

General Meeting

APEEE BXL III

Monday 3 February 2020

Charlemagne, Alcide De Gasperi Room

170, Rue de la Loi

1000 Brussels

ANNUAL REPORT

2018-2019

ACTIVITIES REPORT 2018-2019

TABLE OF CONTENT

1. FOREWORD - PRESIDENT'S REPORT:	Anastassios Papadopoulos.....3
2. TRANSPORT ACTIVITY REPORT:	Fani Zarifopoulou.....11
3. EXTRACURRICULAR ACTIVITIES REPORT:	Nicole Stylianidou.....18
4. CANTEEN ACTIVITY REPORT :	Jakub Nice.....24
5. COMMUNICATION ACTIVITY REPORT:	Catherine Fenech.....31
6. TREASURER REPORT: Annexes: CA 19/2019 REV1 CA 37/2019 CA 53/2019	Gerard Payne.....33
7. PEDAGOGICAL AFFAIRS REPORT:	Koen Nomden.....47
8. REPORT on Wellbeing, violence prevention at school / harassment / addiction – drugs	Agnès Boucheron.....57
9. INTERPARENTS REPORT:	George Spyrou.....60
10. LIBRARY COMMITTEE REPORT: PRIMARY-SECONDARY	Annick Tassiaux/Florence Bonnet.....65

PRESIDENT'S REPORT

GENERAL OVERVIEW

STATE OF OUR SCHOOL AND OUR PARENTS ASSOCIATION IN 2020

The General Meeting of 3 February 2020 is a high point in the life of our Parents Association (hereinafter, “APEEE”) which presents an excellent opportunity to assess the state of affairs in the life of our school.

It is fair to say that APEEE has contributed significantly to numerous positive changes during the 2018/19 school year and paved the way for long-term major projects, which will gradually become visible in the course of 2020 and 2021.

If we look back on 2016, when we accepted the honour and took over the responsibility for managing APEEE affairs, and then compare the state of development four years later, very few things remind us of the recent past. APEEE has become a leader in school life, both internally and externally. The paper administration and “closed doors” policy has moved into e-administration and “open doors” is now a daily reality. We consciously spent each and every day fighting for better services and an socially-responsible and engaged school open to the outside world. We were bold when it came to modernising our processes and rules, in equipping our services with multi-lingual, competent and dedicated staff, in ensuring the highest possible quality with care and perseverance, day by day. We raised awareness about the added value and potential of our system at the highest EU institutional and political level. We kept our promises and went far beyond these!

As we all know, challenges were and continue to be on the rise. The overcrowding in school population as a result of the serious delays in the opening of the fifth European School in Brussels, societal challenges such as the addiction to social media and to unhealthy substances, various educational trends in the European Schools system and worldwide and, last but not least, the fulfilment of equal opportunities for the development of all students are constantly raising the bar.

A school promoting excellence and well-being remains our common vision and desire. We are proud for maintaining a united, harmonious and forward-looking school. To do so, we were and remain committed to the following guidelines:

- a) Ensuring that our internal school life in all its facets protects the well-being and educational prospects of all students;
- b) Engaging with all external stakeholders and decision-makers in putting EEB3 and its people in the forefront;
- c) Elaborating all necessary synergies and alliances with EU political actors for the benefit of the global interests of European Schools. The general overview of the 2018-2019 APEEE achievements is presented below according to the above-cited objectives. You can find below all necessary information about the internal and external decision-making procedures and their results. Any information about specific thematic areas is referred to in the respective parts of this annual report.

A. INTERNAL APEEE ADMINISTRATION

Staff situation

The APEEE Board ensured the alignment of the numbers of staff members with those of other Parents Associations in Brussels. The integration of a new assistant in the canteen as a replacement when a staff member was transferred to the key role of payment implementation in the general affairs section (thereby ensuring the segregation of duties and the principle of dual inspection), the proposed recruitment of a new assistant in the extra-curricular section to ensure mainly the quality of service and business continuity and finally, the recruitment of a communication assistant on a temporary basis to assist in the regularity and completeness of external communication ("communication hub") have led to full occupancy on our organisational chart. This becomes now commensurate with the dimensions of various tasks developed since 2016 and the similar approaches within other APEEEs in Brussels.

Depending on the pace of progress in the development of a BackOffice in 2020/2021, the Board may consider the time-limited recruitment of an additional (or a contractual cooperation with an external) IT support officer.

In compliance with the legal obligations on safety and prevention, we have planned the assignment of these tasks to one main and to one back-up prevention officer, who are tasked with following up on the development and implementation of APEEE-relevant policies in line with the school's overall management of safety and security. The APEEE prevention officers are currently being trained and will take up their functions officially in March/April 2020.

Statutes

The APEEE Ad-Hoc Working Group decided to implement the review of APEEE Statutes (required by the new Belgian Company Code) in two phases. The outcome of the first phase will be proposed to be approved at the General Meeting (possible review of Article 11(7) of the existing Statutes), while the second phase will be continued internally and will be approved by the legal deadline (1 January 2024).

Organisation of the Board

The Board structured its activities by delegating the thematic operational tasks in five working groups (Transport, Extra-curricular, Canteen/Cafeteria, IT and Communication). Its educational tasks were assisted by three Working Groups (Primary/Nursery, Secondary and Well-being at School). The latter co-ordinated mainly parental positions prior to and after the School Education Council meetings.

Board members also represented APEEE in school bodies (Administrative Board, the EEB3 Financial Committee, the Springfest Committees, the Library Committees and the Hygiene and Security Committee) as well as other external fora (Brussels Monitoring Group, Central Enrolment Authority, Interparents General Meeting and Working Groups; further information can be found in the Educational and the Interparents Reports). The Board was kept informed about the developments in its regular monthly meetings. Its minutes were published systematically via the weekly Newsletters and can be found on the APEEE website.

It must be underlined that an important number of Board decisions were taken via written procedures (19 in 2019). The main preparatory Committees of the Board, namely the Executive Committee (EXCO) and the Educational Advisory Committee (EAC) held a series of meetings prior to the Board sessions to prepare its agenda and the key positions for action.

IT developments – BackOffice – tablets in buses – new website

Further steps towards IT adaptation to new needs were made in 2019 and are planned for completion by the end of May 2020.

The e-enrolment system which has applied since May 2016 (the first electronic system for enrolments introduced by the outgoing Board after decades of paper administration) is planned to be replaced by a new system ensuring integration of enrolments and payments as well as an interface between the front- (user front page) and the back-office (the APEEE service and financial management tool).

The introduction of the tablets in buses entered in January 2020 is a crucial phase of the wider implementation for the first afternoon departures. All bus monitors serving these lines were trained to apply them fully and only for the duration of the transport. More steps in the implementation process will follow, once all staff become acquainted with the use of the devices and any technical problems are properly addressed.

A new and more user-friendly website is at the final stage of preparation. This encompasses efforts over several months seeking to provide a comprehensive outlook regarding daily business and other APEEE operations. It constitutes the most ambitious endeavour to reach out to members and all parents, while providing new functionalities for Board members and staff.

Financial results

The accounts for the financial year 2018-9 are outlined in the annual financial report. The small deficit in our operations follows on many years of excessive surpluses and was reduced to a significantly lower amount following the successful discussions with the PMO concerning its claims for re-imbursement for overdue payments in the years 2014-2018.

The APEEE financial situation is excellent and the prices are kept for many years at much lower levels than in other APEEEs. This sound financial management allowed us to prepare an important step forward as mandated by the previous General Meeting namely to establish the first ever Financial and Investment Plans.

Financial and Investment Plans

Following the discussion in the previous General Meetings, the APEEE Board examined thoroughly all financial investment options, thus allowing for the accumulated capital over many previous profitable years to be invested in safe products and ceasing the loss of its nominal value in various deposit accounts with interest rates below annual inflation. The examination of all options was made possible due to the active volunteering of parents with senior-level expertise in the field, who spent hours for intensive market search and analysis. A full description of the financial plan is provided under the Financial Report.

One of the main conclusions of this collective effort was the emergence of the need for an Investment Plan, whose main axis were also agreed by the outgoing Board. Apart from the APEEE's active contribution to school projects of added value for our students (see part below), we agreed to prepare all architectural and construction plans with the object of renovating the cafeteria in 2020 and possibly rearranging the workflow in the canteen by introducing self-service during 2021. These large projects are expected not only to provide value-for-money but also improve well-being in the school given the overcrowding situation.

Developments in APEEE sections

The developments in all sections are presented thoroughly in the respective parts of the annual report. We can be very optimistic about the progress achieved in 2019 and the clear direction taken for 2020. We limit ourselves here to mentioning, in an indicative manner, the adoption and full compliance with rules of operation for all sectors, the use of BusPresence for checking-in and out all students on all buses, the forthcoming negotiations on the new transport contracts, which will include a clear shift to environmentally-friendly standards for the vehicles to be used, the substantial technical projects in the cafeteria and the self-service in the canteen and the continuous efforts for improving food quality and the quality of extra-curricular courses through better communication and co-operation with parents as well as a monitoring of daily operations.

Communication

An enormous part of the effort was deployed in 2019 in terms of developing new tools and processes for internal communication. The introduction of a weekly Newsletter every Tuesday was received very positively by parents and was read with more interest over the year. The recruitment of an experienced assistant in November 2019 aims to consolidate progress and ensure continuity in activities with all stakeholders involved (school management and staff and students (publishing the BEE3 monthly journal) as well as teachers and parents (wishing to advertise content in accordance with their preference)). The last school edition of “La Gazette” will require in 2020 a new effort to link all communication tools with a view to maximizing their impact. The launch of the new APEEE website in early 2020 is expected to provide a unique opportunity for the APEEE communication strategy to flourish.

Creating a true school community has taken many steps closer to a reality, as APEEE acted as a trusted and respectful partner with the school management in its long transition, all teachers involved in various tasks and the Student Committee, who felt warmly supported in their plans. Acting together is an established practice in this school!

B. SCHOOL ORGANISATION

Overcrowding

The number of enrolments in our school has further increased in September 2019. The schooling of over 600 students compared to the nominal physical capacity of the site raises serious concerns on the parents side, as both the quality of teaching as well as the well-being at school are seriously undermined. The four APEEE Presidents of Brussels Schools raised the issue at the highest level (Board of Governors) in the form of a Joint Statement adopted at the last Central Enrolment Authority (CEA) meeting. We expressed there our deepest concerns and worries about the safety and security aspects in school life. The follow-up was a request by the Secretary-General to all Directors to assess the overall capacity in Brussels Schools and to come up with a re-assurance about the availability of extra teaching rooms to accommodate new enrolments in September 2020. In parallel, audit inspections by the fire brigade are ongoing. Their outcome is expected in the next few weeks.

There are two main considerations for next school year, in the event that all schools will continue to receive new enrolments, up until the fifth school opening in September 2021. First, the timetabling of courses in Secondary becomes more and more complicated and the hours lower Secondary students remain in school, including extended gaps in between courses, increase considerably. Once all elements of the safety audit become available, we may expect follow-up discussions at both the central and the local level in view of next school year planning for enrolments and courses. Moreover, the opening of the fifth school seems to be critical for the subsequent school year, as our infrastructure capacity is almost exhausted. This is clearly the most urgent and serious priority to tackle in 2020-2021.

Hygiene and security

The discussions in the Hygiene and Security Committee meetings focused on a series of issues, which seem to be following a good path. At this point of writing this report, the harmonised access policy for all Brussels schools is still under preparation.

The 2019 and 2020 school budgets include provisions for the gradual implementation of security measures set out in the Commission Directorate on security recommendations from 2016. The access arrangements under the future common access policy depend largely on the installation of infrastructure allowing the recognition of persons and vehicles entering the premises. For the time being, the procedure for access, although it is standardised across Schools, is school-specific as it takes into account the geographical and mobility context.

Hygiene in toilets was improved, as both teachers and students ascertained on various occasions. APEEE has insisted since May 2019 on a fourth cleaning service in all places during the day, while the school technical service and the Belgian Building Authority will examine a few technical issues appearing as a result of the age of the sewerage networks.

Cleaning air in Nursery and Primary classes was given also utmost priority with all reassurances concerning the low concentration of particles in classrooms.

Works in the bus areas and the Primary playground took place in summer 2019, thereby achieving a better signing of indications for the different activities during the day.

The state of maintenance in the school is very good and works are planned constantly during the school holidays on the basis of annual priorities (bicycles stands at the upper entrance and solar panels in 2019). Finally, further to parent queries, the school ascertained that it possesses all required medicines in the event of a nuclear accident.

It is to stressed that the supervision of implementation in these areas in the future will be based upon a framework agreement with the school, which will force their Prevention Officers to work closely together and to put in place all necessary measures in a timely manner.

Contribution to school projects

With our financial help, guidance and support our school life became much richer in school projects, which seek to develop essential parts of the curriculums, especially as regards entrepreneurial and civic competencies.

STEM Lab and TEDx are the “lighthouse projects” for our school in 2019. The first demonstrates the far-reaching potential of our teaching staff and our students, who took part last year in international presentations and competitions. The year of organising TEDx in 2020 (on 19 February) is significant, as it marks the official recognition of the event as well as the consolidation of teams, who are able to sustain it in future. Our students took ownership of the management of all activities under the supervision of the teacher in charge of mainstreaming all school projects. Our students took also part in several external projects, such as the MUN and MEC simulations as well as the exchange program with China. The second participation of a French-speaking team in the debating competition in Liege broadened the scope of our school’s involvement in novel challenges. Active participation in scientific competitions, such as in Biology, was marked also with success.

More than 40 projects took place in school during the 2018-9 school year. APEEE insisted on listing and mainstreaming them all, in order to ensure transparency, a balanced financial support from both the school and parents as well as internal communication to all stakeholders.

The participation of our school in Erasmus+ and KIVA projects are important milestones in our shared future.

Multi-Annual and Annual Plans

The Educational report below outlines the added value of APEEE's intervention in the final form of these plans. We managed to broaden their scope beyond the results and recommendations of the Whole School Inspection (WSI) in November 2018. Several initiatives are ongoing, which will bring our school closer to a new stage approaching excellence over the next few years.

C. EXTERNAL CONSULTATIONS AND INVOLVEMENT IN DECISION-MAKING

Fifth European School - Office of the Secretary-General

Following the opposition of parents to the temporary site for an upper Secondary school in the Arts-Loi area (a presentation of the state of affairs was held during the previous General Meeting in January 2019), the Brussels Monitoring Group assessed the state of affairs in its meetings in March, June and November 2019. The idea of a new location (identified also by parents in their counter-proposal to the Arts-Loi location) in Evere was suggested by the Belgian authorities. The horizon was set for September 2021, as regards the opening of a first temporary infrastructure for Primary and Nursery students (initial capacity for 1,500 enrolments) with a subsequent opening of a Secondary building in the same area by 2026. Although this announcement was received very enthusiastically by all stakeholders, an official decision of the Belgian Council of Ministers is still pending.

At its meeting in December 2019, the Board of Governors exchanged views and mandated the Secretary-General to send a letter to the Belgian Prime-Minister. The letter of the Secretary-General, Mr Marcheggiano to the Belgian Prime Minister, Ms Wilmès, is the first action in a series of others that we are organising, including joint letters of APEEEs and of Trade Unions to all Presidents of the main EU institutions, contacts with Commissioner Hahn and with Members of the European Parliament (the first ones took place already in January 2020). Ideas for a public rally of students and parents are flowing also into our discussions with other APEEEs and the EU institutions' trade unions.

Contacts and meetings with EU institution members and services

Our co-operation with Commissioner Oettinger over the last three years produced excellent results. The Commission took as a result a leading role by organising two Ministerial meetings for European Schools – for the first time in their history - in 2017 and 2018. These paved the way for a unanimous agreement on the new cost-sharing model for financing up until 2025, which included a target for increasing secondments to 70% of the total teaching population by that time. The attractiveness package for the recruitment of high-quality teachers was put in place, thus providing clear incentives for maintaining the best of the teaching staff. Our meetings with Mr Oettinger proved to be a catalyst concerning the discontinuation of plans for the temporary location of Arts-Loi after January 2019 (together with all serious (legal and organisational) arguments submitted for the attention of Belgian authorities).

While envisaging the continuation of a strategic discussion with the Commission both with DG HR (in relation to the issues of financing, human resources and preparation of the Board of Governors and its preparatory Committee meetings), we were instrumental in bringing DG EAC closer to the European Schools system, which for years remained without notice in the European education agenda. Contacts with the DG Christofidou and with the Secretary-General were crucial, thus opening up a co-operation, which is due to be reinforced in many areas in coming years. DG EAC is best placed to advise all European schools regarding the appropriateness of its curriculums, training of its teaching staff members and, last but not least, the possible ways for addressing important practical problems in school life (bullying in all its forms, addictions and other matters) by using state-of-art practices at the EU level and worldwide.

The above becomes an integrated part of the Action Plan for European Schools that APEEE continues to strive to put in place together with all relevant stakeholders during the new Commission and EP mandates (2019-2024). Our plea for stronger involvement of all EU institutions and services in European Schools matters includes the appropriate financing of the Schools under Heading VII of the 2021-2027 Multi-annual Financial Framework (MFF). We monitor very closely

the discussions among the three EU institutions and we took all possible actions to alert the trade unions to the importance of maintaining a sufficient financing ceiling – albeit given the restrictions imposed by Brexit - against the fact that more than 3,000 new students are expected to enter into the system during the next financing period.

Both the overcrowding situation in Brussels and the MFF challenges will continue to be brought up in all bi-lateral meetings organised with MEPs after January 2020. Our aim is to form a “core group” of engaged MEPs, who will revive EP interest and involvement in the matters many years after 2011 Cavada’s Report on European Schools. The first signs are encouraging and efforts must be pursued. Politicisation is our major leverage in steering our schools away from introversion and closer to worldwide educational developments.

Inter-APEEE co-ordination and co-operation with Interparents

The excellent cooperation with other APEEEs in Brussels and Interparents continued in 2019. All common crucial points (internal school issues, educational matters and preparation for European Schools bodies) were brought up for discussion in Presidential meetings as well as in the IP preparatory bodies. The achievement of a common understanding and a peer review of all internal policies were noted among the most prominent results. The common front on the temporary solution of the fifth Brussels School and on the sustainable solution in the long-term gave evidence of the significance of this approach.

D. CHALLENGES FOR 2020

A BRAVE AGENDA FOR OUR EUROPEAN SCHOOL

This General Meeting was called upon to take stock of all positive outcomes and signal a clear way forward. One of the key resolutions to be decided on concerns the limited review of our 2015 Statutes. A positive result could lead to the continuation of a well-designed and successful strategy. The outgoing Board members participated in various preparatory decisions and is committed to pushing them forward.

In the last few months, we have worked closely with the new school management in selecting key priorities for action. These are outlined in the Annual School Plan. The Multi-Annual Plan includes a series of forward-looking commitments. On our side, we prepared everything for implementing **substantial technical projects** (a global financial and investment plan, plans for the cafeteria and the canteen renovation, introduction of an inter-connected BackOffice for all APEEE enrolments and payments in September 2020, BusPresence system in transport first departures already in January 2020, re-arranging of staff tasks and delegated powers in order to increase efficiency and quality in all services, full compliance with the General Data Protection Regulation (GDPR), the legal requirements for prevention and safety as well as with the 2018 external audit control assessments).

Our plan for 2020 and beyond is clear and specific. Our school will definitely enter into a new era with a number of **important rules and all-inclusive school policies**:

- a) A Framework Convention setting out all key provisions involving the APEEE and the role of all parents in school life
- b) A Joint Memorandum (School – APEEE - OIB) explaining to all parents the rights and obligations of all stakeholders and the transfer of their responsibilities during school days
- c) A new communication policy contributing to clear rules concerning the interaction between all school stakeholders;
- d) Specific guidelines for educational support, which must comply with the UN Convention requirements as well as with the new EU institutional guidelines for financial support of families in need
- e) An anti-bullying policy framework breaking many years of silence and inaction as well as building upon the successful integration of the KIVA project in our school life.
- f) A review of the rules for SMS in Secondary and Primary
- g) The consideration of the first steps of the strategy for a “Green School” (commencing already from Springfest 2020) involving teachers, students and parents in the various actions in 2020 and beyond
- h) Our school’s link to regular PISA assessments
- i) A new policy for parents' evening events, which opens the way for re-establishing a true school community spirit, including anew outlook about major school events (re-scheduled S7 events to better serve educational and leisure objectives.

All of the above is without prejudice to the implementation of all commitments provided by the school in the Annual and Multi-Annual Plans, as regards the peer review and exchange of best practices among teachers of all sections, the pursuit of practical steps towards further harmonisation of marking across sections, larger opportunities for training and professional development of teachers, active integration through mentoring and other supporting measures. The introduction of the two new posts of assistants to the Deputy Directors in September 2020 is expected to facilitate greatly the pace and quality of the entire reform process and also the communication with parents.

In line with all actions taken in 2019 to support the uniqueness of our school from Nursery to S7 and to oppose the temporary dismantling of our school at an unsuitable location (Rue du Commerce), we will continue every contact with EU institutional stakeholders (Commissioner Hahn and Members of the European Parliament) and consider, if necessary, the organisation of public rallies should the open letters for the attention of the Presidents of the main EU institutions supporting the swift opening of the fifth European School fail to produce any tangible results in early 2020.

We remain thankful for all your trust, respect and active involvement in various ways. We made the difference and we can continue to keep all hopes and dreams alive!

Anastassios (Tassos) PAPADOPOULOS

APEEE President

TRANSPORT ACTIVITY REPORT 2018-2019

A. General Situation in 2019

Organisation of the transport service

The APEEE Ixelles has exclusive competence for the organization and management of the school transport service, with no involvement from the school management. The responsibility for managing the school transport service is assumed by the Management Board of the APEEE. The Board appoints -among its members- a “sector responsible” in charge of transport, who chairs the APEEE Transport Working Group.

The **APEEE Transport Working Group (WG)** consists of parent representatives of the Parents’ Association (APEEE). In 2019, it consisted of four members of the APEEE Management Board, namely Ms Fani ZARIFOPOULOU (sector responsible), Ms Kamila KAUKIEL, Ms Geraldine BARRY and Ms Elena MARTIN ALONSO.

There are three **APEEE staff members in the Transport Office**: Ms Isabelle CALLENS (Transport Manager), Ms Emilia JARVIS QUIROGA (assistant, working part-time) and Ms Phyllis MICHAEL (assistant, working full time).

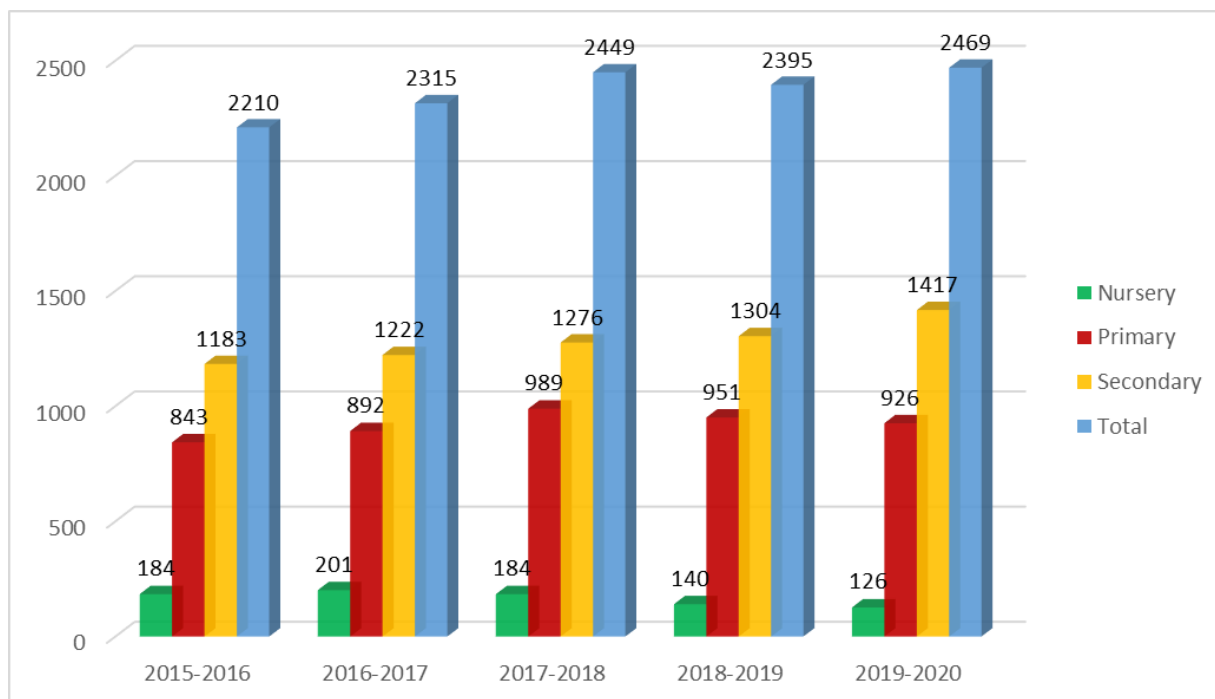
Our APEEE employs the **bus monitors** that supervise the children on the buses. They are either adults (notably from ALE Ixelles), or upper secondary pupils (S6-S7) of our school that are assigned to their own bus. This dual system of bus monitors is applied also in other European schools in Brussels. For small buses, the bus drivers assume that responsibility. In the current school year, a total of 64 bus monitors are engaged (39 adults and 25 pupils). Moreover, we have four dedicated staff to supervise the car parks, including two people who collect the nursery children from the buses upon their arrival and take them to the nursery hall.

The APEEE collaborates with **six bus companies** that are specialised in school transport: Eurobussing / Keolis (largest external provider), Kim Cars, Albacars, Autocars Gilles, Hermes Lines, and Voyages Star. The current contracts that APEEE has signed with each of these companies end in July 2020. The bus drivers are employed by the bus companies and our bound by the legal obligations and responsibilities that are set out in these contracts.

The Transport Office under the management of Ms Callens looks after day-to-day business. The Transport Working Group meet at least once a month to review the situation, address any problems and take decisions regarding the good functioning of the service. The three APEEE transport staff and Ms Ornella di Perri (Human resources’ and Operations’ manager) always participate in those meetings.

Transport enrolment, daily operation

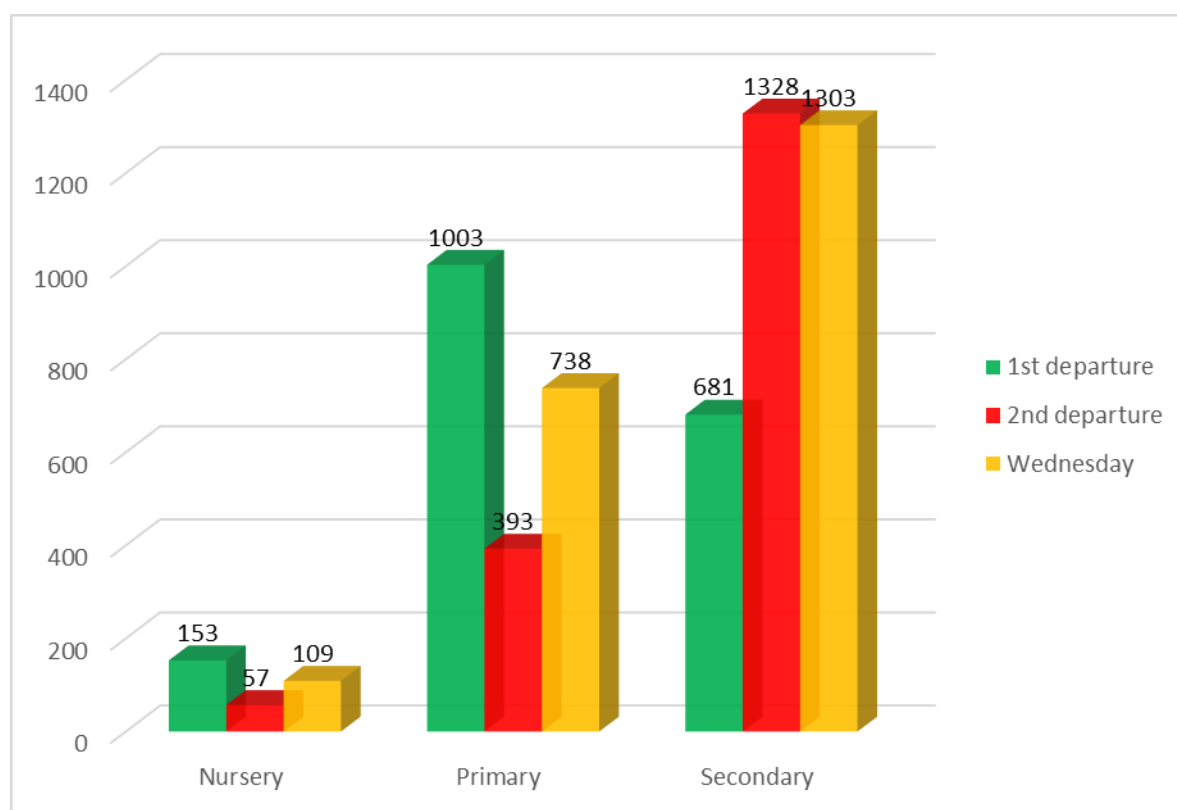
The transport service of our school represents a **huge daily operation**, as illustrated below with figures. For the school year 2019-2020, out of more than 3.200 pupils enrolled at our school, 2,469 use the school buses.



There are three circuits: 53 buses run in the morning, 36 in the afternoon on first departure at 15.35 (MAT/P/S1-S2) and 26 on second departure at 16.30 (S1-S7, but also MAT/P pupils attending an extracurricular activity) on all days except Wednesday. On Wednesdays, there is only one bus departure at 13.00 for all pupils (50 buses).

There is a daily bus service to the OIB afterschool centres “garderies” (8 buses) both for the first departure and Wednesdays. A bus service “garderies” was also added for the second departure (2 buses), in order to accommodate pupils that are enrolled in extracurricular activities. In the current school year, 450 MAT / P pupils following an extracurricular activity take the bus of the second departure to go home or to the garderies.

The following chart shows the flow of pupils per category that are enrolled to the different departures every day:



In order to ensure the safety for our younger pupils, all buses of the first departure have an adult bus monitor on board. The same applies for the buses of the second departure that carry primary and nursery pupils that follow an extracurricular activity. Adult monitors are assigned to all buses going to the OIB garderies, while on Wednesdays this task is assumed by the OIB monitors themselves, who also have lunch with the pupils enrolled to the different garderies.

The annual subscription fee for the school year 2019/20 was maintained for the fourth consecutive year at the level of € 1.260. The price covers all costs of buses, staff and operation of the transport service, and is below that of the other four European Schools in Brussels. The decision to maintain the level of the annual subscription fee took account of the overall financial situation of our association, despite a number of initiatives in the service with significant budgetary implications. Yet, the annual subscription fee will need to be reviewed for the following school year, taking account of the new contracts that will be signed with the bus companies and the need to maintain a balanced budget for the sector.

B. Main Activities in 2019

Introduction of new IT transport system

The new IT transport system for monitoring pupils' presence on the school buses ("Bus presence" application) was officially launched on 7 January 2020, after several months of scrupulous testing and training of all staff involved, in order to minimise the risk of human errors. The new system allows bus monitors to verify electronically whether the children get on the right bus, disembark at the right bus stop and are picked up an adult or are authorised to leave the bus

on their own. It also allows the APEEE Transport office to get direct information on who is on which bus, as well as on the exact location of each bus at any given moment.

For this purpose, APEEE has provided the designated bus monitors with tablets, purchased specifically for this purpose. The tablets are equipped with the new IT transport application, which was developed in-house by our APEEE IT manager. Each bus monitor performs an electronic check-in/check-out operation for the pupils using the bus. They also mark the time of arrival at each bus stop and signal any delays or other problems encountered. The APEEE Transport Office has real-time access to the information registered by the bus monitors, and is also able to monitor the exact location of each bus through a new TV screen in the Transport Office.

The system is currently used on the buses of the first departure (except for minibuses or buses going to the OIB afterschool centres). Those buses carry our younger pupils, whose safety needs to be ensured at all times. In the future, APEEE will consider expanding the use of the check-in/check-out system on the other bus departures.

The new IT system is fully GDPR-compliant, and complies with all security requirements regarding the use of personal data. The tablets can only be used by bus monitors for the duration of each bus route and for the exclusive purpose of performing the required tasks.

This IT transport system was presented and endorsed at our previous APEEE General Meeting (January 2019). It responds directly to our commitment to ensure the highest safety and security standards in the daily operation of the transport service.

Daily Operation

Our Transport staff is charged with ensuring the good functioning and daily operation of this service. This was achieved in an exemplary manner in 2019. We have experienced a very smooth start of the school year, which traditionally represents the most challenging period for all staff involved, with a few problems linked to human errors resolved quickly and efficiently.

The Transport Office and the Transport WG have put in place a very robust mechanism for problem-solving. The Transport Office immediately informs the members of the WG if there is any particular problem in view of taking a decision on all urgent matters that need to be dealt with immediately. In case of serious complaints or incidents, the communication with parents is taken over by the APEEE Transport sector responsible. The response to individual requests and the management of specific incidents and problems is at the centre of the daily activity of our staff, bus also of our Transport WG, in an attempt to take the right decisions in a prompt and collective manner.

A lot of effort has been put this year in improving the communication with parents. Individual meetings were scheduled to discuss concrete concerns and problems, while new rules were introduced to improve the communication from the Transport Office, including by giving sufficient prior notice and justification to parents for all changes introduced.

Revision of bus routes

Our bus routes are regularly revised on the basis of actual demand (especially following the new enrolments) and the rules and requirements set out in our Transport Regulation. In essence, this means that our bus routes should, to the extent possible, cover general axes and larger roads. It should be reminded that we provide a school bus service that cannot operate on a door-to-door basis. The circuits and timetables are not available on the website due to general security reasons.

It should be noted that the bus routes and the capacity of our buses are decided exclusively on the basis of a home – school – home (or school – garderie) journey of our pupils.

All efforts are made to keep journey times under an hour in the mornings, and an hour and a quarter in the afternoons, always bearing in mind the need to ensure efficient use of resources and contain costs. However, given the large number of road works, strikes and demonstrations, and the increased traffic jams that are observed in Brussels, it is recognised that journeys are occasionally over this limit. We are actively working to provide alternative solutions in the interests of the children.

Several changes were introduced in the bus lines for this school year, taking also account the remarks submitted by parents through the APEEE Transport satisfaction survey (December 2018). Yet, it needs to be stressed that several decisions to introduce changes to existing bus routes met the strong resistance of parents, in case they entailed even minor changes to the location of a convenient bus stop. Even though parents agree with the need to shorten as much as possible the duration of bus routes, the Transport Office receives frequent requests for new bus stops to be created, so as to collect or drop off children at the doorstep of their houses.

In view of the renewal of the contracts with the bus companies at the end of this school year, the Transport Office and the Transport Working Group intend to focus on an important revision of the bus routes, with the assistance of an external provider.

Environmental requirements for our buses

The Transport WG has been actively working on elaborating a new policy regarding the environmental standards that our buses should comply with, especially in view of the renewal of the contracts with the bus companies at the end of this school year.

This process required, first, an analysis of the legislative framework that applies in Belgium and the timetable in force for the banning of the more polluting vehicles. Then, a report on the current state of our fleet, which showed that our buses belong predominantly to the more environmentally advanced categories (EURO 5, EURO 6). The WG met with an expert that also provided policy documents and scientific studies on the options available, and held an exchange of views on what the realistic prospects are for the bus companies we are currently working with. A contact with the other 3 APEEE Transport Offices has also been established at staff level with the view of establishing common requirements in this field. A first exchange of views on this matter took place at the meeting of the APEEE Management Board in November.

This work will intensify in the coming months with the objective of presenting new environmental requirements to the bus companies that reflect the commitment of our APEEE to a climate-friendly policy. It is, however, clear that such policy cannot prevail at all cost, and especially not to the detriment of other requirements (especially regarding safety and security), or to the quality of the service provided. It should also not lead to the predominance of one single bus company or bind our association long-term with any external provider. The reflection continues on this point.

Security and Safety

One of our main objectives is to maintain security and improve the safety of the children taking the school bus. This is why we work only with well-known and professional companies that specialise in school transport and select their drivers carefully. Most of the drivers and supervisors have been working for us for many years. To the extent possible, we try to keep the same bus driver and monitor on every bus line throughout the year. Bus monitors are constantly reminded of their role and responsibilities, and two information sessions are organised for this purpose every year.

A number of trainings are organised each year. Our supervisors receive special training in first aid from the Red Cross, as well as in evacuation drills. All three staff of our Transport Office follow a 'training for trainers' course especially regarding emergency situations and evacuation exercises, and they perform these exercises for the pupils of our school. Special focus will be put on the evacuation exercises in the coming months, so as to perform them in real-time conditions, with the usual composition of each bus (and not by class, as was the case in the past).

Revision of Transport Regulation

The APEEE Transport Regulation that was adopted last year was revised on several points. The purpose of the revision was threefold:

1. Specific provisions have been added linked to the introduction of the new IT transport system and the specific requirements that derive from the use of tablets for our bus monitors.
2. Policy changes based on the experience acquired during the past months, notably a clear policy on the use of the minibuses in the transport service, the communication policy regarding the notification of changes to parents, the procedure and frequency for requesting occasional changes to the official transport schedule of a pupil.
3. Additional chapters and provisions to align the APEEE Transport Regulation with the Canteen and the Extracurricular Regulations, which were also adopted by our APEEE in 2019 (e.g. on late payments, social fund, reimbursements).

The revised Transport Regulation contains all the rules and procedures that are applicable in the transport sector and the daily operation of our service. Parents are obliged to read and consent to this Regulation before enrolling their children for school transport.

C. Outlook for Next Year

The Transport WG has set a number of objectives for the coming year, which are expected to significantly impact on our service:

Redesigning the bus lines. The Transport WG is committed to significantly improving our circuits and routes in view of the imminent renewal of our contracts with the bus companies. It has been widely acknowledged that, despite our interventions to improve some bus lines, especially in the past two years, the problem lies with the fact that these routes were designed 15 years ago and grew ever since, without specific planning, and on the basis of individual requests received. This has unfortunately led to an unfair treatment of several pupils in cases where the geographic distance "home-school" is not proportional to the time actually spent on the bus. As a result, the Transport WG plans to officially allocate this task to a specialised external provider. It remains to be determined whether the company will be asked to redesign the bus routes from scratch (on the basis of home addresses and general principles that should apply) or optimise our existing network. This will be the main task to be undertaken in the coming months.

New contracts with the bus companies. Our current contracts with the bus companies end in July 2020. The process of setting up the new contracts entails a lot of work in a number of fields: 1) revising the text of the contracts (by strengthening conditions and requirements, improving procedures and other modalities, updating provisions etc.); 2) preparing and applying the new environmental requirements for our school buses (see relevant chapter above); 3) negotiating the terms and conditions and the new prices for the provision of services with each company; 4) taking the final decision on how the new bus lines will be assigned to the different companies and signing the contracts.

Emphasis on trainings. The Transport WG will put emphasis on improving the training of our staff (Transport Office, bus drivers and monitors), particularly regarding safety and security. This will be done with the help of external experts

and will cover a wide range of situations. Together with the management of the school, we will organise, in a more serious and coherent manner, safety trainings for our pupils, including evacuation exercises from the buses, but also presentations in the class rooms.

Application of regulatory framework. The WG will actively work to ensure that the rules set out in our Transport Regulation, as well as the legal obligations of the bus companies are fully respected and implemented. This also includes the penalty system that is introduced for any failure on the side of the bus company to perform their services up to the standards agreed with our APEEE. The Transport WG will also monitor closely the application of safety and discipline requirements set out in the Transport Regulation, including the performance of our bus monitors and bus drivers.

Introduction of new APEEE Backoffice - Transport. The new Backoffice system, developed in-house by our IT Manager, will be introduced for the transport enrolments of the 2020-2021 school year and will be used for the daily operation of the sector. The smooth transition towards the new IT system will need to be ensured, and time will need to be dedicated by our staff in getting fully acquainted with the new modalities before the system is officially launched. The new APEEE Backoffice will also allow for further functionalities to be developed in the new IT transport system (“Bus presence”), including the possibility for parents to log in and check on-line whether their own child is on the bus, as whether delays are reported on the way.

As regards the day-to-day operation of the service, every effort will be made to ensure that this is further improved in the interest of the pupils, their parents and the school. The Transport WG will continue to be available and ready to listen to all parents. We try to satisfy most requests and treat all parents equally, to the best of our ability. We reply to all your concerns and recommendations within a very short timeframe. The ultimate aim of our collective efforts is to ensure that your children are safe and happy on their journey to and from school.

The Transport Working Group

Fani ZARIFOPOULOU

Kamila KAUKIEL

Geraldine BARRY

Elena MARTIN ALONSO

EXTRACURRICULAR ACTIVITIES REPORT

Organisation of the Extracurricular Activities service

The APEEE has exclusive competence for the organisation and management of the extracurricular activities service.

The overall responsibility for the school extracurricular activities service is assumed by the APEEE Management Board. The Board adopts, *inter alia*, all policy decisions, approves the draft budget, the annual activities programme and the draft consolidated accounts of the sector. It delegates the general supervision of the service to the Extracurricular Activities Working Group and appoints - among its members - a responsible of the sector in charge of extracurricular activities who chairs the Working Group.

The **APEEE Working Group on Extracurricular Activities** (hereinafter “Working Group”) consists of parent representatives. In 2018-19, there were six (6) members of the APEEE Management Board, Mrs Nicole STYLIANIDOU (sector responsible), Mr Adán CASTILLO DÍAZ, Mr Tomáš HRUBÝ, Mrs Rosita LAKE, Mr Anastassios PAPADOPOULOS, Mrs Yvonne STAUSBOLL.

There are three **APEEE staff members in the Extracurricular Activities Office**: Mr Jacky MATERNA (Extracurricular Activities Manager), Mr Sochip CHY (assistant, working full-time) and Mr Abdesslam DJEMA (assistant, working part-time).

The Extracurricular Activities Office under the management of Mr Materna ensures the daily operation of the service in accordance with the framework established by the Board. It is responsible for the smooth running of the activities (including the conclusion of contracts) and the enrolment procedure according to the established guidelines. It is the contact point for parents and service providers. The Office immediately informs the members of the Working Group in case of particular problems in view of taking a decision on all serious and/or urgent matters. In case of serious complaints or incidents, the Working Group takes over the communication with parents.

The Working Group and responsible staff meet regularly, approximately once a month, to review the state of play, address any problems and take decisions regarding the good functioning of the service.

Extracurricular Activities in 2018-19

The focus of extracurricular activities (with the exception of “Snack & Go” and “Monitored study”) is to allow the pupil to develop an interest or a talent in a particular area. The extracurricular activities are not intended to be a pupil-minding service in the sense of the childcare managed by the Early Childhood Centre of the European Commission (‘the garderie’).

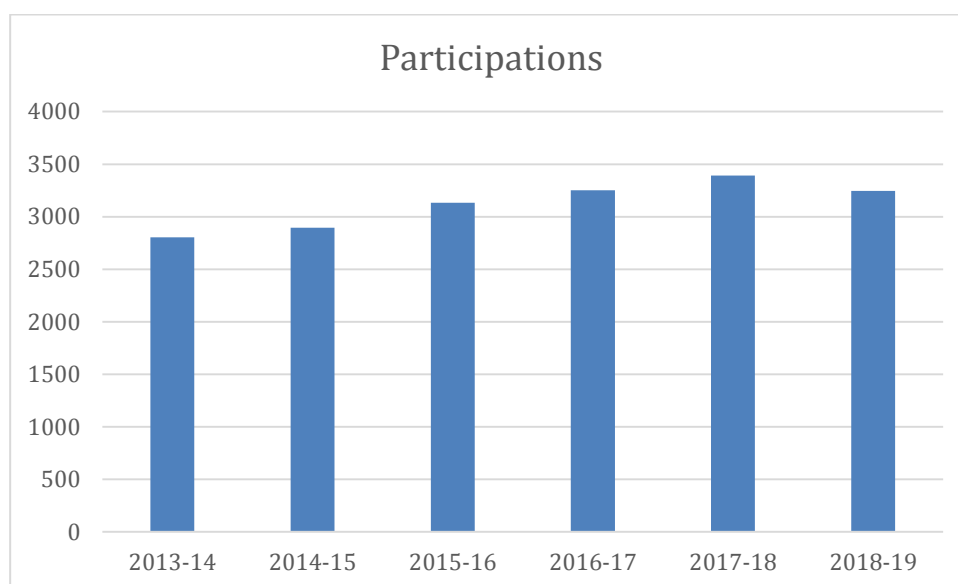
Extracurricular activities aim to provide a qualitative educational content in a structured but informal context. Extracurricular activities enable pupils to discover, to enhance and to develop certain talents, whether artistic, sports or musical. They give pupils with the same interests the opportunity to work closely in small groups, where they can give free reign to their enthusiasm and creativity. Certain activities, in particular for secondary pupils, may have a greater focus on improvement of skills.

A differentiation of the activity into educational levels is the exception rather than the rule for various organizational reasons (space and timeslot constraints in school's premises, different ages of enrolled pupils, lack of staff for placement tests etc.). Where relevant, the existence of different levels is highlighted clearly in the activities program.

The activities are organised in English or French. A course in another EU language is very exceptional and is merely possible if the content of the activity is linked to the cultural traditions of a particular country (for example, Greek folk dances).

In 2018-2019, the increase in the school's population followed a similar rate as in previous years, while enrolments in the nursery cycle decreased. The decrease in the number of pupils in nursery was reflected in the number of participations (total participation in the activities of the enrolled students) to the extracurricular activities, which decreased by approximately 4.4%.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Activities	238	227	248	253	266	274
Enrolled students	961	1010	1094	1135	1210	1186
Participations	2803	2894	3132	3252	3391	3246
School population	2870	2906	2989	3041	3059	3104



P1 and P2 pupils represent the largest groups of pupils participating in extracurricular activities. Over 40% of the activities are addressed to this group of pupils. The peak of attendance in extracurricular activities is on Friday afternoon with more than 78% of participations, where nearly 90% of pupils are from nursery or P1 to P2 classes.

Main activities in 2019

– APEEE Extracurricular Activities Regulation

The Working Group prepared and presented an APEEE Extracurricular Activities Regulation, which sets out the rules and procedures that underpin the extracurricular activities service at school and its operation. This was the result of several months of preparation, given that previously the rules were based on usual practice and were not available in written form or they were described in a fragmented way in different documents and on the APEEE website.

The Extracurricular Activities Regulation consolidated in a single document all applicable rules and provided more transparency and accountability vis-à-vis the parents.

These rules establish the general context for all day-to-day and other operational decisions taken by the APEEE bodies and are compulsory for all users of this service, notably the instructors employed by the APEEE, the enrolled pupils and their parents (persons exercising parental authorities or their representatives). It was approved by the APEEE Management Board on 5 June 2019 and was revised on 25 October 2019.

– Improved Communication – Complaints database

Since the previous school year, a new online database was put in place in order to enable parents to submit their complaints or to report specific incidents (instead of sending an e-mail or calling). The use of the new database allows for the information to reach immediately and simultaneously the APEEE staff in the Extracurricular Activities Office but also the members of the Working Group. Each case is subsequently assigned to a member of staff but the follow up is known to all those who are involved.

However, the use of this online tool remains rather limited, with parents more often opting for the traditional means of communication, mainly e-mails. Parents should be made aware of this tool and be encouraged to use it as the main tool for communicating complaints and incidents.

– New activities – proposals from parents and novelties

In March 2019, the Working Group published in the Newsletter a call for proposals for new activities. In response to that call, the group received proposals mainly from parents and teachers suggesting activities varying from coding to nutrition and from yoga to football for girls. There were also a couple of proposals involving the teaching of additional languages through play.

The timing proved to be a challenge for the Working Group (most members joined the group after the 2019 General Assembly meeting), which had to present the draft planning of activities for 2019-2020 in May 2019. Nonetheless, the Working Group took note of all suggestions and was keen to consider them as well as other new activities for the planning of activities for 2020-2021.

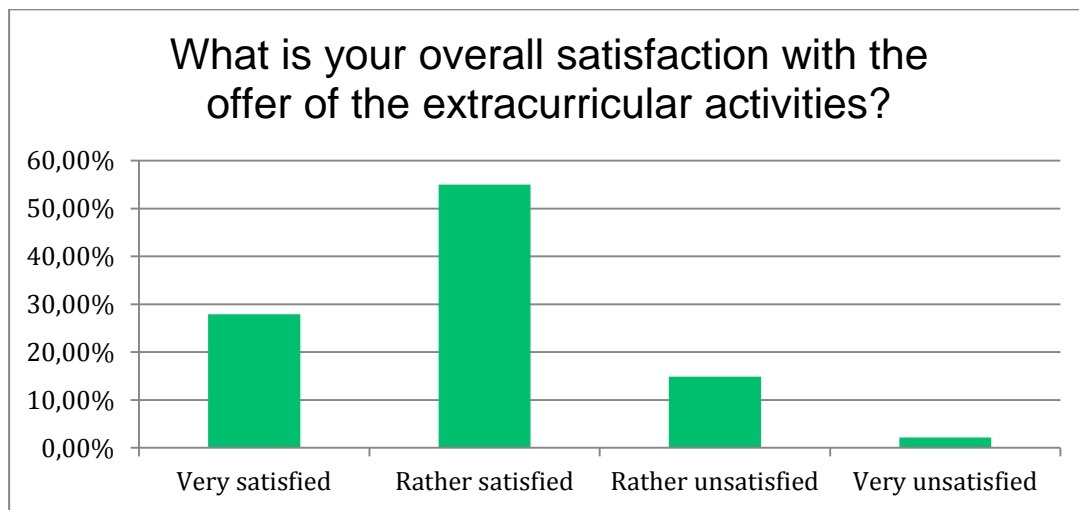
– Satisfaction survey

In May 2019, the Working Group launched a satisfaction survey in order to seek parents' opinion on the overall experience with extracurricular activities for the nursery, primary and secondary school, the enrolment process, the pricing, the experience with the Office and suggestions for improvements. The response rate was satisfactory with over 200 participations and the results indicated that parents are overall "rather satisfied" or "very satisfied".

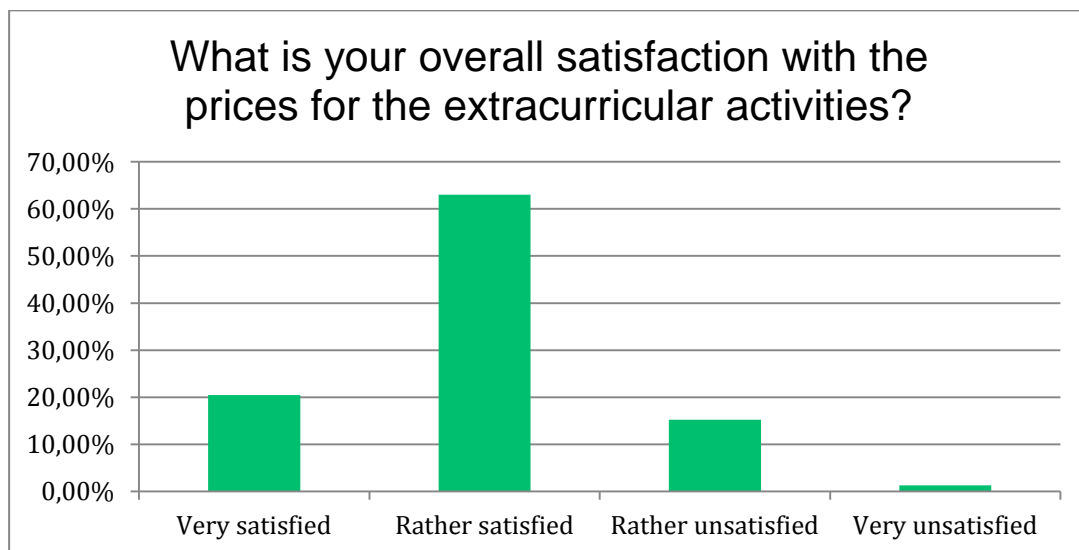
Are you satisfied with the registration process for the extracurricular activities? (230 answered)



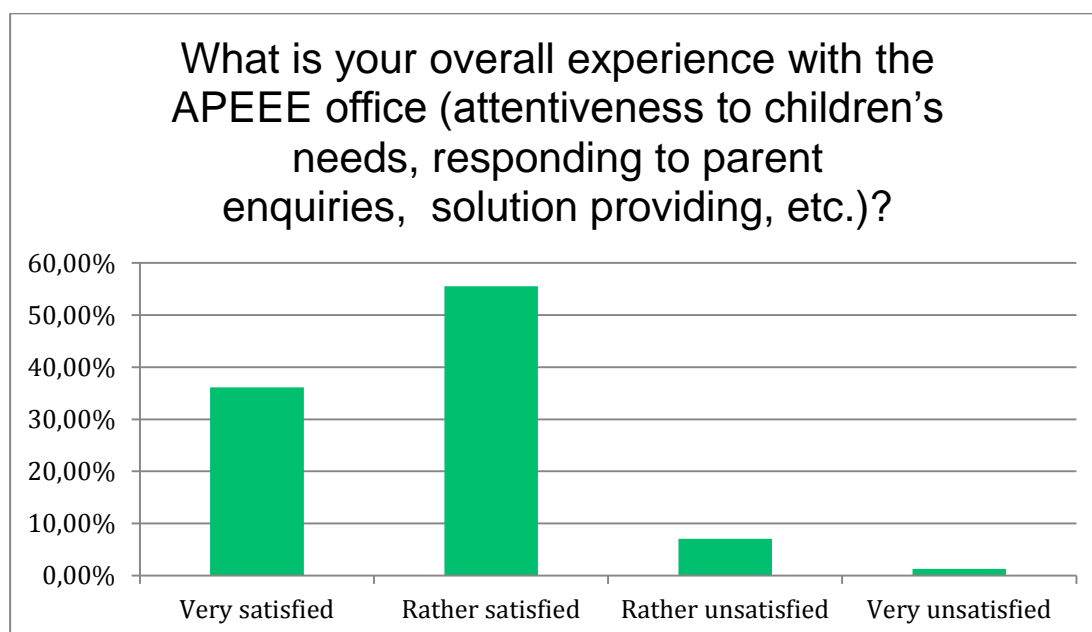
What is your overall satisfaction with the offer of the extracurricular activities? (229 answered)



What is your overall satisfaction with the prices for the extracurricular activities? (230 answered)



What is your overall experience with the APEEE office (attentiveness to children's needs, responding to parent enquiries, solution providing, etc.)? (227 answered)



The detailed results of the satisfaction survey are available on the APEEE website: <https://apeeeb3.be/article/extracurricular-activities-satisfaction-survey>.

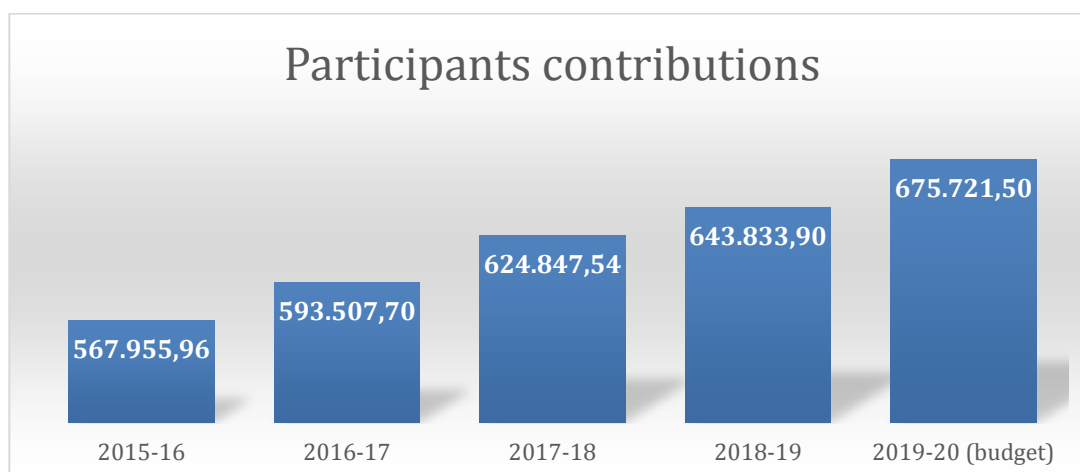
– Summer Stage 2019

Like in previous years, the Extracurricular Activities Office organised a Summer Stage for secondary school pupils during the last two weeks for the school year (during the so-called BAC period). This year's version of the Summer Stage focused on sports and arts and was a success with over 100 pupils participating in the programme and in the day-trip to Walibi on the last day.

In addition, for the second consecutive year, an intensive Chinese language and culture course was offered in parallel to the regular Summer Stage. There were two groups with eight (8) participants each, one consisting of the compulsory course for S6-S7 participating to the trip to China and an introductory course for pupils in S2 and above.

Financial results

The operating result for 2018-19 was a deficit of € 26,554 (budgeted deficit was approximately € 45k) with operating expenses being slightly higher than participants' contributions. This is due to the raise of our instructors salaries; it will be gradually offset by an increase of the activities prices in the coming years.



The extracurricular activities expenses are essentially staff expenses, composed of the employees of the APEEE and the instructors in charge of animating the activities. The same stands for the activities' contributions, which represent more than 98% of the revenues of the sector.

The general affairs allocations are up; this is due to the contribution of the sector to the expenses of the Webmaster of the APEEE.

For the school year 2018-2019 enrolments were done online using the APEEE's e-enrolment system. This tool gives parents a more modern and objective way to manage electronically the enrolments and the participations of their children to the APEEE services.

The Extracurricular Activities Working Group

Nicole STYLIANIDOU
Adán CASTILLO DÍAZ
Tomáš HRUBÝ
Rosita LAKE
Anastassios PAPADOPOULOS
Yvonne STAUSBOLL

CANTINE ACTIVITY REPORT

I. General overview of the sector

The activities of the HORECA sector include mainly the students' and the teachers' canteens as well as the cafeteria for secondary (see below).

The sector also provides:

- snacks to the OIB on-site childcare facility ("garderie");
- Wednesday lunch for all students attending the OIB garderies and to students attending extra-curricular activities;
- services for the organisation of Springfest, students (BAC party) and the school (breakfasts, pick-nicks and working meals).

On the basis of a convention with the school the APEEE has exclusive financial and managerial responsibility for the provision of these services.

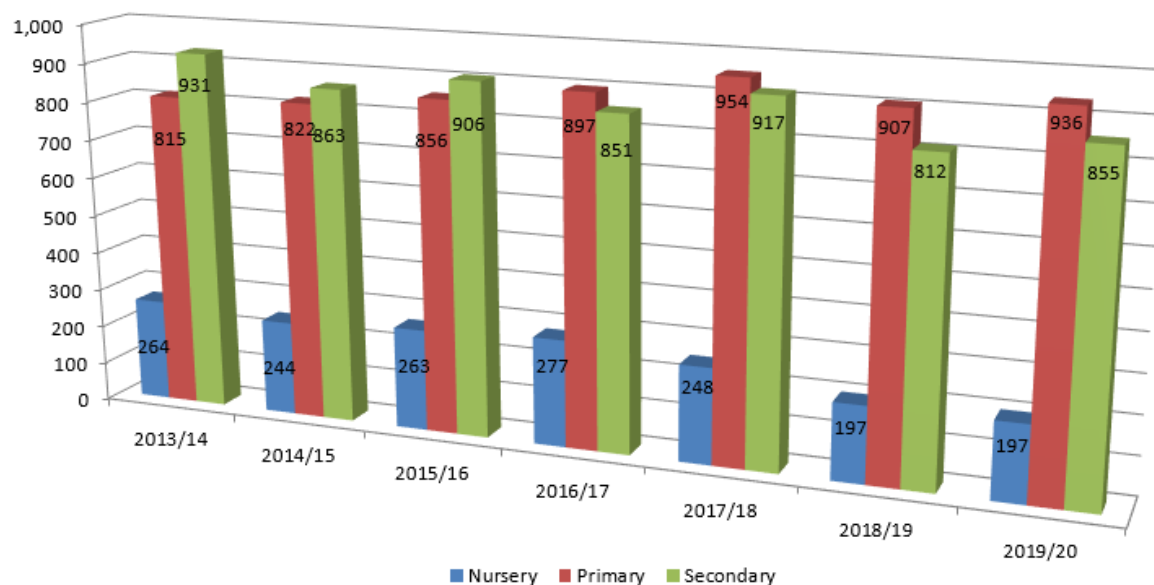
1. Students' canteen

Inscriptions

In the 1st trimester, the total weekly number of students enrolled in the canteen has changed from 8.019 in 2017/2018 to 8.143 in 2018/2019 (garderie excluded), which represents an increase of 1.5% compared to previous year (situation at 31/12/2018). The increase concerned all days of the week and was caused mainly by more enrolments of secondary pupils.

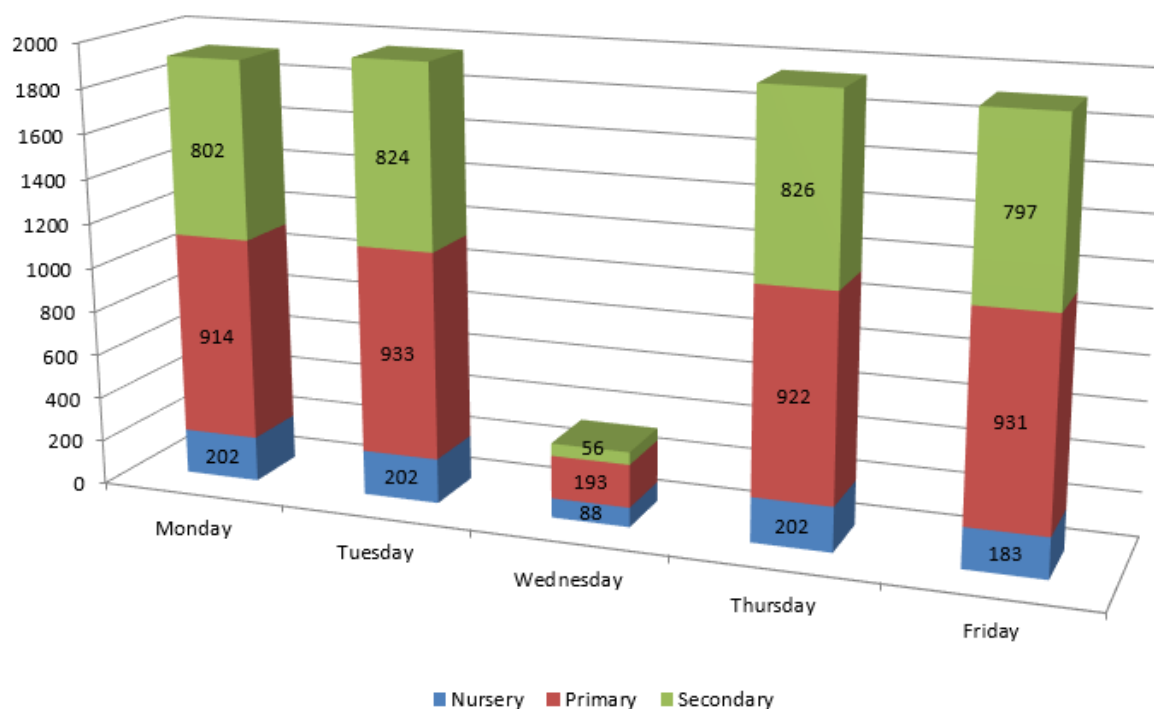
Graph 1: Evolution of registrations in the last 6 years and the current school year 2019/20

Annual enrolments



Graph 2: Enrolments by day of the week (average for 2018/2019)

Enrolments per day



Composition of menus and ingredients

There is a single menu per day. The menu is proposed by the canteen management, reviewed by external nutritionist and always adapted according to her remarks.

The menu is published on the APEEE website including information on the possible presence of allergens (per week). The photo of the main course is published daily on the website and on the TV screens in the canteen.

The menu follows the guidelines on the APEEE Food Policy (https://apeeeb3.be/sites/default/files/APEEE_food_policy.pdf), including i.a.: fresh fruits and vegetables, organic and local products, preference given to high quality meat and sustainable fish products, and to cold pressed sunflower oil and olive oil; reduction to the minimum of red meat (1x per week), pre-processed products (1x per month) and desserts with added sugar. The number of offered dairy desserts was streamlined (3 most successful products only) and fruits are preferred for desserts. The deputy canteen manager is monitoring daily the implementation of Food policy. Regular reports are submitted to the APEEE Working Group Canteen (hereinafter “WG Canteen”) and suggestions are presented to the canteen manager.

Hygiene is regularly monitored. Checks carried out regularly by the association Qualacs (www.qualacs.be) in compliance with HACCP confirm a compliance level which is above the recommended threshold.

Parents are warmly invited to come to share a meal with their children and give their opinion on the service via a short online form. Parents can eat in the school canteen for free 1x per trimester – to use this possibility, simply send an e-mail to the canteen office at least the day before.

2. Teachers' canteen

The APEEE provides a separate canteen for teachers, organised as a self-service. The main course is the same as in the students' canteen, a salad bar and soup are offered daily, as well as desserts, beverages, tea and coffee. In 2018/19, the teachers' canteen was attended by ca. 80 teachers/day. The average income was ca. 280 EUR/day, a decrease of almost 9% compared to previous year. The teachers' canteen creates currently a deficit that is being subsidized from other activities. In the future, the pricing policy might need to be adapted accordingly.

3. Cafeteria

The cafeteria is available for secondary students, school staff and visitors. It proposes fruits, warm and cold sandwiches, yoghurts and desserts, soup, pasta and salads. Sandwiches without products of animal origin are also for sale. The overcrowding of the school creates a continuously growing demand for cafeteria services, but the capacity is limited by the existing infrastructure. Planned renovation project should increase the serving and seating capacity and create a new attractive place to eat, study and relax.

In 2018/19, the cafeteria was used by ca. 400-500 clients/day. The relaxation of the exit policy decided by the school management had a negative impact on financial results of cafeteria (-5%). The overall result of the cafeteria for 2018/2019 was around the break-even point.

4. Management and staff

The manager of the canteen is Mr Didier Delhoux, his deputy Mrs Paola Catalano. Mr Pascal Forton was the chef de cuisine, assisted by 4 members of the kitchen staff (compared to 3 in the previous year). 3 people work in the dish-washing, 2 in the cafeteria, 1 external person provides service in the teachers' canteen and 1 external person helps with the preparation of garderie snacks. The table service is provided by 27 persons of the external company Atalian.

On behalf of parents we would like to thank all HORECA staff for their individual and collective hard work in providing high/quality nutrition and services to all members of our school community:

Didier Delhoux, Paola Catalano, Nathalie Forest, Anna Di Marzio, Pascal Forton, Sakhi Zakharia, Youssef Messaoud, Fifi Muhizi, Mohamed Achcharifi, Thierno Barry, Jean Francois Vonesch, Abdellilah Moutar.

5. Canteen Working Group

At the beginning of the school year, Jakub Nice replaced Maria Saura Moreno as Chair of the WG Canteen / member of the APEEE Board responsible for the canteen. Maria Saura Moreno and Tomas Hruby continued as WG members and they were joined by 2 new members Nicole Stylianidou and Eleanna Stergiouli. The WG Canteen regularly met to discuss current issues, as well as to identify and propose measures to be taken to improve the service. In February 2019 members of the WG Canteen visited the canteen in EEB2 Woluwe and in October 2019 canteen in EEB4 Laeken to exchange best practices.

The WG Canteen is always attentive to requests and wishes of parents and invites all members of the school community to get in touch at any time with any concern or idea connected to the sector.

6. Canteen Committee

The Canteen Committee is a consultative body between the school and APEEE to discuss all subjects which require coordination with the school. Representatives of teachers and pupils, as well as the canteen management participate as observers. It meets approximately every two months. APEEE is represented by members of the WG Canteen. The Canteen Committee met in September and December 2018 and February, May and July 2019.

The main issues addressed were the collaboration with the school on projects such as the clearing of tables by the students, the role of supervisors, increased offer of vegetarian food, menu in the teachers' canteen, changes in the school timetable on Wednesday, the self-service project, inventory of the kitchen equipment etc.

The WG Canteen would like to appreciate the constructive approach of the school direction and thank for fruitful exchanges with all stakeholders.

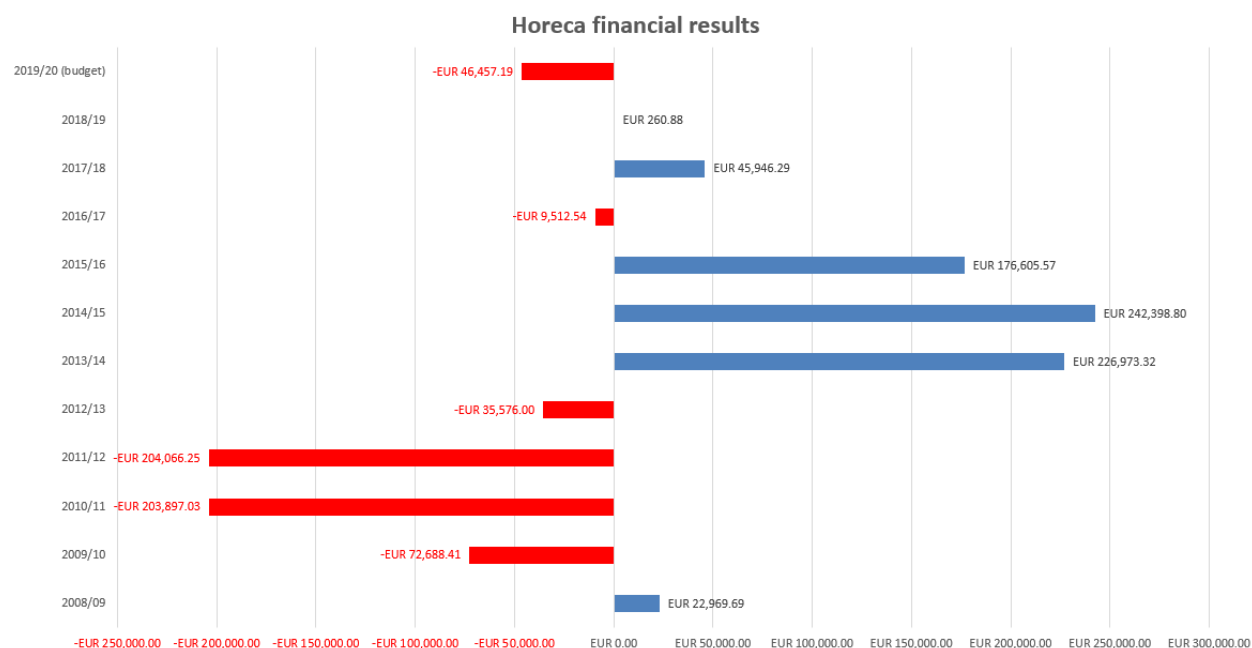
II. Financial situation

In 2018/19 the APEEE HORECA sector finished with a yearly balance of +925.23 EUR (compared to budgeted profit of ca. 14.500 EUR). This resulted mainly from improved revenues (+2 %) and stable personal cost (-0.4 %). Contrary to previous year, food cost remained stable despite increased prices of certain raw materials, continuous use of organic food, high-quality meat and regular offer of a starter (raw vegetables or soup). Close cost control by the canteen management enabled to compensate for decrease of revenues from certain services (teachers canteen, cafeteria). Costs for the payment services were significantly reduced (-14.000 EUR compared to previous year) and should further drop next year. Other investments to improve the service (vegetable cutter) were also made.

For the year 2019/2020 the draft budget is planned with a deficit of ca. 46.000 EUR. This is caused mainly by substantial margins envisaged for the purchase of biodegradable disposable dishes (+35.000 EUR) and for increased personal cost (+70.000 EUR) and by the increase of the shared cost paid to the budget of General Affairs (+13.000 EUR). The budget is built on conservative estimation of expected revenues and on minimal increase of raw materials prices (indexation only).

In case of further significant cost increase a review of the tariffs for services might become necessary in the future (last price increase was approved by GA in 2012). The WG Canteen will follow closely the evolution of financial situation in the sector and if necessary propose measures for the school year 2020/2021.

Graph 3: Results of the HORECA sector in the previous years



Detailed figures are presented in the report on the overall financial situation.

III. Actions in the school year 2018/19

1. General

- a. Following the good practice of Transport sector, the WG Canteen drafted a new HORECA regulation. This comprehensive document sums up and updates rules and procedures related to services of the sector which were previously scattered across different documents. Current version was approved by the APEEE Board in June 2019 and it is the main reference for any information or question relating to the sector.
- b. A new piece of equipment was purchased for the kitchen – cutter RobotCoupe. Its use will enable better choice of fresh and bio ingredients and reduce the amount of purchased pre-processed vegetables. It will facilitate the search for new local suppliers and enable to offer new recipes in the canteen menu. It will also help to achieve more cost-efficiency through purchase of bulk products and to respond to request for more vegetarian food.
- c. WG Canteen introduced an online tool for satisfaction feedback from parents who visit the canteen. The majority of received reviews were very positive.
- d. Discussion continued with potential contractors for introduction of a self-service canteen. Agreement in principle about the project was reached with the school. WG Canteen received several offers from consultants, the process will continue in school year 2019/2020 with the view of preparing full project documentation by the end of the school year.
- e. WG Canteen conducted a survey among teachers concerning their satisfaction both with the teachers canteen and with the students canteen. Overall results were rather positive, individual comments provided many suggestions for improvements.

- f. New sound absorption panels were installed in the canteen, financed by the school. The installation helped to reduce the noise level in some parts of the refectory, nevertheless further measures are necessary to bring noise to an acceptable level.
- g. A vacancy notice was published in June 2019 for the post of canteen office assistant. The successful candidate, Mrs April Catanan, will start her work from the new school year.
- h. In the 2nd trimester 2 staff members were assigned new posts: Mr Achcharifi reinforced the kitchen team and Mr Thierno replaced a long-term absent worker in the cafeteria.
- i. The canteen enrolled in the EU CAP subsidy program for school fruits and vegetables and milk.
- j. Thanks to engagement of the APEEE IT manager the canteen was able to substantially reduce the high cost charged by ING for canteen payments.

2. Nursery and primary

- a. Thanks to agreement with the school about necessary change of the daily schedule, since September 2018 nursery classes have warm lunch also on Wednesday. Similar change for primary is still under discussion with the school.
- b. A new Convention with OIB regulating the provision of lunches and snacks for children attending the on-site garderie in EEB3 was signed.
- c. Based on requests from parents, the WG Canteen in collaboration with the nutritionist and canteen management reviewed the menus for snacks provided to the OIB garderie and Periscolaire Snack&Go activity. New menu contains lower amounts of sugar, more raw vegetables and is better aligned with the main canteen menu.
- d. From September 2018, "tartinists" eat together with their class in the main refectory (doesn't apply to secondary level).

3. Secondary

- a. Given the impossibility for majority of pupils to have lunch on Wednesday, the canteen introduced the option of take-away cold lunch for secondary. The option is part of regular canteen enrolment. Discussion continued with the school about this option also for primary, for the moment without success.
- b. Two new functionalities were introduced for the cafeteria badge: online recharging and overview of the purchase history. The badge can be now recharged with amounts between 10 and 100 EUR. Major credit cards, Bancontact or bank transfer are accepted as means of payment. Access needs to be requested from the Canteen office.
- c. New project was launched for a complete renovation of the cafeteria. Feasibility study should be ready by end 2019, implementation of the 1st phase is planned in summer 2020.
- d. In collaboration with the school a system of self-cleaning was introduced for secondary students. The school also agreed with necessary reinforcement of the pedagogical supervision for secondary pupils necessary to prevent problems relating to the overcrowding of the school.

IV. Planned actions for the school year 2019/2020

- Cooking classes and kitchen visits for nursery
- Renovation of cafeteria
- Feasibility study for introduction of self-service
- Introduce daily alternative offer of vegetarian meals
- Organize information session(s) for parents
- Explore possibility of gluten- and lactose-free offer
- Further reduction of noise
- Review accessibility of lunch on Wednesday for primary, introduce cold take-away lunch as provisional measure

- Embed the Green Week into the educational project of the school ("Semaine de la santé")
- Continue to offer traditional dishes of cultures and communities represented in our school, add also dishes from wider world cuisine
- Take over the vending machines operated by the school (current contract expires at the end of the school year)

The WG Canteen: Jakub NICE, Nicole STYLIANIDOU, Tomas HRUBY, Eleanna STERGIOULI and Maria SAURA MORENO

COMMUNICATION ACTIVITY REPORT

This report presents the work of the APEEE working group in the following sectors:

- (1) Regular communication
- (2) Web site
- (3) IT

1. Regular communication

The APEEE communication working group receives information regarding life at the school and in the APEEE services, and draws the attention of the parents and students to matters in the form of an information letter. The APEEE generally distributes this information letter every week to the parents who have chosen to receive it.

Recently, in order to improve the flow of information the different parties concerned (the different sectors of the APEEE and the academic administration) and to provide parents with better targeted and more varied information with the information letter and on the web site, in October we engaged a professional who is to be responsible for communications.

This person responsible for communications has improved the information letter and is still working on a new version of the site (see below).

2. Site web

The APEEE has been working on a new bilingual web site (EN/FR) for the association, and, at the time of this document being prepared, it should be launched at the latest in February 2020, on the assumption that all the tests currently in progress prove successful. The web site has been designed to be more modern and user-friendly, and to serve the needs of the APEEE better in making its activities known to the parents.

A new item, “MY APEEE”, will be included on the web site, where parents will be able to access and display detailed information about their registration for APEEE services, as well as with regard to different functions, such as online purchases (Springfest tickets/Student projects, etc.), to load the cafeteria badge (for the secondary education students), and an APEEE documentation library. Plans are for the registration system likewise to be migrated to MY APEEE within the next few months.

The APEEE council are particularly keen to recognise the work of the person responsible for IT at APEEE, Lucas Tasko, in the development of the new web site, as well as the APEEE communication officer, Anthi Keramisda.

3. IT

Over and above the daily maintenance of the APEEE IT platform and delivery of services the main focus of I.T. work this year has been the development of the new website, the creation and roll-out of the Bus Presence / Tablets function in Transport and the development of an improved e-Enrolment system and MyAPEEE site. It is planned The new MyAPEEE site will be launched no later than June 2020 in time for 2020-21 enrolments.

TREASURER REPORT FINANCIAL YEAR 2018-2019

Results 2018-19 and related activities:

Due to a re-calculation by the PMO of Transport Allowances dating back to Financial Year 2014-15 for all the European Schools the APEEE has been required to introduce a Provision in 2018-19 (amount still to be determined) to cover back payments due to the PMO and a Provision for future years. This has the effect of showing a greater negative result (deficit) than budgeted however in real terms the results of the APEEE's financial situation for 2018-19 show a positive result of €19,645.73 against an initial budget of €-65,175.87.

The **2018-19 financial results** are summarised below¹, the differences compared to the forecast budget are a tiny percentage of the overall turnover due to a variety of small differences between revenues and expenditure:

1. The **canteen** sector: benefit of €925.23 against a forecast Budget of €+14,676.23.
2. The **transport** sector: benefit of €3,154.39 against a forecast budget of €-23,560.22 (mostly due to fewer ALE costs).
3. The **extra-curricular activities** sector: deficit of €-26,554.05 compared to a forecast deficit of €-45,649.09 (mostly due to less Monitor costs).
4. The **general affairs** sector: benefit of €10,485.99 compared to a forecast deficit of €-10,642.79 (due to the departure of the I.T. assistant mid-way through the year).
5. The Springfest event produced a profit of €7,956.40 (SF19 Report issued separately).
6. The Student Account remained balanced as planned, no profit, no loss. Details below.
7. Payments from the APEEE's Social Fund amounted to €3,527.65

In general terms therefore the overall financial situation of the APEEE is strong and the budget for 2018-19 was managed very well. In recent years the APEEE has seen considerable benefit each year and it has been the goal of the Board to reduce the benefit as much as possible. We managed to achieve that goal this year. Our aims for the future remain the same, i.e:

- to maintain a balanced budget and year-end outcome
- not to produce excessive benefit
- not to unnecessarily increase prices
- prudently manage and protect our reserves
- re-invest surpluses back into the APEEE & School for the benefit of pupils.

¹ Partition keys applied are: canteen 35%, transport 50%, extra-curricular activities 10% and General Affairs 5%.

Student's 2018/2019

	Received	Paid
China trip 18/19	52500	48133.44
UN trip	8795.7	8795.46
Bal du Bac	43266.06	45052.01
Bac Books	9955	10175
Bac Jumpers(sweats)	3840	5117.98
Barbecue	4160	4160
Hoodies (EEB3 clothing)	10633	12078.36
Chinese compulsory course	880	790
Chinese camp	1440	1440
First Aid	920	
Total	136389.76	135742.25

Social Fund(donations)	3527.65
------------------------	---------

Highlights from the management of APEEE funds during 2018-19:**Budget Management:**

As stated above, and at last year's AGM, it is policy of the Board to attempt to reduce the excess benefit achieved over recent years. We have achieved this in 2018-19 because it was known and budgeted that certain costs (e.g. Canteen costs & Extra-Curricular Activity salaries) would increase this year but a decision was taken not to off-set these by increasing

prices, thus producing a more balanced budget. The same decision not to increase prices has been taken for 2019-20. Prices are reviewed annually.

Management of Reserves:

Further to the presentations and motions at the previous 2 AGM's the APEEE Board agreed an Investment Policy Statement (annex 1 to this report) in May 2019, followed by an Investment Portfolio Construction document (annex 2) in June 2019 and an Implementation plan in Oct 2019 (annex 3). As an aide memoire this work has been necessitated by the need to better protect the APEEE's €2.4M financial assets sitting in our ING Current account. Whilst €1M cash liquidity is needed on our current accounts at all times to ensure smooth running of our operations, €1.4M is classed as our reserves. Annex 3 sets out the Board's intention to invest €0.4M into a dynamic investment portfolio over a long term horizon and €1M into a more defensive/balanced portfolio allowing easier access over a short to medium term horizon. It is planned for the €1M to be invested back into school/Apeee projects over the next 1-4 years (see next paragraph).

Provision for Transport:

In June 2019 the APEEE received an email from the European Commission PMO setting out what it believed the APEEE should have requested for Transport costs for all recent financial years dating back to 2014. The difference between the PMO's calculations and the APEEE's amounted to €200k in favour of the PMO. A team from the APEEE Board and Transport Office have been in liaison with the PMO to discuss their methodology and calculations compared to the APEEE's to determine the correct figures which it is hoped will reduce the figure to around €80k. The consequence of an agreed new calculation between the PMO and APEEE would mean a back payment to the PMO and an increase in the budget for future years. A financial provision has been added to the 2018-19 to cover back payments and another for future years.

Audit Review of Accounts:

No significant findings. (see separate presentation for further details)

Highlights for Financial Year & Budget 2019-2020:

New Partition Keys:

Partition keys (percentages) are used to re-allocate overhead costs in the General Affairs budget amongst the Sectors (Canteen, ECA, Transport, Students and Springfest). These are reviewed every three years and in Dec 19 the board approved revised partition keys to be introduced from 2019-20. The keys are based on each sectors Costs as a percentage of the total Costs of all the sectors.

APEEE Financial Assistant:

From November 2019 Mde Nathalie Forest (ex Canteen Assistant) has assumed the new post of the Financial/Secretarial Assistant. This post will take pressure off the Treasurer & the HROM in a number of duties including daily financial management of the APEEE, the Student / Springfest Accounts and much of the related interactions with the school.

Financial Investment:

The €1.4M reserves mentioned above will be invested in Jan or Feb 2020.

Apeee/School Investment Plan:

In order to re-invest some of our reserves into School/Apeee the following projects are currently receiving active consideration through the auspices of the joint School/APEEE Financial Committee:

- refurbishment of the cafeteria

- refurbishment / development of the School Theatre
- installation of fixed canopies around the school grounds to make better use of outdoor spaces
- installation of outdoor seating
- more bicycle racks
- conversion of the canteen into self-service

Excluding the canteen self-service project the total estimated costs of these ideas is projected to be about €0.3M

Gerard Payne
The Treasurer

Below, 3 Annexes to the treasurer report.

BOARD MEETING OF 21 MAY 2019

(CA 19/2019 ADD1 REV1)

Draft
Investment Policy Statement
APEEE Brussels III

I. Background

APEEE Brussels III is an international not-for-profit association of parents and students of the European School in Ixelles, Brussels, under Belgian Law. The primary roles of the association is to organize and provide transport service, extra-curricular activities and canteen for students of the school. The Management Board, consisting of parents elected by the General Assembly and Language Sections, adopts the policy decisions and monitors the daily operations of staff. The association employs 21 staff and has annual turnover of +/- 5M euros. As a not-for-profit organization, the association aims for balance budget each year (no profit or loss).

The purpose of this document is to improve the current financial management of APEEE assets on a long-term basis, as the practice of maintaining the whole reserve amount in a few zero-interest accounts acts against the protection of their value because of the annual inflation rate.

Preserving the APEEE capital's real value in the long-run (and gaining slightly above inflation, when possible) is the key objective of the reform. In parallel, the APEEE has launched – since its General Meeting in January 2018 – a reflection about reducing any unforeseeable financial risks in managing its liquidity accounts by using - to the extent possible - the government capital-guaranteed scheme.

There are two pools of money considered by the Board:

- **1. Liquidity requirement** – these amounts must be always available to facilitate smooth running of daily operations of the APEEE sectors (transport, extra-curricular activities and canteen). As the revenues of the APEEE are followed closely and on a monthly basis by the APEEE bodies in accordance with the agreed procedures, the risk of using the Reserve for covering regular operational needs is limited.
- **2. Reserve** – these amounts are to cover principally :
 - a) Unexpected needs due to unforeseen events or envisaged expenditures for investments or any short-time operational deficits in APEEE sectors; however, need to use the reserve for this purpose is unlikely; and
 - b) Amounts to be paid to the association's staff in the extreme case that the APEEE closes down its activities. The use of this reserve for this purposed is very unlikely, as the APEEE's operation is linked closely to the establishment and functioning of European School Brussels III (hereinafter "EEB3").

Total existing cash assets of the APEEE amount to 2.5 mil. EUR of which the liquidity need is estimated at 1.1 M EUR. The reserve is currently estimated to be 1.4 M EUR (of which amount for the employer's "contribution" to the staff under b) is estimated at 1 M EUR).

The revenue of the association (the parents' annual contributions & payments for services) is overall stable and predictable. The bus service is currently reimbursed by the EU budget (in the kind of a transport allowance directly paid to the APEEE Transport sector in line with Article 3 of Annex VII to the EU Staff Regulations).

II. Return Objectives

For the liquidity requirement, amounts it should be evaluated whether it is feasible and manageable to hold balances on accounts spread throughout different banks in order to benefit from the Belgian government guarantee on deposits. The negative income is accepted for this pool. The liquidity pool is not further considered in this IPS.

For the Reserve the main return desire of the association is to preserve value of the money (offset inflation – assumed to be between 1.5 - 2% on a yearly basis) and potentially receive additional income without adding much risk to the portfolio.

III. Risk Tolerance

Willingness to take risk – the Board is very prudent as regards financial investments and wants to avoid excessive risks. There is consensus that the money should be more effectively managed in the way that real value is preserved on a longer-term horizon.

Ability to take risk – the Board has no or very little experience with financial investments. However, given the stability of expenditure and income and the long-term horizon of the reserve amounts the APEEE is able to accommodate substantial volatility, especially for the specific liquidity amount of 1M EUR that is reserved for any obligations towards staff (as set out under I.2.b)).

Risk tolerance – to reconcile the considerable ability to accommodate risk and the association's apparent preference for low risk/volatility the risk tolerance should be described as “moderate”.

IV. Constraints & Liquidity

- Liquidity pool and steady fee income should cover all needs of APEEE sectors for a particular year.
- There could be some investment outflows in the next 1 - 3 years, mainly in the HORECA sector as from 2021 onwards (possible introduction of self-service in the canteen, upgrading the cafeteria infrastructure, purchase of new catering equipment for food production), as they require both a specific provision in the 2021 School's budget as well as a prior approval of the Buildings' Agency (not likely before 2021). Any little expenditure from the APEEE side would be below 100 K EUR in 2019-2020 and therefore, it could be covered by the available liquidity pool, if market conditions for reserve pools are not favourable.

V. Time Horizon

The liquidity pool covers liquidity needs of the APEEE.

As set out under I. above, the time horizon for the long-term profitable management of APEEE assets is inextricably linked to the likelihood of using them over a medium- / long-term period.

Against this, the reserve amounts described in the Section I have the following time horizon:

- a) A multi-stage mid-term time horizon for amounts under 2.a. – withdrawals are not expected for 2 to 3 years) considering that no big investments requiring an important APEEE contribution over 100k EUR are planned until the School's budgetary period of 2021; and
- b) Amounts under 2.b are not expected to be used in short- or mid-term (3 to 5 years). It is safe to conclude that horizon considerably exceeds 10 years.

VI. Taxes

- The association does not pay income taxes under Belgian law.
- The association is subject though to withholding taxes for any income produced by investment options.
- The tax implications will be clarified with the accountants and the legal adviser (KOAN Law firm) opinions will be presented in the Board meeting of 21 May 2019.

VII. Legal/Regulatory Considerations

- There are no special legal requirements for the association related to investing. The obligation to maintain sufficient reserves for staff payments in the extreme and highly unlikely scenario of termination of APEEE activities is not imposed by law but on purely precautionary grounds (“good practice”) demonstrating the APEEE’s social responsibility towards its employees.
- At its Board meeting on 30 April 2019, the Board decided by broad majority that its mandate entrusted by the two successive General Meetings and its statutory management tasks involve also the precise decision about the long-term management of APEEE assets. It agreed also that it will present to the upcoming 2020 General Meeting a fully-fledged report about the precise objectives and implementation arrangements.

VIII. Unique Circumstances

- The APEEE is managed by volunteers with limited business/investment knowledge and experience.
- The Board makes its decisions by majority.
- The association is very cost-cautious and therefore fee-averse.
- Given the nature of APEEE ESG responsible investments should be also considered.

IX. Capital Market Expectations

Capital market expectations are expectations about the future returns of different asset classes and their volatility. These expectations are to be combined with return and risk objectives (Sections II and III) and constraints to formulate appropriate strategic asset allocation plan.

The expectations are grounded on the past – historical – data. For this purpose 5-year annualized return was used and adjusted, if deemed necessary. For the simplicity, performance of the selected funds managed by BlackRock were selected as proxy for the risk and return data.

Asset Class	Projected Return	Expected Standard Deviation
Cash (EUR)	negative	-
Government bonds ²	1%	2.5%
Corporate bonds ³	1.5%	2.2%
Stocks ⁴	4%	10.8%
Real Estate (REIT) ⁵	4%	11.8%

² BlackRock BGF Euro Bond Fund; well diversified fund investing into public issues, mostly in EUR; annualized 5y return was 3.2%; Morningstar – 5 stars.

³ BlackRock BGF Euro Corporate Bond Fund; well diversified fund investing into corporate issues, mostly in EUR; annualized 3y return was 3.2%; Morningstar – 5 stars.

⁴ BlackRock BGF Global Opportunities Fund Class; well diversified fund investing into stocks worldwide; annualized 5y return was 9.20%; Morningstar – 4 stars.

X. Asset Allocation

Given the long-term investment horizon for the reserve and the expected standard deviation, all the asset classes would be acceptable for allocation into the portfolio. However, cash and government bonds do not offer return that would provide protection for the principal after adjusting for expected inflation and therefore do not meet return objective. Any combination of corporate bonds, stocks and real-estate should provide desired return within acceptable risk. The reserve is 1.4M EUR and it should not decline – at least for extended period of time – below 1M EUR, thus allowing for downside of around 30%. Although, the long-term horizon and ability to withstand volatility would allow for full-equity strategic allocation, the low risk tolerance and possible – although small and unlikely – outflows after 3 years require inclusion of bonds.

Asset class	Strategic allocation	Acceptable tactical allocation
Bonds (mostly corporate)	20%	10-40%
Stocks (incl. real estate)	80%	60-90%

XI. Recommendations to the Board

There is almost an infinitive number of investment options allowing building of the investment portfolio as per the Asset Allocation determined in the section X. Using selection of index-tracking ETFs provides the cheapest way constructing a diversified portfolio. However, following the strategic allocation with tactical adjustments would require constant active monitoring and rebalancing of the portfolio and making other investment decisions. Given the limited knowledge and resources, a managed – discretionary – portfolio is better suited for the association’s needs and circumstances.

Against all above considerations, the Board authorizes the Treasurer to solicit offers from investment managers, which provide discretionary portfolios. The Reserve will be equally split among 3-5 managers with minimum 25% invested into ESG portfolio(s)

⁵ BlackRock BGF World Real Estate Securities Fund; mostly invests into Real Estate Investment Trusts and stocks of real estate management companies; annualized 3y return was 4.9%; Morningstar – 3 stars.

Annex II to the Treasurer report
BOARD MEETING OF 18 JUNE 2019
Presentation /Decision (CA 37/2019)

Working document

Construction of investment portfolio for APEEE III

1. Background

APEEE's Board approved its Investment Policy Statement (IPS) on 21 May 2019. It concludes that the APEEE aims to invest a part of its financial assets (The Reserve) into a portfolio with a strategic allocation¹ of 60% in equity (including alternative assets as real estate) and 40% in bonds. This document is to facilitate the decision about which investment vehicles to choose. The IPS also stipulates to consider feasibility of investing into Environmental, Social and Governance (ESG) focused portfolios. The selection has to take into consideration fees.

2. Options available

In practice, there are three broad possibilities how to build the desired portfolio:

1. Make **selection of individual securities** (bonds and stocks) directly – This is only for astute investors and completely unsuitable to APEEE's needs, circumstances and capabilities. Therefore, this option is not discussed further in this paper.
2. Make **selection of funds** – Given preference for low fees and large selection of trackers that are available to build the desired portfolio at very low cost this is an alternative that should be considered. However, it requires substantial involvement of the Board (or at least some of its members) and investment knowledge. It is discussed further in this document.
3. Invest into **discretionary-managed portfolio** – there are investment managers in Belgium that provide discretionary portfolios that match the portfolio profile the APEEE seeks. Investing into these is fairly easy and it requires the Board to select one or more of the managers/portfolios and regularly, at least once a year, review the investment with the manager(s). Fees can vary but there are some with reasonable level of fees (ING-Kronos charges 1.5% annual fee for portfolios above 250K). There are also ESG focused portfolios available.

¹ Strategic asset allocation is target allocation. The portfolio is rebalanced toward strategic allocation if it substantially deviates from it. Tactical allocation allows the portfolio manager to express his views about markets and temporarily deviate from the strategic allocation. It also eliminates need to constantly rebalance the portfolio if the market values of individual components change.

There is no or limited credit exposure to the investment manager but there is exposure to financial markets. Therefore, splitting the investment among several managers should be done in order to get exposure to different management styles or goals not to limit credit exposure/risk vis-à-vis manager. If the Board decides to use more managers it should take into account that combination of various portfolios/investments can potentially create unintended exposure(s).

Since investing into discretionary-managed portfolio is straightforward process it is not discussed further.

The Board requested to further investigate options covered by points 2 and 3 at its meeting on 21 May 2019.

3. Building own portfolio of funds

During the previous discussions, an option to create the investment portfolio using ETFs (Exchange-traded funds) has been raised. Research suggests that this passive approach to investing can provide superior returns in comparison with actively (discretionary) managed portfolios, especially if fees are taken into account. Indeed, some tracking ETFs² (trackers) are available for fees close to zero. On the downside, the Board would have to make all investment decisions in house. The issue is further complicated by the fact that there are dozens of ETF providers offering thousands of funds. Therefore, it is quite impossible to summarize what is available and provide easy-to-assemble basket to choose from.

Below, a simplified decision-process is described on an example of two major providers to illustrate the complexity and challenges of the task. It is not to be understood as an investment advice or recommendation nor it is guidance for investment decision process.

Let us assume that the Board does not have any special view on the market conditions at this time and starts with the agreed strategic allocation - 60% equity and 40% bonds.

a. Building portfolio of equity funds

We can look at the offer of ETFs provided by Vanguard³. When we chose option for all passive (trackers) which can be purchased in EUR - however the base currency can differ – we get the list of 14 ETFs listed in the Annex I. The easiest is to pick FTSE All-World UCITS ETF⁴ since it covers all world and provides necessary diversification.

However, at this point once an investment vehicle is selected it can create potential for further discussions and arguments. The fund invests portfolio that mimics world stock markets. Therefore, given the market capitalization of the US stock market almost 55% is invested in the US stocks and only 6% into France and Germany combined. Although this fund would have the “right” worldwide diversification by market capitalization, some Board members may prefer to focus on Europe.

If this is the issue, then the Board could build the portfolio using “regional” ETFs in line with its preferences. For example, 45% FTSE North America, 45% FTSE Developed Europe and FTSE Emerging Markets 10%. However, discussion could be ongoing whether to use more ETFs and whether FTSE-based funds are representative (ETFs tracking other indices to consider?) or whether other ETF providers should be considered (based on performance and fees).

² These ETFs aim to mimic particular index. They are design to provide performance in line with that of underlying assets (usually stocks or bonds) in that index.

³ During development of the IPS a Vanguard ETF tracker for European stocks was suggested. It is taken as the starting point. The ETF mentioned at that time, Vanguard FTSE Europe, is traded at NYSE (New York Stock Exchange) and it seems it is not available to EU investors.

⁴ <https://global.vanguard.com/portal/site/loadPDF?country=be&docId=18987>

In addition, potential issue stemming from the nature of trackers is concentration of investment in several large-cap stocks. It can limit – to certain extent – benefits of diversification provided by trackers. Furthermore, it creates exposure to some stocks that the board members can object or doubt (e.g. tobacco, oil and chemical industries).

b. Building portfolio of bond funds

Situation is even more complicated with bond ETFs. There is no global ETF offered. There a decision is to be made about ratio of government and corporate bonds and currencies. Let us say it is decided that 20% goes to US government, 20% USD corporate, 20% EU government and 20% to EUR corporate. Is the remaining 20% to be invested into rest of the developed world or emerging markets? Note that EUR and USD corporate do not necessarily have to be EU or US corporations, it could be a bond issued in USD by a corporation from a developed market. This information must be identified in ETF product information documents.

c. Further considerations

However, the Board's work does not end here. There are other elements to consider such as:

- Is it better to invest into distributing vs. accumulating fund (one that pays out dividends/interest payments vs. one that reinvests it)?;
- Should we track index of the largest stocks or use the broader index for diversification purposes?;
- Currency exposure – for example, even if the fund is traded in EUR and focuses on EU stocks it can have exposure to stocks in other currencies (such as FTSE Developed Europe UCITS ETF invests more than 40% of the portfolio in the UK and Switzerland);
- Hedged vs. unhedged - some funds come in a version that offers hedge against currency movements, but it comes at a price – usually their performance falls short of unhedged ones;
- Ethical preferences – some can object to investing into oil companies, tobacco producers, certain multinationals, car sector etc.

As indicated before there are many providers of ETFs. While Vanguard in our example offers relatively limited number of ETFs in the EU, when we look into offer of BlackRock we will get 348 equity funds and 216 bond funds.

Reviewing all these funds would be time consuming and compromise, informed agreement hard to achieve.

d. Constant process

Determining the “base” strategic portfolio, deciding on any tactical adjustments due to market conditions and selection of investment vehicles (ETFs) as described above is a constant process. Monitoring has to be continuous and portfolio rebalanced at least once a year, possibly quarterly (or depending on market conditions and/or change in APEEE's preferences).

4. Conclusions

Although in theory, a portfolio of trackers should provide superior net return in comparison with average actively- managed portfolio, in practice – taking into account the APEEE's situation and abilities – this could be challenging to achieve. APEEE does not have expert knowledge to assess with due diligence elements mentioned in the Section 3 and fulfill – in this respect – its fiduciary duty. Moreover, in the light of the decision-making process of APEEE it would not be possible to arrive to conclusions and decisions in appropriate time. Therefore, a professionally- managed discretionary portfolio is recommended.

Annex I

List of Vanguard passive equity ETFs traded in EUR

ETF Fund	Base Currency
DAX UCITS ETF	EUR
Euro STOXX 50 UCITS ETF	EUR
FTSE 100 UCITS ETF	GBP
FTSE 250 UCITS ETF	GBP
FTSE All-World High Dividend Yield UCITS ETF	USD
FTSE All-World UCITS ETF	USD
FTSE Developed Asia Pacific ex Japan UCITS ETF	USD
FTSE Developed Europe ex UK UCITS ETF	EUR
FTSE Developed Europe UCITS ETF	EUR
FTSE Developed World UCITS ETF	USD
FTSE Emerging Markets UCITS ETF	USD
FTSE Japan UCITS ETF	USD
FTSE North America UCITS ETF	USD
S&P 500 UCITS ETF	USD

List of Vanguard passive bond ETFs traded in EUR

EUR Corporate Bond UCITS ETF	EUR
EUR Eurozone Government Bond UCITS ETF	EUR
U.K. Gilt UCITS ETF	GBP
USD Corporate 1-3 Year Bond UCITS ETF	USD
USD Corporate Bond UCITS ETF	USD
USD Emerging Markets Government Bond UCITS ETF	USD
USD Treasury Bond UCITS ETF	USD

Annex II

Passive ETFs offered by Blackrock

BlackRock

ProductsThemesInsightsEducation

Q

Past performance is not a guide to future performance and should not be the sole factor of consideration when selecting a product. The value of the investments may go up or down and the investor may not get back the amount invested.

All data is sourced BlackRock as at the date stated. Performance data is displayed on a Net Asset Value basis, in Base Currency terms, with net income reinvested, net of fees. Brokerage or transaction fees will apply.

Discrete performance shows 12 month performance to the most recent Quarter end for each of the last 5yrs where available. E.g. '1st year' shows the most recent of these 12-month periods and '2nd year' shows the previous 12 month period and so on.

Please note that for a full list of all shareclasses available in each fund, the relevant fund factsheet should be reviewed.

Product Typeall (2,700)Filter by keyword, fund name, etc.

Select categories

Asset Class

Equity348

Fixed Income216

Multi Asset0

Commodity6

Style

Active0

Index

Strategy

Alternatives20

Income Multi-Asset Income7

Outcome Focused1

Region

France2

Europe180

Global218

North America118

Asia Pacific68

Latin America4

Market

Emerging88

Developed499

Annex III to the Treasurer report
BOARD MEETING OF 1 OCT 2019

Information Note

Financial Assets Movement Implementation Plan

(CA 53/2019)

Objective:

To set out actions to implement decisions taken on the management and protection of the APEEE's financial assets and reserves.

References:

- A. Decision at APEEE Board to set up a WG to analyse the management of our financial assets – CA39/17 – 19 Sept 2017
- B. Presentation of WG preliminary results at 2018 General Assembly (GA) and approval of Motion 4 Resolution 1 – January 2018
- C. WG final report to Board with Conclusions and Implementation Plan – CA20/2018 26 June 2018
- D. Board adoption and approval of Ref C. - Minutes of Board meeting – CA27/2018
- E. Proposed way forward to implement GA Motion and Implementation plan – CA50/2018 18 Dec 2018
- F. Note to Board on continuing actions further to analysis of ref E including in Addendum 1 a draft Investment Policy Statement (IPS – subsequently adopted by Board) – CA19/2019 30 April 2019
- G. Document requesting final Board approval for Investment implementation plan – CA28/2019 21 May 2019
- H. Approval of proposals at ref. G – Minutes of 21 May 2019 Board Meeting – CA25/2019
- I. Working document to facilitate decision about which investment vehicles to choose – CA37/2019 18 June 2019.

Background:

Further to the original GA motion in January 2018 (ref. B) and the approval of an implementation plan in June 2018 (Refs. C & D) it has taken some time for agreement to be reached about certain aspects of the proposals. Whilst the agreement to re-distribute our immediate daily cash needs (about 1.1M euros) into a number of different Current accounts has not been contested there has been a lot of debate about how and where to protect our excess reserves (about 1.4M euros).

Finally, ref. G proposed to invest the 1.4M into Managed Portfolio Investment funds split amongst 4-6 different banks. This was approved in May 2019 (ref. H). Despite there being a strong majority in the Board for this decision it was not unanimous therefore the Treasurer decided to call an Extra-Ordinary Board meeting (10 September 2019) to which an expert Private Banker was invited to go through the pros and cons of the various investment options available. Prior to this meeting Alexander Bartovic provided us with the very helpful document at ref. I

Outcome of the Extra-Ordinary Board meeting of 10 September 2019:

After a detailed presentation by the Private Banker and a subsequent lively debate during the meeting and by email afterwards we largely came to the same conclusions as presented and approved at the May Board meeting with the slight adjustment in terms of investing the 1.4M reserves into:

1. A long term investment of at least 8-10 years (0.4M) and
2. A shorter term investment of 3-5 years (1M). This is to give us more flexibility with the 1M to make it available for APEEE/School Projects (e.g. Cafeteria refurbishment).

Way ahead:

1. The Treasurer will reduce the amounts on our ING Current Accounts as follows to bring our daily cash liquidity needs down to 1.1M (excess cash will be temporarily placed on the General Affairs -GA - account):

Reduce Canteen account balance to: 300K by transferring 478K to GA

Reduce Periscolaire account balance to: 200K by transferring 536K to GA

Reduce Transport account balance to: 500K by transferring 56K to GA

Reduce General Affairs balance to: 100K by 'transferring' 173K to GA

TOTAL: 1.1M 1.2M

2. After this is done the Treasurer will continue to analyse the regular monthly cash liquidity needs of each account and attempt to reduce the amounts on each Sector's account to 100K by opening other accounts in their names in other banks – this way each sector will always have at it's disposal the amounts calculated that they need.
3. The 1.2M will be added to the 0.5M currently held on Axa & Crelan savings accounts to invest on a number of short- and longer-term investments funds. (The sharp eye among you will note the 1.4M available for investment has increased to 1.7M over the last 2 years since this initiative was started!) More details will follow in the coming months as to which investment funds are used and it is recommended that a team of 3 or 4 people work together on this activity to ensure we get the best balance of funds that meet our needs.

Gerard Payne, Treasurer.

PEDAGOGICAL AFFAIRS REPORT

This part sets out all key achievements and results during the school year 2018/9 as well as in the first months of school year 2019/20. The outcome of our participation in the Interparents' bodies is included in a separate chapter.

Parents' coordination in pedagogical affairs - Representation in School and other bodies.

Since February 2018 the parents association follows up the pedagogical affairs of the school through the following three working groups and other bodies of the association:

- *Secondary Education Working Group (Secondary WG)*
- *Primary and Nursery Education Working Group (Primary/Nursery WG)*
- *Working Group on "Prevention of Violence, Well-being, Drugs and Addiction at school" (see separate report)*
- *The Educational Advisory Committee* (as the main coordinating body for pedagogical affairs of the APEEE and preparing pedagogical matters for the APEEE Board meetings)

The first two above-cited WGs are in charge of preparing the harmonised parents' positions and all common requests prior to each (Secondary and Primary/Nursery) Education Council meeting. Their existence enabled enormously the representativeness of parental views as well as the achievement of continuity in the monitoring of School policies.

The parents' association is represented in the following bodies operating at the level of the school:

- *School Administrative Board*, meeting twice a year, parents represented by two persons: the president of the association and the vice-president for pedagogical affairs. The School Administrative Board is the School's decision-making body and deals, *inter-alia*, with the approval of the annual budget and the supervision of all educational matters.
- *School Advisory Committee (SAC)*, meeting twice a year, parents represented by four persons: the president of the association and the vice-president for pedagogical affairs + one representative from the Primary WG and one from the Secondary WG. SAC is the supreme consultative body ensuring the monitoring of educational policies at both Primary/Nursery and Secondary levels.
- *Secondary Education Council (Secondary EC)*, meeting 3-4 times a year: parents are represented through one member for each section + the president of the association and the vice-president for pedagogical affairs. The Secondary EC follows the developments at Secondary level.
- *Primary and Nursery Education Council (Primary & Nursery EC)*, meeting 3-4 times a year: parents are represented through one member for each section + the president of the association and the vice-president for pedagogical affairs. The Primary & Nursery EC follows the developments at Primary and Nursery levels.

Representation within the system of European Schools:

- The association is represented in the *Central Enrolment Authority* for European Schools in Brussels
- The association is represented in *InterParents*, both at general level (General Assembly held prior to the Board of Governors and the Joint Teaching Committee meetings), and specifically in the working group on educational support.

Parents' positions in all bodies and fora were well-coordinated prior to meetings. Transparency of results and good communication towards parents remain high on the APEEE agenda for 2020.

The key issues dealt with in 2019 are as follows:

Issues concerning all sections (secondary, primary, nursery)

New School management

Important management changes occurred to the school which saw the departure of Mr De Tournemire before the 2019 Easter holidays and the end of Ms Malik's mandate as acting Director at the end of the 2018/19 school year. Through the appointment of Ms Sciberras (as from 1 September 2019) as Director of the school and Mr Verriest (as from April 2019) as acting Director for the primary and nursery cycle, the school management has been complete since the start of the current school year.

Despite the management changes we noted business continuity and the school had a very good start in terms of coverage of teaching posts and limited loss of hours in the beginning of this school year. The APEEE played an important role during the transition by preparing analytical notes for all outstanding issues. Our good cooperation with the School management and their proactive stance in filling all vacancies prior to the beginning of the last two school years produced excellent results. The few posts that had to be covered by recruitment of locally-hired teachers (LRT) or ad-hoc arrangements with other Brussels Schools were:

- a) only one Primary teacher in the DE section and
- b) In Secondary, one Bio/Chemistry teacher in DE section, two L1/2 and MAT/PHY teachers in the EN section, one MAT/PHY teacher in the EL section and one L3/PHILO in the NL section.

Ms Sciberras finalised in her first months the internal consultations leading to the conclusion of the internal provisions concerning the "Transfer of responsibilities between the School, the APEEE and the OIB". Moreover, she prepared a first draft of the rules on school events and of the School's anti-harassment policy. The parents' association is closely scrutinising this, both concerning the rules and their implementation.

Recruitment of teachers

Generally the tendency observed is a decrease of the percentage of seconded teachers. Such lack of secondments has become a problem not limited to the EN section. A lack of secondments means that the school has to hire more teachers locally. In the area of EN L2 teaching one can observe a larger number of teachers who are "non-native" speakers.

We must highlight that the consequences of Brexit will become visible at the end of this school year (as the secondment of native English speakers will be limited mostly to Ireland). Based on the agreement reached at the Board of Governors meeting in Athens (April 2019) to achieve a 70% target of secondments from all EU member states by 2025 it is expected that this downward tendency will be reversed soon.

The parents association follows this up very closely. This includes developments as regards the pedagogical supervision and control of locally-hired teachers, for which the schools are responsible but the European schools are currently testing the involvement of national inspectors. We continue to actively engage with the school management on the quality of teaching and we demanded a more regular presence of national inspectors in school life.

Replacement of teachers

The APEEE strived for the strict application of the replacement policy adopted for Secondary as from the school year 2017/8. Registered absences are less and are followed closely, while the "stand-by system" works well and ensures, as a minimum, that students do not remain unaccompanied outside school classes. We aim at improving further the current policy by ensuring teaching continuity in the event of a prolonged absence of a teacher for more than two/three weeks.

Whole school Inspection

In November 2018 the school was subject to a "Whole School Inspection" (WSI). The WSI was carried out by a team of seven persons: three inspectors from primary, three inspectors from secondary and one European School Director. The parents association gave input on the parents' side to the exercise.

The WSI raised three main recommendations:

- The level of variation in teaching and learning methods in secondary should be examined by the school management in order to identify and promote best practice.
- Management and coordinators should identify best practice in differentiated learning and ensure that this is shared and implemented more widely throughout the school.
- To enhance the European dimension in daily school life the European dimension should be included in teachers planning, lesson delivery and classroom displays.

In 2019 and beyond the WSI outcomes need to be followed up. The parents' association is scrupulously scrutinising the follow up of the results of the inspection by the school management, in particular through the annual and multi-annual school plans which are discussed in the SAC. In this vein, we requested the extension of the scope of the School Plans to areas beyond the three WSI recommendations.

Future of the European Schools in Brussels

The Parents association strongly regrets that the process of building a fifth European School that will address the overcrowding of the current four schools in Brussels is very slow and that the Belgian authorities have taken little action so far. All four Brussels schools have more pupils than their theoretical capacity. The schools together have 13,430 pupils during the current school year, for a theoretical capacity of 12,400. Our school is particularly overcrowded (3,200 pupils for a theoretical capacity of 2,650). Together with the parents associations of the other Brussels Schools we wrote a statement to the Board of Governors which has acted in the meantime and sent a letter to the Belgian federal prime minister to call for action and turn the decision of November 2018 on the location of the fifth school (in Evere) into concrete action. Without action the overcrowding will only get worse. The total population at European Schools increases between about 300 and 400 pupils every year. In our school there are currently 103 more pupils than in the previous school year. In addition, we took action

at the level of the competent Commissioners for European Schools while a letter to the President of the European Council is being prepared, thereby stressing the need for further political pressure towards the Belgian authorities, in order to ensure that the declared commitment for September 2021, as regards the setting up of a temporary location of 1500 Primary pupils in Evere, will be met.

Enrolment policy in European Schools

The enrolment policy in Brussels European Schools is decided by the Central Enrolment Authority in which the parents' association participates with one representative. The policy for 2020-21 is a continuation of the policy for 2019-2020, as no new capacity has become available. This means that class levels of nursery and primary classes are limited to 20 pupils (pupils already enrolled are not concerned and priority enrolments such as siblings will still be accepted beyond the limit of 20 pupils) and in secondary to 26 pupils (again, with the exception of siblings). Like in 2018-2019, in order to address overcrowding, further classes in Nursery and Primary will be created in Berkendael (our school is concerned by the FR, EN, DE, ES and EL sections). Without additional capacity in the European Schools system, the current enrolment policy risks to come under severe pressure in the near future (so far places for children of staff working in the EU institutions were guaranteed, though not in the school of their preference). The results of overcrowding are followed scrupulously by the APEEE in a regular dialogue with the School management, teachers' and students' representatives.

Annual school plan

The School Advisory Council discusses on a yearly basis both the Annual and the updated Multi-annual school plans. A final meeting for the approval of both the 2019-2020 Annual Plan and the updated 2019 - 2022 Multi-annual Plan is scheduled in January 2020. It is to be noted that the pre-existing version of the multi-annual plan was produced following a large consultation of parents and teachers from May until September 2018 and included for implementation their points of interest.

The school plan for 2019-20 is still subject to discussion and will be agreed during the next SAC meeting in January 2020. Its proposed priorities are:

- Introducing and supervising the new marking system in secondary
- Implementing the recommendations of the report on educational support (a priority in all European Schools)
- Reinforcing the harmonisation of teaching
- Promoting the key competences for lifelong learning
- Looking after the well-being of pupils and staff

The parents association will closely scrutinise the follow up of these priorities by the school management. It will furthermore anticipate needs that can only be implemented as from the school year 2021-22. In this context it will suggest changes to the 2019-22 Multi-Annual plan that can make this implementation possible.

Educational support

Educational support is available within the school. The intensity of support can vary, from temporary and relatively light, to intensive and long-term. Special arrangements can be granted to help pupils. These might be extended to the BAC phase, subject to specific approval from the Board of Inspectors, on a request at the start of S5, but then it is normally imperative that similar arrangements already were in place at the start of S5. Last year, the Board of Governors commissioned a wide-reaching evaluation of educational support in the European schools, helped by a UN inquiry into inclusive

education in the European Schools system (see the ‘Evaluation Report on the Implementation of the Educational Support Policy in the European schools’ (doc. 2018-09-D-53-en-3)). The evaluation revealed that European Schools – including ours – have not properly implemented the common support policy and ran into serious bottlenecks in finding and hiring staff with the required expertise. In response, in April 2019 the Board of Governors approved an ‘Action Plan Educational Support and Inclusive Education’ (doc. 2018-12-D-34-en-5) with a wide range of timed measures to improve the situation. Interparents, with a strong input from our APEEE over many years, represents the parents in ensuring the Action Plan gets executed. A key short-term action, with a deadline of December 2019, concerns the obligation for all schools to have comprehensive and easily accessible school specific guidelines that are fully compliant with the policy – which is not the case now.

The APEEE continues to engage with the management, staff, inspectors, Board of Governors to ensure good educational support in our school. For pupils to fully benefit it is crucial that parents understand how it works, which is why having clear, compliant and transparent school-specific procedures and guidelines is essential. As a very welcome new initiative, the school organised an information session on support in secondary at the beginning of the school year; unfortunately the information given showed serious divergences from the mandatory common policy for the European School system, so that needs improvement. Concretely, the APEEE offered help to get fully compliant school-specific guidelines well ahead of the start of the new school year. The management accepted this offer and we will engage to make sure that transparent and compliant policies are actually implemented in our school.

The website of the General Secretariat of the European Schools (<https://www.eursc.eu/en>) contains links to the relevant official documents with the details of the common support policy for all European Schools. Parents with any questions or concerns with respect to their own children are strongly encouraged to approach the APEEE.

Axado workshops for S3 and P5 students

Axado is a Belgian ASBL that organises workshops on the individual and social development of children and young adolescents. Workshops are organised in P5 and S3. The workshops address the “relational and sexual emotional life” and pay attention to the preoccupations and questions of young people which they can share and discuss together. Parents were informed beforehand of the date of the workshops in both P5 and S3.

In S3 workshops take place both with boys and girls together and separately. The languages used are French and English, depending on the preference of each class. In P5. The parent association will insist that workshops are conducted in a way that all S3 pupils will be able to understand and be involved actively in the workshops.

Following requests from parents’ representatives, the school management and the Axado organisation accepted a closer involvement of class teachers in all workshops organised for P5 students. Class teachers discussed the topic of physical and emotional changes in puberty with students before the Axado workshops and were also present during the interventions to ensure translation in the mother tongue.

Learning to learn activities in Primary and Secondary

The school management has organised learning to learn training for primary teachers in 2019. The parents’ association has requested that there is a harmonised approach between primary and secondary and that the school management organises learning to learn training activities for P5 students, as it is done in secondary, in order better prepare them for the transition in secondary.

Extended use of SMS

Our appeals for an extended use of SMS across all teachers in all sections, as expressed in the General Assembly's motion for a resolution number 1 of 2018, continue to produce results. Teachers use it now more frequently and it contains more information for parents, including forward planning and guidance for tests and exams. However, the use of SMS still varies largely between teachers, some using it extensively and others in a minimal way. Also during 2019 we continued insisting on its consistent use. During the School Advisory Council meeting of November 2019 we made a proposal to the school for extending its use including information in S 1-3 on all tests and substantial homework, the grades of all tests and the objects of long tests. We further proposed to make its use possible in the primary cycle on a voluntary basis. We are currently still awaiting the school's position of these proposals.

Use of free time - Students' exits during the school day

The APEEE stressed on several occasions the importance of well-being at school by suggesting the introduction of free-time activities inside the school. The School's decision to introduce Chinese lessons provided by the VUB Confucius Institute was meeting that concern.

In February 2018, the School decided to re-introduce the pre-existing cards' access/exit policy based on parents' choice as from year S4 onwards. This policy, although it reduced the number of students remaining at school, does not satisfy the need for more "quality time" being offered during breaks (e.g. in libraries, ICT rooms, gym).

Issues concerning the secondary cycle

New marking system

The new marking system in S1-S5 was introduced in September 2018 and is now applied in S1-S6 since September 2019. As from school year 2020-21, it will be applied for the entire secondary school. The new marking system should measure attainment levels of knowledge and skills, rather than observe failure. According to the General Secretariat of the European Schools the new system should make marking more transparent and more harmonised. Its main focus should be on pupils' positive performance and attainment. Under the new system in S1-S3 seven levels of performance are distinguished. The highest mark is A. The pass mark is grade E. Grades F and Fx are the only failure marks.

In S4-S7 the marking will also be based on attainment levels of knowledge and skills, but the marks stay numerical, with (half) marks in S4-6 and decimal numerical marks in S7.

The NMS introduces a larger number of positive marks (the pass mark is 5 instead of 6 in S4-7). According to the Secretariat General of the European schools (as expressed in a letter to the Member States of October 2019), the average of the final marks is 0.5 point lower (on a 10-point scale), which can be explained by the fact that the scale of positive marks is stretched and due to the overruling aim of not lowering the standards.

The parents association is closely scrutinising the implementation of the new marking system in the school. It is doing so in particular in the Secondary education council, but also in the School Advisory Council and the School Administrative Board.

The parents association has raised the following points with the school in order to ensure consistency in the use of the new marking system across sections and subjects:

- We have received examples of differentiated application of new marks across sections and classes.
- We received information concerning inconsistency in school reports between obtained marks and comments by teachers
- We have insisted on receiving statistics from the school and at the European Schools system level, in order to observe tendencies in marking following the introduction of the NMS.
- We have also insisted to ensure uniform understanding by teachers of the NMS to avoid divergent application. The General Secretariat of the European schools has been asked to provide more clarifications on the application of the NMS to school managements and teachers.
- The parents association keeps a close eye on the interpretation of the new marking grades by Member States e.g. for access to higher education institutions, in particular with a view to avoiding a “downgrading” of European School marks compared with that marking of the national school system. The parents association strongly regrets that the German authorities in 2018 decided to downgrade the equivalence of the European Baccalaureate marks in relation to the German Abitur marks as from 2021 when the first students will have obtained their European Baccalaureate under the new marking scheme.
- The parents association expects and exerts pressure on the General Secretariat of European Schools for the availability of equivalence tables with the other Member States that “translate” the European school marks into their national systems. Of the 28 Member States, 21 have such equivalence tables in place which have to be updated. However, by now only 4 Member States have done so. The parents association will continue monitoring the application of the new system based on statistics on marking (when they become available).

BAC issues

Our APEEEE followed closely all problems occurred with the 2019 BAC exams. We received numerous complaints from parents and students via the specific Interparents' portal, which we shared with the School management and the General Secretariat on the same day. The majority of complaints concerned the examinations in Biology, Chemistry, History and Maths. We organised two informal meetings with the Head of the BAC Unit in June and in December 2018, to whom we raised parents' concerns about the quality assurance of BAC papers and requested clarifications about the implementation of BAC Regulations. Furthermore, we were in contact with the Chairman of the BAC Examination Board, Mr Fotopoulos, with whom we shared all irregularities and system failures.

During these two meetings, the following points were dealt with / explained:

1. The process of the BAC questions with the actions of drafting, proofreading and translating;
2. The roles of the BAC Chair, national inspectors and external assessors;
3. A collection of BAC questions can be provided by the person responsible for the BAC in each school who is entitled to provide these questions, once the full BAC session process is over.
4. The communication of the European School secretariat on the new marking scheme and its impact on BAC (first time in 2021) is ready to be delivered at the beginning of 2019 and will be sent to Member States representatives.

Pre-Bac

During the school year 2018-19 there was confusion on the access to corrections of the pre-BAC. During educational councils we underlined the need for effective access from parents and students to

pre-BAC exam papers, and that students can see the corrections made to their exams so it helps them to better prepare for the BAC.

B-tests in secondary

There is agreement between the parents association and the school management that there will not be more than one test per day, that no homework shall be given during test periods and that no A-tests take place in the same period. As some teachers did not follow the agreed line during this school year, the parents association alerted the school management. We will follow up the implementation of the agreement.

Choice of options in secondary

Of all European schools in Brussels our school has traditionally been the most flexible with regard to the choice of options. Also in 2019 the parent association held an informal meeting with the school management to ensure that this situation continues. We will propose to the school to maintain this practice also in the following years.

Support to several students' and teachers' projects

The APEEE supported strongly all various students' and teachers' projects in 2019 (Science Lab, TEDx, eebGreen, Serve the city, Movember, Music and Arts competitions). The financial contribution through our Springfest and General Affairs accounts complemented to an extent the coverage of expenditure agreed by the School. The APEEE was strongly involved also in supporting students' projects (MEC, MUN, TEDx) through organisational means (for example, identification of potential speakers and simulation exercises). In the last months, our APEEE is providing all necessary support to the setting up of the Alumni Europae local network in Brussels.

Communication between the school and parents

The parents association is monitoring the communication by the school. It has agreed with the school that meetings to which parents are invited are announced to parents at least one week in advance. It was agreed that an all-inclusive School communication policy will be among the flagship projects in 2020.

Issues concerning the primary and nursery cycles

School trips in primary

After extensive discussions in the primary Education Council the parents' association has achieved to ensure that in 2020 L2 trips for EN in primary will again be organised in the UK, more specifically to Windmill Hill in East Sussex. Parents' representatives also insisted that more attention is paid to the cultural aspects of all P5 language trips, which should not be treated as sports trips. Parents' representatives participated in the Working Group School Trips that drafted the regulation for all school trips and outings in nursery and primary. The regulation has been finalised and is now an official school document.

Transition from Primary to Secondary

The two cycles are currently collaborating on the transition through e.g. pedagogical projects, visits of S1 pupils in P5, or information exchanges during the class councils. In order to facilitate the transition between the nursery and primary cycle and between the primary and secondary cycle, the school

introduced this year the position of “transition coordinator”. In June, educational advisers from secondary attended the P5 Class Councils to get feedback on students and their files and in September, a transition meeting was organized between P5 teachers and S1 teachers (L1 and Math teachers.) However, some problems were still reported in the exchange of information between primary and secondary concerning students requiring educational support, due to the low number of discharges for education advisers, according to the school management. More support coordinators will be needed for next year.

In an effort to better prepare students for transition to secondary, the school management plans to apply a mentoring plan. In spring every week, two P5 students mentored by an S1 pupil will attend a whole day of classes in secondary. The school also encourages, where possible, exchange of class visits and information sharing between S1 and P5 teachers.

Remixing of classes policy in primary

The remixing policy was revised taking into account parents representatives’ requests for a clear and more transparent policy for the remixing of classes in primary and the need to better communicate the remixing criteria to parents. Thus, parents of students whose classes would be remixed, were informed in July about the remix of the classes. They were not able to have access to the new class lists until the first day of school, due to a technical problem with the SMS and the Central Office of the European Schools. The school management insisted on the fact that class lists are provisional until the first day of school, given the last-minute enrolment of students and the changes that may occur.

Language policy reform in primary

No final decision has been made by the European schools on the proposed introduction of L3 in P4 in the framework of the Language policy reform. There are still difficulties in finding the required teaching hours and revising the L3 curricula in primary and secondary. It should be noted that the WG working on this issue has rejected the introduction of activities in L2 in nursery.

Regarding the teaching of L2 in P1, our school has decided to follow the directives of the Language Working Group and start the teaching of L2 in September, instead of November. The reallocation of hours will take place over a two -year period. In September 2019 P1 students started 30 minutes classes in L2, whereas P2 students continued 45 minutes classes four times a week. In September 2021 all P1 and P2 students will have 30 minutes classes five times a week.

Class funds and arrangements concerning class level outings

Following strong opposition to the idea of parents ‘super treasurers’ for the management of funds for class level outings, the school management adopted a new class fund management system according to which parents will receive an invoice in the beginning of the school year with an estimated cost of the level outings to be paid to a school account. For small class-specific expenditures, the individual class funds (managed by parents) remain.

Swimming classes’ organisation

In June, pupils attending swimming classes in the VUB were able to get a swimming certification based on their skills (Brevet official de l’Organisation Belge de natation).

With regards the organisation of swimming classes, some problems were reported in the allocation of time slots (close to lunch break), the participation of students of some sections and in finding parents volunteers to accompany children of smaller classes. The school management insisted that the swimming classes are mandatory and absences without a medical certificate should be avoided. Parents’ representatives requested that the school management ensures that there is a second person

assisting the class teacher and accompanying pupils to the VUB, in case it is not possible to find parents volunteers.

Erasmus +

Our school will be participating to the Erasmus + project 'Take care -Sustainable children- sustainable earth' together with schools from 5 other countries (FI, ES, EL, CY, RO) from 2019 to 2021. 4 teachers from P5 and P4 are involved and they will travel to the partner schools to develop and exchange best practices. Students from all 6 schools will work together on an online platform on the project and some students from each school will travel to the other schools. The Erasmus group will visit Brussels and our schools in February 2021.

WORKING GROUP REPORT ON “Wellbeing, violence prevention at school / harassment / addiction – drugs”

The Working Group (WG) for “Violence prevention at school / harassment / addiction – drugs” is made up of ten members (members of the Administrative Board (AB), member of the Education Board (EB), class representatives, fairly presenting the three school academic stages.

The Working Group meets once or twice a year with the nursery/primary and secondary school directors as well as the school’s psychologist teams. The discussions are also conducted within the Education Board at the level of the different school stages.

In primary school, the actions were as follows :

- Since the start of the 2019-20 academic year, implementation of the KiVa Programme (school anti-bullying programme) in which five of the school’s teachers / trainers were trained in March 2019 in Finland.

These trainers will train around twenty people to join the “KiVa Team”. The objective is to have one or two KiVa teacher-trainers for each language section, who will then be able to provide training to his/her colleagues. In general, the area of focus will be around respect, managing conflict and harassment based on work carried out upstream on prevention and respect. One or two people will be sent for training each year; regular training will also be provided to update the programme.

KiVa can be defined over three age groups: 6-8 years, 9-12 years, 13-16 years.

KiVa was introduced to classes de P1 and P4 during the current academic year. The class teachers concerned devote two courses to KiVa per month in their programme. In 2020-2021, its implementation will be applied to classes P2 and P5, and the following year it will be generalised throughout the primary stage.

In addition, the introduction of the KiVa programme in secondary school is scheduled in the school’s multi-annual plan for the year 2020-2021. S1 will be the first classes targeted.

For more information on the KiVa programme go to: <https://www.eeb3.eu/fr/enseignement-et-education-maternelle-primaire/projets/kiva/>

- Developing the playground.

The play area has been rethought and group games are now marked out on the ground in the playground area.

Furthermore, the playground is divided into five play zones on which the teaching staff and supervisors are currently working to ensure the well-being of pupils when playing. These zones are defined as: ‘football’ area, ‘active but non-football’ area, ‘calmer games’ area, ‘calm’ area and ‘covered playground’ area. On the education board, the WG will make sure that the school is regularly reminded to ensure respect for these areas.

A plan for violence and conflict management by the P5s in the playground area is currently being discussed between the pupils and management.

The order for one box of games per class, to be used in the playground, was abandoned by the school because some games were considered too inappropriate for the surface of the playgrounds.

At the horizontal level:

- Drafting of a document on the implementation of a policy to combat harassment and resolve serious conflicts within the school.

In 2019, the WG worked extensively on the drafting of this document, which aims, in particular, at the implementation of sanctions in the event of violence, harassment and drug use within the school.

To this end, the WG met on several occasions with the educational teams and psychological units. A final version of this document was given, by the WG, to the school in May 2019 taking into account the proposals and suggestions made on both sides.

We have not yet received the school's reactions (this is largely explained by the change of management in the meantime and the appointment of the new director, Mrs Scribenas, in September.

Mrs Scribenas clarified before the APEEE Board her desire to make the policy of violence prevention / combatting harassment / combatting addiction, a priority area of her commitments for the school.

The director recently announced that she wished shortly to receive the Working Group members who had worked on drafting the document for implementing anti-harassment and resolution of serious conflicts within the school. She wishes 1/ to present to them the main areas that she wants to develop on this subject and 2/ gather comments in order to make progress on finalising the document.

- Mrs Scribenas also wants to revise the policy on the use of smartphones within the school. The existing document should, therefore, be reviewed soon. The APEEE will take part in these discussions.

InterAPEEE Intergroup "Well-being at school - Harassment - Drugs / Addiction"

The WGs of the 4 European schools have met in the InterAPEEE Intergroup several times a year since April 2018. These meetings facilitate information exchange. Until now informal, this Intergroup aims to develop in the direction of:

- the exchange of good practices and experiences,
- the implementation and annual organisation of a joint cycle of conferences

Conferences were organised in 2019 by the APEEE of Uccle in which our WG participated in a practical way by making rooms available to the Committee of the Regions — for some of them.

** List of conferences organised by the APEEE of Uccle, with logistical support of the "Well-being" group of APEEE of Ixelles, which took place in 2019/2020 :*

- 14/05/2019: "Stop drugs". Speaker: Doctor Richard MAILLET, President of the Stop Drugs association
- 5/06/2019: " Internet, social networks, cyber harassment, pornography and on-line games". Speaker: Christophe Butstraen, school mediator
- 12/06/2019: "Harassment at school: get rid of discomfort" non-profit organisation Virages. Speaker : Maria Léo, psychologist and psychotherapist

- 15/11/2019: *“Positive communication: the approach of Faber-Mazlish”*. Speakers: Marylin Segat and Laurence Demanet, practitioner of Adele Faber’s and Elaine Mazlich’s approach.
- to come: 28/01/2020: *“Nutrition: Increase the vitality on your plate”*

As these conferences encounter great success with parents of the 4 schools, the Intergroup now wishes to see them organised jointly by the four schools from the year 2020. This will mean pooling the choice of themes and speakers, and of logistics as well as sharing of costs incurred.

By shortly meeting the new Director, the WG will reiterate **the following proposals**:

- the collaboration of our school with non-profit organisation Virages (association linked to the management of conflict resolution and harassment) for any interventions at the school. The non-profit organisation Virages has for several years successfully collaborated with the European school in Laeken, especially as this association provides its services in many languages.
- the need to send all parents the document currently on the school website concerning the procedure in the case of harassment. Currently, there are no sanctions applied to these harassing pupils; this creates a feeling of impunity, detrimental to the prevention of these phenomena. This document would later be replaced by the one currently under discussion with the school.
- the request to contact the Brussels mediation services to study the possibilities of intervention in European schools in the event of non-resolution internally at the school.

INTERPARENTS REPORT

Interparents (IP) is the umbrella association of the APEEEs (Parents' Associations) of the 13 "Classical" European schools. This association, based legally in Luxembourg, is the representative organ for the parents of all 13 European Schools and accepted as such by the Office of the Secretary General of the European Schools (OSGES), which is the governing body of the Convention of the European Schools. IP cooperates when possible with the APEEEs of the Accredited European Schools, taking into account that, in most of them, the involvement of the parents and their influence on the functioning of the schools is usually much weaker than in the "classical" European schools.

As a reminder, the Convention governing the European Schools is an intergovernmental Convention outside the Treaties of the European Union. (In addition to the 13 Schools represented by Interparents, there are 16 "Accredited" European schools; they will soon to be 18, their number increases each year). These schools, following an evaluation process, receive accreditation by the organs of the Convention, follow the European school curricula and teaching, and the pupils take the BAC examinations. Some are public (for example, two schools in Luxembourg) or can be private (for example, a boarding school near Kiel in Germany). The pupils of these schools are prepared for and present the European Baccalaureate.

Interparents participates, often with voting rights, or as an observer, in the organs of the European Schools system (administration level), including the highest level (Board of Governors- BoG), and the preparatory meetings which take place before the meetings of the BoG, i.e. of the Joint Teaching Committee (JTC), where pedagogical matters are discussed, and the Budgetary Committee (BC), which make proposals on budgetary issues.

Before the meetings of these two bodies, an important number Working Groups set up by the *Office of the Secretary General of the European Schools* (OSGES) prepare the subjects and proposals for discussion (in the JTC and the BC). IP usually participates (with prior agreement of OSGES), in most Working Groups of the OSGES.

The final decisions are taken twice a year (usually in December and April) by the Board of Governors (BoG), based on the proposals of the JTC and the BC. In the BoG, are sitting representatives of the Member states, the European Commission, Interparents (Usually the IP President – Mr Pere Moles - Palleja), the Directors of the Schools etc.

The positions defended by IP in the Board of Governors, the Joint Teaching Committee, and the Budgetary Committee are prepared by representatives of the APEEEs of all the European schools in separate IP preparatory meetings, which take place before the meetings of the JTC, and the BoG. No formal preparatory meeting is made before the Budgetary Committee where the IP Is represented by its Vice President (Ms Helen Valentine), but there is exchange of views by mail or teleconference by "skype" or similar software.

In the year, 2018-19, our school (Brussels III) was represented at the "preparatory" meetings of Interparents by Georges Spyrou (GS), (Class rep EN S7, who is also elected by IP as Deputy Secretary of Interparents). These meetings prepared the positions of Interparents for the above-mentioned meetings of the JTC, and the BoG. (The main preparatory meetings were: Pre - JTC in

Brussels II - Feb 2019, Pre – BoG in Varese -April 2019, Pre-JTC in Brussels IV - Oct 2019, Pre – BoG in the Eur. school of Frankfurt -Nov. 2019). In addition, our representative has participated, as IP delegate, in two Joint Teaching Committee (JTC) meetings in Brussels. and in the Brexit Working group of the OSGES. The reports on these activities have been drafted and circulated and introduced in the CIRCA data base.

GS attended also the weekly meetings of the IP Board (Usually on Skype) or replaced other members of the Interparents in working groups.

The issues raised in the European school system and the decisions taken, have consequences, immediate or often in the long term, for the individual schools.

Below is a list of selected main topics which have been considered of high interest this past year:

-Assessment reform (The new marking scale):

The secondary school (this schoolyear 2019-20 for the classes up to S6-included) adopted a new assessment structure. The most visible change is that of “scale”, from number (0-10) to letter (A-F) in lower secondary; and a 0 to 10 scale for the upper secondary, but with a modification of the passing mark, which changes from 6/10 to 5/10. (For more details, see also the APEEEs Pedagogical affairs report in the present document).

But a main change resides in a fundamentally different approach to assessment with a (at least in theory) change in the “philosophy” of the assessment itself. The idea is to assess the performance, (what the pupil knows) instead of to punish the underperformance (what the pupil does not know). The new structure is designed to be an opportunity to establish more common ground and a more harmonised approach to assessment across all European schools and sections.

These changes certainly will affect the conversion tables of European School grades into the national systems, which are relevant particularly for entry into higher education, including universities.

Indeed, because the new marking scale has as its passing mark “5” instead of “6”, there is a clear tendency among some ES teachers and national administrations to conclude that the European Schools are “lowering” their standards, (though this is not the case) and leads to lower marks for the pupils (statistically 0.5 less than before; this figure comes from the marking of the pupils made last year 2018-19 in S5).

The consequence is the risk that some Member States may adopt less favourable methods when they convert our “new” marks of the BAC (starting 2020 – 21) into the national marking scales. (This is currently the case with Germany). This would create negative and discriminatory effects for the access of our pupils to higher education, making pretty problematic their acceptance in courses of competitive studies such as medicine, pharmacy, veterinary, law, engineering etc.

OSGES promises that the Member States will be informed properly, and discussions are ongoing with the national authorities and especially with Germany. Interparents is closely following the various aspects of this file in cooperation with the OSGES, as the correct and uniform implementation of the new marking scale at school level is crucial, and needs the engagement of the management , the teachers, and the national Inspectors.

-Baccalaureate (BAC): Since 2016/17, Interparents have been compiling concerns regarding the Baccalaureate examinations, and submitting these to the BAC Unit of OSGES. The aim is to enable

potential remedies to be found for any deficiencies as soon as possible, and also to help parents and pupils to assess if they have reasonable hopes of success when they envisage to raise a formal complaint.

Another issue is the increasing pressure to review the aspects of the Baccalaureate itself. In particular, the role of the pre-BAC examination has been again questioned. There is a proposal to replace it by the final marks of S6. Others propose the introduction of “projects” as part of the Pre- BAC, something inspired by the marking methods of the “International Baccalaureate”. Others propose to exclude our teachers from the BAC examinations. The IP does not oppose a reassessment of the BAC but has been advising strongly against changing the structure without proper analysis, planning and implementation periods. (See also the BAC section of the pedagogical report).

-BAC results: The overall (All Schools) success rate of the BAC this year (June 2019) was 98.21%

Success rate per type of school: On a total of 1860 candidates of the European schools and 36 failed. (partial success rate **98.06%**,). The 10 participating Accredited European schools presented 315 candidates, and 3 failed. (partial success rate 99.05%).

Overall Marking of the BAC 2019:	
Overall Average for Written Examinations	75.17
Overall Average for the Preliminary Mark	80.44
Overall Average for Oral Examinations	82.09
Overall Average for the Final Mark :	78.84

On the gender side, the girls (general average 80,68) are performing better than the boys (general average 77,06).

The results are slightly higher than in the previous year. (Preliminary mark was 80.40 – written 74.03 – orals 81.65 & average 78.36). The total number of candidates is increased slightly to a total of 2.175 participants (against 2.116 candidates last year).

Regarding the **failure rate**, some persons, more familiar with national examinations, find the failure rate very low, and conclude that our BAC is easy. This is a mistake; the questions of our BAC are often way more difficult than these of many National “BAC” and the pupils are examined on more subjects than in many Member States. The low failure rate is explained by the fact that our BAC is essentially an examination of knowledge and not a “competition” for a “*numerus clausus*” as often is the case in the national systems. Also, in the national systems, the schools of equivalent socioeconomic level present statistically very high rates of success, even in a “competitive” environment. The quality of the education of our pupils can be shown by the posts they often occupy later in their professional life. The undersigned is convinced that it is no accident that the President of the Commission and the Prime Minister of the UK are former pupils of our schools.

-Financing of the schools: The so-called “Cost sharing agreement” determines which part of a school’s and the school system’s costs are financed by the Member States, and which by the EU institutions, and on what grounds. Member States’ contributions fundamentally consist of the provision and financing of seconded teachers to the schools.

This contribution of the Member States, in relation to the needs, has decreased during the current agreement because, first the UK, and then other Member States reduced the number of their seconded

teachers. This has increased the need to hire locally recruited teachers (fully paid by the EU Institutions).

This makes it increasingly difficult to recruit and retain teachers, particularly in Luxembourg, and in Germany, notably in cities like Karlsruhe or Frankfurt, where salaries are high, but also in Brussels. In Luxembourg, the situation is exacerbated because of the existence side by side, with the two “classical” European Schools - of three (soon to be four) Accredited European Schools offering better conditions for the teachers.

During 2019 the Board of Governors adopted measures aiming to modify and improve the situation, the working conditions and the remuneration of the Locally Recruited Teachers (LRT). Also adopted a plan aiming to increase the numbers of the detached (“seconded”) teachers by MS in order to reach a ratio of 70% Seconded teachers – 30% Locally recruited.

The Commission made efforts in order to determine how to share the cost. The discussion became rapidly very complex, each State trying to pay as little as possible, introducing criteria like the number of pupils, of sections, the type of language (National or not, location of the school etc. etc.), turning the whole subject into a problem without an obvious solution. Currently the discussion is open again trying to find a solution.

It is noteworthy that the MS are not willing to pay more for the schools, even if we have circa 400 new students per year, and the amounts involved are low compared to other expenditures, and even when they saved since the reform of 2004 hundreds of millions on personnel, reducing the salaries and replacing permanent personnel with contract agents.

As a conclusion, currently all parties involved, understand that the current agreement needs to be improved but it is difficult to reach a solution accepted by all. The overall issue of the Cost sharing is still discussed in the Board of Governors.

-Brexit: OSGES created a Working Group where the effects of Brexit on our schools have been extensively discussed. The Group examined possible scenarios depending on a “soft” or a “hard” Brexit. Particularly, but by no means exclusively, the question of the UK teachers, both seconded and locally recruited, the UK personnel, and the access of the European school graduates to the UK universities, were addressed. The working group helped to find solutions in order to allow the pupils of an Accredited school located near Oxford (Culham) in the UK to present their BAC normally this school year. This school will lose at one moment its accreditation because of Brexit.

The conclusions of the working group, in the form of five successive reports, were presented to the meetings of the Board of Governors (BoG). The UK declared that they will remain in any case in the Convention until the end of the current schoolyear (31 of August 2020). But if the withdrawal agreement is ratified, the legal analysis is that the UK should stay in the Convention one year more (31 of August 2021).

From a purely administrative point of view, the problem is the replacement (or their hiring with specific local contracts) of the 48 remaining UK seconded teachers (their number drops to 28 next schoolyear). To this is added the replacement of the two UK Inspectors and the UK personnel involved in the BAC, i.e. the 11 experts which do the selection of the BAC examination material etc, and the 50 external correctors, involved in the written and oral examinations of the BAC. This will be a challenge for the OSGES and the schools for next year.

Brussels Schools: The question of the overcrowding of the schools in Brussels and the potential dangers for the pupils and the personnel were discussed in the last meeting of the BoG in Brussels (December 2019).

The BoG concluded that without an additional capacity available for the 2021 – 22 schoolyear the European schools **would be obliged to limit the number of enrolments of entitled pupils** because of lack of capacity.

The Belgian authorities envisage (at the administrative level, but without until now a final decision at political level) to create a provisional infrastructure for a fifth (5th) European school on the former site of NATO on a “temporary” site (for 1.500 pupils). Later, this school will be hosted in more permanent structures in the same general site of former NATO with a capacity of 2.400 pupils.

In parallel, the plan, to transfer, all S6 and S7 classes from Brussels III, and Brussels II schools, to a former administrative building near the Arts- Loi Metro station, as a “temporary” school site, *is abandoned* because, among others, the building is not offering the necessary fire safety standards. IP had expressed strong reservations about this plan, reflecting the unanimous position of all the parents’ associations (Even the ones from the schools outside of Brussels, because this could create a precedent).

Teaching of the Chinese Language as L5. This point was discussed extensively in the last JTC meeting and the following meeting of the BoG – December 2019. Many delegations opposed the continuation of the cooperation with the Confucius Institute because of allegations published in the world press, that members of its personnel are involved in espionage activities. The BoG asked the OSGES to find ways permitting to continue the teaching of Chinese even if the cooperation with the Confucius institute could be discontinued (See also the Pedagogical affairs report of the present document).

Next schoolyear, most the above-mentioned topics are likely to remain on the agenda.

Georges Spyrou
Class REP ENS7,
Deputy Secretary of Interparents

Note: Text reported to be adopted by the BoG, in relation to the teaching of the Chinese language.

“The BoG invites the Secretary General of the European Schools to explore the options, in close cooperation with the services of the European Commission and the Presidency of the Board of Governors to offer courses in Chinese language and culture in the European Schools.

The Board of Governors requests the Secretary General to clarify the legal and ethical framework in which agreements with another party including Organisations of Third Countries can be signed.”

LIBRARY COMMITTEE REPORT PRIMARY-SECONDARY

PRIMARY LIBRARY = C306

- 15.000 books ; 8 sections ; novels-documentary-magazines-picture books-comic books-kamishibais (japanese mini-theatre)
- Budget = 500 € / section given by school. Donations by parents. Donations from vouchers coming from BookFair
 - GRE = 669 €
 - SPA = 186 €
 - DUT = 175 €
 - FRE = 440 €
 - GER = 209 €
 - CZ = 71 €
 - UK = 295 €
 - SLK = gifts from parents all year long
- +/- 1.500 readers in primary school
- 2 visits of each class per month (schedule made in september) for L1 and some L2 (ENG only in P5 and P4, FR and GER and SLK from P1 to P5). Some maternal classes are coming (CZ, FR only).
- Loan :
 - 1 book in L2
 - 2 books in L1 (P3to P5)
 - 1 book in L1 (maternal, P1 and P2)
- Due after 2 weeks (after a late of 4 weeks, automatical reminder is sent by the system)
- If book damaged or lost : replacement identically (or the same theme if book is unavailable anymore)
- Each children has its own bookmark for L1 and a common one for L2
- Differents levels of reading (yellow dot = easy, red dot = middle, black = good readers)
- Every time the class has library time, after the loan, we send to the teacher a list that summarize all books taken by whom. So the teacher can recall every child when she or he did not return the taken book.
- Some animations are done (most of time in French) :
 - Reading out loud 1st chapter to create a teasing.
 - Telling stories with kamishibai
 - Moments of debating (living in society, how to behave in group, what is respect, why do we obey to certain rules such as in library to make silent...)
- Only teachers, children, PAS members, staff members and volunteering parents can borrow a book at the primary library. The usual rules are the same for adults than for children.
- In 2016 June there were more than 2.500 lost books. We have done a wonderful job with help of our volunteers and this June 2019, we only had to retrieve 250 books in classes. Only 20 books were considered as lost in October 2019. We are aiming the zero lost !!!

- Every July, we do inventory of Documentation Center and one of the libraries. In July 2019, we have done the primary. We were at +/- 17.000 books and we have deleted +/- 2.000 books (too old, very damaged, lost and not found in all shelves). Some have been donated to children (deposit in the gift book shelf in the corridor - C building 3rd floor). Some were in too bad state to be donated → deleted.
- This September 2019, we decided to make the student files of primary and maternal school import manually. Originally it was made by the firm which is the owner of our books database. But it was not so well done and not quick. It took 4 weeks to encode +/- 1.350 pupils and to relate them to their classes of L1 and L2. For the librarian it is a success. More efficient, neat and clear. The assistant librarian is dealing with moving bookmarks to correct classes and printing and creating new ones for new students. A lot of work but very efficient during the schoolyear.
- Every Mondays & Tuesdays : Library Lunch Hour. Organized by the librarian and her assistant (Annick Tasiaux & Sunita Maja) with the **precious help** of our volunteers. From 11h50 to 12h30 P3-P4-P3 and after P1 and P2 are coming to read and rest at the library. Parents can read stories and help find books with informations for librarians.
- Some students are coming to help during the first morning break. They order books onto shelves, they detect damaged books, they classify albums, they tidy up cushions. At the end of schoolyear, they receive one book for their help. It would be nice to make it more official (for the moment books are books that were donated to library).

DOCUMENTATION CENTER for TEACHERS (for primary and secondary books) = C007

- +/- 1.500 books (some are still in process of encoding in primary and secondary)
- Pedagogical books or reviews
- Books are also series, books in double or triple, old books that are useful to teachers but not to be stored in primary or secondary libraries.
- In March, teachers are making orders. If all is well, in May we can encode them so teachers can sometimes borrow pedagogical books during summer to prepare their lessons. If not, in September, they come to the library with the list of books they need (taken from the online catalog – see below). In June (around 30th), they return them and we go and put them in place downstairs.
- They should be only a few persons to have access to this local. But they also use it to make meetings and to store the material for the DDM course. So we cannot guarantee the security and the integrity of our collection.

IN GENERAL

- Online catalog accessible for all person related to school : <http://library-resource-centres.eeb3.eu/search.php> With this tool you can see new books encoded in primary, secondary, documentation center. This only way to reserve a book is to send a mail to the librarian (annick.tasiaux@eursc.eu). The internal reservation system is not activated.

DEMANDS to the APEEE Committee :

- Ask for parents from sections like English, Dutch, Slovak, German, Spanish to come and help us with animations in library when classes are coming. They can be trained to use the Kamishibai or to learn how to tell story (librarian is a professional story teller).

- Buying a little fridge for summer period when we have to work with 34 °C in the library (doing inventory for 15.000 books). If agreed, we can send propositions of models of fridges.
- Sustaining project of net mezzanine to create a dynamic library and also open space when too many childrens are located in the same room (Library Lunch Hour and overcrowded classes). More informations will be explained at the Primary Library Committee.



Annick Tassiaux

SECONDARY LIBRARY = Local B304

- 19.000 documents ; 10 sections (SLK, CZ, IRI, GER, ENG, FRE, DUT, ITA, EL, SPA) ; novels-documentary-magazines
- Budget 2020 = +/- 1 600 EUR, divided into the different sections on basis of the number of students
 - CZ : 1 200 EUR
 - GER : 1 700 EUR
 - ENG : 2 000 EUR
 - FRE : 3 400 EUR

DUT : 1 200 EUR

EL : 2 100 EUR

SPA : 1 500 EUR

SLK : 400 EUR

Other (ITA, IRI, advisors...) : 650 EUR

The budget is discussed during the first committee meeting of the school year and approved by the committee members.

- +/- 1 700 persons (students + teachers) have a secondary library card
- Library is open for everyone from 8:30 AM to 4:15 PM on Mondays-Tuesdays-Thursdays-Fridays
Library is open from 8:30 AM to 1:00 PM on Wednesdays
- Loan : 3 books during 2 weeks for all secondary students
A "Due book" reminder is automatically sent every two weeks
- If book damaged or lost : replacement by identical or similar book
- The librarian proposes "training courses" for the classes:
 - o Visit of the library (rules + classification system)
 - o How to use the library catalogue
 - o How to efficiently search for pieces of information
 - o ...
- 7 computers are available for students (students have to register at the librarian's desk to use a computer)
- Smartphones: due to massive students demand, the phones are allowed in the library but only for research purposes and in a strictly individual and silent manner.
- Our main work for the last 3 years has been to check that all the non-fiction books are correctly encoded in Decalog (most were partially encoded or not encoded at all). We are reaching the end of this task (probable completion date: march 2020).
- Following the completion of the previous mentioned task, we should be able to make an inventory of the secondary library in July-August 2020 (with the help of the primary library team).
- We have now access to study.com thanks to the APEEE who generously paid the registration fees. We thank them in the name of the librarian team and of the teachers who are now able to use this service.
- Our main goals for the coming years :
 - o Proceed to a weeding of the library to get rid of old/damaged books (short-term ; will be done during the inventory in July-August 2020)
 - o Analyze the non-fiction funds to have a clear idea of what we do have and what we need to buy (depending on the main subjects researched by the students and/or taught by the teachers) (mid- and long-term)
 - o Work on our magazine funds: have more linguistic diversity and try to cut the costs (we are currently outreaching the budget) (mid-term)
 - o Develop our "training courses" catalogue (long-term)

IN GENERAL

- Online catalog accessible for all person related to school: <http://library-resource-centres.eeb3.eu/search.php> With this tool you can see new books encoded in primary,

secondary, documentation center. This only way to reserve a book is to send a mail to the librarian (florence.bonnet@eursc.eu). The internal reservation system is not activated.

DEMANDS to the APEEE

We are always looking for volunteers interested in helping us encode our books, especially for the Greek section (since neither of the librarians can speak or type in Greek). Anyone interested can contact the librarian (florence.bonnet@eursc.eu).

We have no other specific demands.

Florence Bonnet