

## APEEE Board Working Groups' Priorities 2026

The Annual General Meeting (AGM) elects the Association's Board, which is also known as the Board or C.A. The members are elected to serve a one or two-year mandate. However, to maintain continuity, at least half of the positions on the Board are up for election at each AGM.

Furthermore, the Board sets up Working Groups, which oversee specific activities and services, support parents, amongst other tasks. The Board is made of a Bureau and various Working Groups which focus on operational and pedagogical matters. Each working group has a coordinator, who is elected by the Board and its members. You will find below the listed priorities of each working group in the scope of its mandate. The [Board structure is available on the APEEE website](#).

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## 1. Business Process Working Group

### A. Mission

The mission of the Business Process WG is to ensure oversight of the day-to-day management of the services offered by the APEEE: transport, canteen and extra-curricular activities. It keeps the Board regularly informed and provide it with the necessary support and proposals for decisions related to the services of the APEEE. In implementing its tasks, the WG works in close cooperation and consultation with the APEEE's staff, in particular the Director and the line managers in charge of transport, canteen and extra-curricular activities.

The WG provides the Board with proposals for decision on all the matters falling under its remit.

### B. Horizontal role

1. Keeping the APEEE staff informed of the needs and expectations of the parents as regards the services provided, notably through oversight and support in the launching of surveys and their assessment.
2. Examining policy options prepared by the APEEE staff and preparing concrete proposals for a decision by the Board.
3. Ensuring the existence of a complaints policy and following up, as appropriate, any complaints of parents or students on matters that so require.
4. Monitoring closely the cooperation with the external parties and supporting the staff, as appropriate, in their assessment as regards the fulfilment of the third parties' obligations.
5. Ensuring, together with the WG Communication, that any news or decisions affecting the daily functioning of the services are communicated to the parents in an efficient and timely manner.
6. Liaising, and fostering the staff's liaison, with the other parents' associations, in particular the APEEE's of the Brussels European Schools, on matters related to the provision of services to parents and of any ancillary services (e.g. data protection or ICT infrastructure).
7. Focussing on the specific needs in light of the move to Evere due to take place in September 2026.

### C. Service-specific role

#### 1. On transport:

- 1.1 Monitor the **quality of the service**, in particular by assessing the level of achievement of the following objectives:
  - Adherence to the rules of conduct and to safety rules by drivers, supervisors and by children (consider trainings/targeted communication for children but also for parents, in coordination with WG Communication)
  - Routes duration within the limit of 1h
  - Improved comfort for parents and safety: to consider and explore different solutions for tracking the buses (liaise with WG ICT; support staff in liaising with other APEEEs or external contractors)
  - Improved hygiene conditions of the toilets at the bus parking zone in WOL (liaise with the School and Régie des Bâtiments, as appropriate, and with the WG Health, Safety and Security)
  - A more effective lost-and-found system (liaise with Eureka volunteers)
  - Trained personnel, ensured by the continued delivery of trainings on safety and security, including the first aid training and training on the use of Epipen
  - Safe environment when crossing the street between the WOL parking zone and the school (liaise with Gardiens de la Paix)

- 1.2 Monitor any **key performance indicators** (duration of the trips, absences (drivers and supervisors), delays, etc)
- 1.3 Monitor **users' satisfaction and complaint handling**: ensure that complaints feed into the system to seek targeted improvements, in particular as regards:
  - Bus lines (overall duration of routes + optimisation of the routes)
  - Bus stops (aiming at aligning the stops for Evere and Woluwe routes to the possible extent)
  - Schedules (aim at a scheduling with the biggest possible adherence to reality)
  - Drivers (identify deviations from the rules of conduct that require intervention)
  - Supervisors (identify deviations from the rules of conduct that require intervention)
  - Any other aspects
- 1.4 Support the **move towards a more eco-friendly APEEE**, targeting:
  - Maximisation of the use of available seats (especially on the afternoon buses)
  - Reduction of redundancies in bus stops (different buses stopping on the same bus stops)
  - Decrease in the average duration of trips

## 2. On canteen:

- 2.1 Monitor the **quality of the service**, in particular by assessing the level of achievement of the following objectives:
  - Ensuring a healthy and diverse diet
  - Cost effectiveness
  - Efficiency in the allocation of timeslots, ensuring adequate time for students to have their meals
  - Safe environment, without excessive noise
- 2.1 Keep the existing **business models** of each site under review, assessing them on a recurring basis in light of the available data (performance, satisfaction, market, etc)
- 2.3 Exploring options to ensure **menus accessible to children with allergies or other food restrictions**
- 2.4 Offering guidance to staff to develop policies as regards **access to the canteen**, notably regarding security parameters, "bring your own lunch" approach and by designing enforcement policies in case of unlawful access.

## 3. On extra-curricular activities:

- 3.1 Monitor the **quality of the service**, in particular by assessing the level of achievement of the following objectives:
  - Ensuring a varied offer, adequate to the different types of public
  - Cost effectiveness
  - Adherence of teachers and supervisors to adequate behaviour
- 3.2 Exploring options to integrate children with **special needs** in the extra-curricular activities
- 3.3 Foster the organisation of **events** to build a sense of community and promote the activities offered (eg Open Days, championships, etc)
- 3.4 Ensure appropriate **liaison with other partners** of the school, e.g. the OIB, to ensure an appropriate range of options at the disposal of the families.

## D. Budgetary and financial tasks

1. Supporting the WG Budget when examining the draft proposal for annual budget and accounts elaborated by the APEEE staff.
2. Providing advice to the Board with regard to the approval of substantial expenditures.

## 2 Health, Safety & Security Working Group

Following the discussions, the Working Group agreed to focus on the following three priority topics for the current year/mandate:

- a) Physical Fenced Perimeter (WOL and EVE Site)
  - The existing physical fenced perimeter at the WOL site to be reinvestigated.
  - Based on the findings, appropriate actions to be considered, including replacement or reinforcement of the fencing.
- b) Air Quality (Inside and Outside the School)
  - Concerns related to air quality within school premises and in the surrounding environment were raised.
  - The Working Group agreed to further assess the situation and identify possible mitigation measures.
- c) Drug Trafficking Issue
  - The issue of drug trafficking in the vicinity of the school was discussed.
  - The Working Group acknowledged the likelihood and seriousness of the matter and agreed to be examined further in cooperation with relevant stakeholders.
- d) Next Steps
  - Further analysis and data collection will be carried out for each of the three priority areas.
  - Responsible members and timelines to be defined at the next WG HSS meeting.

It is agreed on the above priorities and a commitment to follow up on the identified actions.

### 3 Communications Working Group

In 2026, the working group's primary objectives are centred around fostering unity within the entire school community, enhancing communication channels from the APEEE to parents, and furthering collaboration among the school's stakeholders.

#### **Further improve information flow to parents through the following channels:**

- Regular newsletters
- Prompt email communication
- Tailored information sessions on specific topics
- Cross-sectional meetings for class representatives (Woluwe & Evere)
- Annual report
- Conducting satisfaction survey on the APEEE website (launched in February 2023)

#### **Foster strong communication between the different school stakeholders**

- Encourage and support the school community to share initiatives the APEEE can support
- Host 'Coffee Morning' events on the first day of school for new parents (Woluwe & Evere)
- Regularly share university events and fairs through various communication channels such as:
  - E-mail
  - Calendar
  - Website : [Association des Parents d'Elèves de l'Ecole Européenne de Bruxelles II | Woluwé-Saint-Lambert | Facebook](#)
  - Facebook : [Association des Parents d'Elèves de l'Ecole Européenne de Bruxelles II | Woluwé-Saint-Lambert | Facebook](#)
  - LinkedIn : [APEEE Bxl II - Association des Parents des Elèves de l'Ecole Européenne de BXL II | LinkedIn](#)
- For Footfest: name two to three volunteers to help out on Footfest day.
- For Teachers' Appreciation Day: request the allocated budget and ask each section to name two to three volunteers to support the organisation.