				M				M	M

Director APEEE: A. GALLE
 Manager Administration & Finance: E. VAN DIJCK
 Manager canteen: D. VINCENT until September / P. ORLOVSKI is
 Manager Canteen as of December 2019.
 Manager transport: R. DU MOULIN
 Manager extra-curricular activities: A. JEAN VILLANUEVA
 APEEE Administration : F. PELISTER