

A.P.E.E.E.L 1



APEEEL1

ANNUAL REPORT 2019-2020

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LETTER FROM THE PRESIDENT

Dear Members,

What a year?! And we are not through with it yet...

There can be no doubt what the main challenge faced by our Association over the last school year has been. Like everyone else around the world, we have sometimes struggled and sometimes succeeded to respond to this unprecedented situation. But we have always tried to do our best.

The reports by the other members of the Management Committee and staff will describe in more detail how the Association has responded to the Covid-19 pandemic and the related challenges in terms of distance-learning, périscolaire activities and public health restrictions. I would like to highlight some key points:

- From the very start of the crisis, we endeavoured to ensure that parents' views and concerns were relayed to the school management and the rest of the school community. Thanks in particular to the class reps and to two major surveys that we conducted in April and June, we were able to obtain a representative picture of your thoughts.
- We met and exchanged with the school management on a regular basis, as well as with the teachers, students and other partners in the school community. The school management convened the School Advisory Board much more frequently than usual in order to consult the school community – and the Parents' Association was actively involved in these meetings.
- We sought to represent the whole parent body – which was not easy. Parents' views on distance-learning, the return to in-situ classes or the sanitary measures applied in school were strongly divergent. Whether you believe that the school is managing fine or that its approach is a disaster, we did our best to represent you.
- We re-directed our Social Fund to support families facing financial difficulty in purchasing the IT equipment necessary for distance-learning – rather than school trips. We also supported the families appealing against the Bac results for 2020, which resulted in numerous students missing the grades necessary for university admission.
- At the same time, we faced the challenge of how to continue with our périscolaire activities. During lockdown, we managed to offer 90% of our private lessons online. The group activities could not take place but we continued to pay our monitors, who had no alternative source of income. We are extremely grateful to all the parents who supported this approach. Our programme for 2020-21 has been adapted to respond more flexibly to the potential challenges of the new school year.

The last few months have been exhausting, so it is easy to forget that Covid-19 is not the only challenge that faced our school community over the last year and to which our Parents' Association responded:

- The major achievement of the 2018-19 school year was the decision of the Board of Governors to approve an “attractiveness package” to improve the recruitment and retention of locally recruited teachers at the European Schools in Luxembourg in light of the cost of living and the increasing competition from publicly funded schools. The European Investment Bank made a critical financial contribution to this solution and the role of the Parents’ Association in achieving this was recognised at a signing ceremony hosted by EIB President Werner Hoyer and European Commissioner Günter Oettinger in autumn 2019.
- As part of the package, the Parents’ Association and other key stakeholders – including the EIB – have insisted on the importance of quality assessment within our school and this was taken up by our School Administrative Board in the course of the year. Regular monitoring and reporting is to be expected in future.
- The Parents’ Association participated actively in the preparation of the school-wide stakeholder survey conducted in 2019-20 – the results and follow-up of which have unfortunately been delayed due to the pandemic.
- One of the major concerns of the whole school community is the fact that some of our children consume drugs and that they endanger themselves and their peers by doing so. The Parents’ Association established a Drugs Taskforce during the 2019-20 school year, composed of members of the Management Committee and other engaged parents. After an intensive start, its work was interrupted by the pandemic, but will re-start in the 2020-21 school year.
- Another major concern is cyber-bullying. Together with the school and the Luxembourg Government’s BEESecure initiative, we organised an (unfortunately poorly attended) information session in November 2019. With children spending ever more time – including school life – online, this issue could not be more important and we will continue to address it.
- We could not organise our annual fundraising School Fête this year but we drew on our reserves to continue supporting projects that enhance school life, notably a theatre project proposed by the Polish-language section.

These are just some of the many ways in which your Parents’ Association has supported you and contributed to school life in the course of the last year.

I would like to thank the members of the Management Committee – all volunteer parents, most with full-time jobs – who dedicate their time and energy to ensuring that the voice of parents is heard in our school community. I would especially like to thank those who went the extra mile during lockdown to ensure that the dialogue between parents and the school management was maintained.

I would like to thank the school management for their constant willingness to engage with us and respond to our questions.

I would like to thank the teachers, especially those who made such great efforts to overcome the challenges of remote-teaching. We all know that some teachers rose to the challenge and that some struggled – just as many parents did. I would like to thank

those who set an example, as well as those who followed it and intend to provide a better experience of remote-teaching in future.

Finally, I would like to thank you – the parents. Our commitment to our children's education has never been tested more than during this last school year. Your opinions on how to handle the challenge have diverged strongly but – with the exception of a tiny minority that resorted to verbal abuse and even physical threats – the vast majority of you have participated with respect and solidarity. Thank you for your example and dedication.

John Coughlan

President APEEEL1

THE APEEEL 1 MANAGEMENT COMMITTEE 2019-2020

Members of the Executive Board

President	John COUGHLAN
Vice-President Administration and Finance	Luc DUPONT
Vice-President for Secondary Education	Outi SJOHOLM then Annette MAI
Vice-President for Primary Education	Olivia SAUNDERS
Treasurer	Anjani LADIA
Secretary	Karolina ZIELINSKA
Interparents Delegate	Helen VALENTINE

Other Members

Markus BERNDT	Maria HÄRDIN-HOWAT
Monique BRETON	Daniel LATEV
Jorge DEL RIO CUMBRENO	Ewa SINCLAIR
Matilde FERNANDES	Anton TCHIPEV
Francesca FLEGO	Anna Maria VAGO
Todor GEORGIEV	
Aleksandra GORAJ	Co-opted members:
Heloise GORNALL-THODE	Egle STASKUNIENE

Executive Board 2019-20

President:	John COUGHLAN
Vice-President Administration and Finance:	Luc DUPONT
Vice-President for Secondary Education:	Annette MAI & Aleksandra GORAJ
Vice-President for Primary Education:	Ewa SINCLAIR
Treasurer:	Eric ALBERT
Secretary:	Daniel LATEV

EVENTS

The main events of the year:

9 September 2019	Foire aux activités périscolaires
16 September 2019	Periscolaire Inscriptions for APEEEL1 members
23 September 2019	Periscolaire Inscriptions for APEEEL1 non-members
21 October 2019	Class representative meeting for Primary & Maternelle
12 November 2019	Conference for Parents on Cannabis- EN
16 November 2019	Ski sale: Secondhand ski sale for both schools: Lux2
26 November 2019	BEE secure Conference in collaboration with Lux 1
26 November 2019	APEEEL1 Annual General Meeting
5 December 2019	Conference for Parents on Cannabis- FR
27 November 2018	Consultative Committee (School)
16 December 2019	Local Language exchange
21 January 2020	Class representative meeting for Primary & Maternelle
28 January 2020	Administration board (school)
22 May 2020	Class representative meeting for Secondary
15 June 2020	Consultative Committee (School)

EXTRA-CURRICULAR ACTIVITIES

Since 2009 the extracurricular activities have been organised in the Luxembourg European schools by the Parents' Associations. Each year it offers a programme of activities which helps pupils explore physical, creative, and social skills. It also brings them into contact with other children to help develop shared interests.

In line with the policy recommendations from the General Assembly and the APEEEL1 statutes, priority access to the activities are given to registered, paid-up members of the Parents' Association, APEEEL1. The programme is discussed between the school, monitors and the coordinators and a provisional list is presented to parents. The inscriptions to the activities are on the <https://periscolaire.apeeel1.lu/> website and enrolments to the activities start in September. The extracurricular activities are intended for the children of the European School Luxembourg I with a possible accommodation for the children of Luxembourg II, as an extended institutional relative.

For the activities which are full, we operate a waiting list system. If a space subsequently becomes available, or if a duplicate course is opened, these children will have priority for inscription.

The extracurricular activities team for 2019-2020 was composed of 44 monitors who provided the activities. There was also an onsite coordinator and a team leader who organised and ensured the smooth day to day running of the activities. In close contact with monitors, parents, and children, they dealt with problems, liaised with staff, oversaw enrolments and managed special events.

The 2019-2020 school year was challenging for several reasons:

- The accompaniment service was added to the primary activities which took place straight after the school, to help parents organise their schedule. On short days, the children had the possibility to have lunch before the start of the activity.
- This year's activities programme was disrupted by the Covid-19 pandemic and the activities stopped taking place physically on the 16th March with the closure of the school. Some activities continued online where possible, however others had to be cancelled.
- Each year APEEEL1 organises several events, such as the périscolaire show, plays and summer camps, but this year unfortunately they all had to be cancelled because of the Covid-19 restrictions.

Numbers:

108 Participants to private music lessons

1148 Participants to group activities

Report by Vaiva Simonaviciute, Periscolaire Team Leader

SCHOOL FETE & FAMES

Members of the School fete and FAMES Working group: Francesca Flego, Ewa Sinclair, Outi Sjöholm.

The preparations for FAMES art and music festival that was supposed to be hosted by our school in March 2020 have started already in October. It was a joint project organised together by our hosting school, ES Luxembourg 1 and the two accredited partner schools, Ecole internationale Edward Steichen, Clervaux and Ecole internationale de Junglinster. Schools' inspectors, teachers, representatives of parents and students came together to prepare this event that was planned to take place from 11 until 14 of March 2020. The theme chosen was: Breaking walls, building bridges. It was foreseen to put special focus on an interdisciplinary approach.

As for APEEEL1 involvement in the project, we were asked to cover catering of the pupils on two evenings: the dinner following the Opening Ceremony in our School on Wednesday 11 of March and also a dinner following social event planned for Friday 13 of March for 250 participants (students from all the participating schools and special guests). We have foreseen to use two food trucks for that purpose.

Unfortunately, due to the outbreak of pandemic, the festival was postponed to a further date.

Preparations for FAMES have postponed the preparations for School Fete and when the lockdown was introduced it became pretty clear that the School Fete will not happen in 2020.

We are hoping to come back to organising School Fete in 2021, if the situation permits it.

Report by Ewa Sinclair

SOCIAL FUND & PARTICIPATORY BUDGET

Convenor of Social Fund Working Group: Maria Hardin Howat
Members of the Working Group: Annette Mai, Outi Sjöholm.

The working group has two main tasks: To deal with the applications from parents for funding towards the various school trips. The other is funding and supporting various school related projects proposed by the school community, be it pupils, teachers, school or parents.

The working group meets whenever there are applications to consider.

Social funds requests are handled with discretion and confidentiality and are decided within the small working group.

For Participatory budget requests, the Working Group presents its recommendations to management committee for approval.

It is a goal for the Parents' Association that economic reasons should not stop any pupil from attending the school trips. In 2019-20 a total of 5.5K euros was awarded to 15 pupils towards the different school trips, ranging from P5 to S6.

Unfortunately, due to COVID, many of the school trips were cancelled. Parents have been asked to refund Social fund contributions for trips that have been refunded by the school. Eg S6 trips.

In addition to helping parents fund school trips the social fund was extended in June 2020 to include purchasing IT equipment for remote learning. The COVID confinement period was very difficult for some families where they lacked IT resources notably access to a computer or a printer. Families now have the opportunity to request financial aid, under certain criteria more details can be found on our website:

<https://www.apeeel1.lu/social-fund/>

We use the School Fête to raise funds for our Participatory Budget, which is used to provide small improvements to school life. We ask all families and school staff to propose small projects at the school that will enhance the experience for our children and make the school a better place for them to learn. Projects can be in the form of providing new equipment or making changes to the school buildings and all proposals are considered.

During the school year funding from the Participatory budget was granted for two different projects:

During the first week in November pupils of the Maternelle and Primary enjoyed the show 'Opowiedzial dzieciol sowie' (the Woodpecker told the Owl) by Polish theatre 'Czwarte peitro' from Gdynia. The theatre visited as part of the November Polish theatre days in Luxembourg. APEEEL1 was honored to contribute 1500€.



1000€ was also granted to the Maternelle French department as a participation towards theatre studies. This was put on hold due to COVID but we look forward to seeing this come to fruition as soon as possible.

PRIMARY & NURSERY

Vice-President Primary & Nursery Education: Olivia Saunders

Members of the Working Group: Jorge Delrio Cumbreno, Francesca Flego, Todor Georgiev, Aleksandra Goraj, Anjani Ladia, Ewa Sinclair, Anton Tchipev, Karolina Zielinska

Primary Education Council

The Parents' Association was represented at all three meetings of the Primary Education Council during the 2019-20 school year: in October, February and May. The Council brings together the school management and representatives of the staff and parents, and constitutes the main forum to discuss all issues relating to the education of children in the primary and nursery cycles. Among the issues for discussion in 2019-20 were the improvement of certain procedures, such as for late arrivals and lost children and the organisation of school trips. The last meeting in May was exclusively dedicated to the school's strategy with regard to the COVID-19 pandemic.

Monthly meetings

In addition to these 3 formal Council meetings, the APEEE met every month with the deputy director to follow up on the issues, talk about more specific or confidential cases and address urgent issues. This additional channel is proving very useful and is delighted that the school is working openly and constructively with APEEE in this regard. These meetings will continue in the 2020-2021 school year.

Class reps network

The Parents' Association is responsible for maintaining the network of class reps. This system plays a key role in ensuring that the Association's management committee is informed of the views of the whole parent body, and also provides an additional channel of communication to inform parents about developments affecting the school community. The network is much more active in the primary and nursery schools, where a child's class plays a more important role than in the secondary school.

APEEE set up a survey to get feedback from class reps on how (for example) distance learning was perceived by parents, in order to consolidate feedback to the school. Important feedback, for example on the difficulties faced for children receiving educational support, was instrumental in helping the school target key issues. Two of the class rep meetings were organised via Zoom, given the lockdown that was in force. APEEE would like to thank the class reps for their help and reactivity.

Supporting individual parents

The APEEE attended several parent-teacher meetings and parent-deputy Director meetings, in order to provide support and guidance to parents. The APEEE also gave advice to parents who were unsure of how to address a situation, either personally, or as a class rep. Parents must not hesitate to reach out to the Association, who will be happy to assist if they can. The Association can be the voice of parents, towards a teacher or the school's administration, should they wish to remain anonymous.

Parents' evenings

APEEE representatives attended all Parents Evenings held at the start of the year, in order to present the Association to new parents and remind parents of what the association can do to support them.

2020 Outlook

Obviously COVID pandemic is dominating our School's life this year. We would like to maintain strong and close relationship with the School's management to order to assist it in keeping the School safe in those extraordinary times. We are continuing with the APEEE monthly meetings with the Director for Nursery and Primary. APEEE also participated in the first Primary Education Council that was held in October.

Once again we rely on the network of class reps to be able to represent the whole parent body. First information evening for class reps is foreseen for 12th of November.

Report by Olivia Saunders

SECONDARY

VP Secondary: Outi Sjöholm (VP Secondary until 04/20), Annette Mai (VP from 05/20), Members of the Working Group: Markus Berndt, Monique Breton, John Coughlan, Luc Dupont, Aleksandra Goraj, Maria Haerdin-Howat, Olivia Saunders, Anna Maria Vago, Helen Valentine.

Educational Council Meeting dates

22nd October 2019, 30th January 2020, 28th May 2020

Additional meetings held with school management and with the Secondary WG and Secondary Class Reps (21th May and 2nd July via zoom)

New Marking Scheme

The New Marking System (NMS) has been implemented in 09/2018 for S1-S5, with the first Baccalaureate session in 2020. In our school, there is an average reduction of 0,3 points, which is compatible with the NMS. The implementation and the change from competent based to competence based assessment requires more training and more harmonization. Concerning the first Bac session in 2021, OSG (Office of the Secretary General) has sent out communication to all national delegations and universities about the implemented changes in our system.

Issues will be arising, as the NMS will result in lower average BAC results. Furthermore, some countries (for example Germany) have already adjusted their conversion tables, which will result in lower BAC grades compared to other students.

Digital Project/BYOD (bring your own device)

As the graphic calculator (T-Inspire) is no longer foreseen in the new syllabus and will be replaced by a new digital tool ("GeoGebra"), from school year 2020/21 onwards, the S5 pupils will need to have a digital device. The school would like to take advantage of what the pupils have learned during the distance learning period and would like to include S6/S7 in the BYOD project, to improve their digital learning skills. The benefits would be to improve the quality and effectiveness of teaching and learning, and the efficiency and sustainability of technology enhanced learning. The risks would be the requirement of changes in the classroom management, IT support, network capacity, teachers' engagement, and others. Parents concerns: additional cost for books, potential health risk of wifi, additional time in front of device, what happens if parents have already purchased a device, how can the school and APEEE support families, assurance that device will be used during lessons. The pupils are in favor of BYOD implementation. The School will ask teachers for possibility to use digital books, is possible. The wifi is recent and efficient, the impact of radiation is negligible compared to other devices like mobile phones. In any case, the school has to be prepared to

continue distance learning as of September or later if a similar situation will arise. If students own an adequate digital tool (Laptop) this could only be beneficial. In October the teachers will have a pedagogical day, focusing on new technology that can be implemented with BYOD.

LGBTQ+ Support Group

The group met several times. The pupils have a lot of ideas. About 40 pupils were present in first meeting. A lot of things were discussed and they are open to any subject suggested.

S6 School trips

Change from April/May to October? Many difficulties when in October (booking, organization), More in favor of leaving it in May.

Environmental policy for school trips: avoiding plane trips to reduce carbon footprint, instead by bus or train. Avoiding destinations far off, which are only accessible by airplane. In case a destination cannot be reached by bus/train, a proportional contribution will be paid to a non-profit organization in order to compensate the produced Co2.

Current S6 trips, which had to be cancelled due to COVID19, have been reimbursed but for Bosnia/Croatia and Portugal.

S4 compos

Lux I is (probably) the only school in the system which organizes compos in S4. For students the compos are very stressful exams. For teachers it takes a long time to create long harmonized tests. The situation needs to be analysed further.

Mobile phones

The school psychologist has raised concerns that excessive use is causing problems in the school & there have been issues with pupils making videos. General concern of psychological impact of mobile phones. There is an existing policy: in short breaks, mobile phones are allowed but not in classes (unless the teacher wants to use it for pedagogical purposes and he/she communicates this explicitly to the pupils) nor in the canteen. The school may have a contact with an expert to organize workshops with the students in order to make them aware of the problems linked to the use of smartphones, including some form of addiction.

Distance learning

During lockdown and until the end of the school year (mid-March until beginning of July) all Secondary pupils were schooled by distance learning. Both teachers and pupils

faced a completely new situation and the school was trying to find the best strategies, adjusting them depending on the feedback received. The next step was, to state formal standards and to share the skills and knowledge of certain teachers by organizing trainings. The aim was, to have a more harmonized way to deliver online lessons. An internal survey has been launched to increase the level of quality of online support lessons.

In accordance with the suggestions of the parents and the official guidelines received from OSG, teachers had to deliver at least one interactive lesson per week for each of their courses, even two interactive lessons per week if the subject was taught 4 or more periods per week. There were until the end of the school year still complaints about the level of teaching, especially the quality of teaching. APEEE reminded the parents to contact in these cases the concerned teacher and if this does not work to escalate it up to the direction of the school.

BAC

Due to COVID no BAC session in 2020. Instead the BAC grades were calculated on the Pre-Bac and A marks, with no weighting, so that Pre-BAC counted for 60% this school year. Students had the possibility to sit in an extraordinary BAC session in September 2020 or request to repeat S7. APEEE kept trying to find means and mechanisms for parents/pupils, who wanted to lodge a complaint. They will undertake to support these parents who want to lodge formal complaints to appeal board.

S1-S3 reports

Change of S1-S3 reports from trimester to semester (end of January resp. Mid-June), to adapt to other cycles.

Report by Annette Mai

EDUCATIONAL SUPPORT

Convenor of Educations Support Working Group: Jorge Delrio Cumbreno
Members of the Working Group: Annette Mai, Olivia Saunders, Outi Sjöholm.
External members: Isabel Coughlan Costa & Julie Kaibeck

The working group had two meetings with Mrs. Delenclos (assistant in PRIMARY) to follow on the support teachers behaviour during the lockdown.
We have to organize a meeting with Mrs. Duchesne for Secondary and to help with a request to introduce specific tablets to help children with some language issues like dyslexia.

Report by Jorge Delrio Cumbreno

CANTEEN COMMITTEE



Convenor of Canteen Working Group: Francesca Flego

Members of the Working Group: Markus Berndt, Aleksandra Goraj

External members: Ulrika Bertilsson Klein, Martina Da Costa, Silvia Rodriguez

The canteen committee only met with the school once this school year, in December. The school went back to using bottled water in the Maternelle (for some months someone decided to change the bottled water to tap water, taking the water from untested taps). The school director accepted to redress the situation, so, it is now back in line with the call for tender.

The school cancelled the other meetings we should have had, I tried to insist on having the usual 4 canteen meetings, I reported this problem in the Management Committee Meeting but nothing happened.

Report By Francesca Flego

HEALTH, SAFETY & SECURITY

Convenor of Health, Safety & Security Working Group: Aleksandra Goraj

Members of the Working Group: Monique Breton, Francesca

External members: Martina Da Costa, Ulrika Bertilsson Klein

The Health & Safety only had only one meeting with the school, in December. Of the 17 open points to discuss, only 3 or 4 of them were added to the agenda, but only ones that were discussed were:

Allergies

There has been no progress made at all. We requested to have the trusses for allergy

attacks also stored in the canteen (and one of the supervisors able to do an injection as the canteen is the place where there's highest probability of having an attack) but the school refused. This point was open since 1 year, the school refused to discuss it before this meeting.

Toilets

During the meeting in December we learnt that that the school toilets are not checked during the day, so if there is a problem (like no soap, no toilet paper, vomit on the floor etc.) it stays there until the end of the day. We formally asked the school to change this situation, but our request was left without any reaction from the school.

The school cancelled the meeting we used to have at the beginning of the year, I insisted on having the usual 4 meetings for security, this problem was reported in the Management Committee meeting but nothing happened.

Report By Aleksandra Goraj & Francesca Flego

INTERPARENTS

INTERPARENTS is the umbrella organization for the Parents Associations of the European Schools and the officially recognized representative of parents of all pupils in the European Schools in the Board of Governors, in its subsidiary committees and working groups. A total of 27,708 pupils were enrolled across the 13 “type 1” European Schools as at the start of the 2019 school year. Recent years have seen an expansion of the Accredited European Schools (AES) of which there are now 18 (+3 in the process of accreditation) with 9,829 pupils enrolled at the start of the 2019 academic school year..

During 2019-20 Apeeel1 was represented in INTERPARENTS by Helen Valentine and Annette Mai. During the course of the year we were joined by Olivia Saunders. Following the INTERPARENTS Annual General Meeting in February 2019, the current Board members consist of Péré Moles-Palleja (Brx), president, Helen Valentine as Vice President, Mariella Spata (Frankfurt), Treasurer, Eleni Damianou (Alicante) and André Schmutz (Lux II), both Secretaries.

INTERPARENTS met as a group 3 times in Brx-Ixelles, Frankfurt, and Brx-Uccle. Due to the pandemic our meetings were converted to online meetings from March 2020 onwards. Despite the challenges of working remotely, this development has resulted in Interparents being able to meet more regularly to share positions and develop papers to support our positions. In response to the pandemic situation, we quickly added an

additional two working groups (IPGs) to our portfolio – the first focusing on Distance Learning and the second focusing on specific concerns related to pupil wellbeing as a result of the pandemic.

INTERPARENTS represented parents at the at the Joint Teaching Committees (held annually in February and October), the Budgetary Committees (March and November) and Board of Governors (April and December), as well as numerous OSGES working groups such as Distance Learning, BREXIT, IT Pedagogical developments, BAC Observatory working group and many more. This year a task force was set up over the summer to work on particular aspects as a result of the pandemic. This taskforce consisted of inspectors, directors, teacher and parent representatives working alongside the heads of unit from the central office, particularly the pedagogical unit.

The results of the work of the taskforce was presented to the Board of Governors at an extraordinary meeting held at the end of August.

Giancarlo Marchegiano remains Secretary-General of the European Schools with Andreas Beckmann as Deputy (website of the Office of the Secretary-General: <https://www.eursc.eu/en>). The presidency in 2019-2020 was held by Spain.

The major topics in the 2019-2020 school year in our school system were:

Distance Learning: as a result of the pandemic, INTERPARENTS convened a new IPG focused on distance learning. This IPG collated the reports from the different schools and created a feedback loop with central office and worked with central office on the guidelines issued to the schools. This work continues with a new policy document due to be presented to the Board of Governors at the start of December.

BAC: following the disappointing decisions regarding the BAC taken at the April Board of Governors meeting, INTERPARENTS has increased its lobbying of the member states and key individuals at central office. As a result, a new central office working group has been convened including parent representation to focus on the BAC arrangements for 2021. The results of their analysis are due to be presented to the Board of Governors at the beginning of December.

New Marking Schema: continued to a major topic of discussion with the focus moving away from implementation at the schools and more towards the lack of progress on equivalence tables published by the members states, or new equivalence tables (such as in the case of Germany and Denmark) that was disadvantageous to our pupils.

Strengthening of school staffing : decisions were taken to introduce a new position of assistants to deputy directors, plus a tightening of the timescales of intention to second teachers by the member states. An amended service regulation was approved in April for locally recruited managerial staff.

HCL as L2: The proposal to implement host country languages as L2 was approved with the implementation due to start in September 2023. However the proposal to introduce L3 in P4 was not approved with the main reservations being the resulting reduction in L1 and Mathematics in primary.

Accredited Schools : with the ever increasing number of accredited schools joining the system, new rules for audits were agreed as well as an additional 3 interest files received for accredited schools in Warsaw, Saarland and Lisbon.

INTERPARENTS would like to thank the numerous parents who support us in our work, particularly in scrutinizing the proposals issued by central office and compiling our comments to strengthen the proposals and thus, little by little, continuously improve our unique school system. We would also like to thank all parents who give us their feedback, either through surveys, parent representatives, or direct emails. It is as a result of this feedback that we are able to better represent all parents in our school community.

Report By Helen Valentine

TRANSPORT & ACCESS

Members:

The group was comprised of Outi Sjöholm and Daniel Latev both Management committee members. Daniel Latev coordinated the group.

Report of the working group for the school 2019 and 2020 school year. The aim for the year was to facilitate access to the school using the information collected via the travel survey conducted in June 2019

Plan of action:

The objective for 2019/20 School year was to engage with the school and by using the information collected by the transport survey to create a join action plan.

Activities:

- Prepared full analysis of the Transport survey. The report with detailed analysis and short key findings document were published on the Association website.
- Prepared an action plan
- Organised couple of meeting with the school administration at the beginning of the school year to discuss transport and access related issues and to present the main findings of the survey as well as key issues shared by parents and students as well as our recommendations based on all of the collected data.

- The school administration has received the report with interest and has agreed to work with the parent association to engage with Luxembourg Authorities in finding longer term solutions to issues with access to the school.
- As a result a letter was drafted to send out to Fond du Kirchberg, City of Luxembourg, however due to the onset of the pandemic this process was put on hold.

ATSEEE

ATSEEE manages the school buses outside of city of Luxembourg. The WG had fruitful relationship with the ATSEEE and participated as an observer in ATSEEE AGM.

Next steps

In the 2020/2021 school year the aims of the WG remain the same – to work for improving access to the school for parents and students.

To achieve this objective, we plan to build on and continue the work started in the previous year. Namely:

- Implement the findings from the survey
- Engage with the Luxembourg authorities to highlight the specific characteristics of the school population
 - o namely extremely large number of students
 - o 60% live outside city limits and 50% live over 5km away from the school
 - o 70% of parents work close to the school, which creates unique travel parents
- Continue to work with the School administration to agree as much as possible on common plan of action
- Continue to work with ATSEEE on improving conditions of school buses and promoting the service among parents.

Report by Daniel Latev

For the transport action plan please see the addendum at the end of the report

SWALS (Students Without a Language Section)

Convenor of SWALS Working Group: Anton Tchipev

Members of the Working Group: Todor Georgiev, Egle Staskuniene

External members: Eric Albert, Irina Lilyanova-Petkova

Summary of activities

During the 2019-2020 academic year, the SWALS WG addressed questions to the School in relation to the following topics.

- the opening of the Lithuanian Section (stock-taking),
- the teaching of L2 to SWALS students in the first years of secondary,
- the timetables for SWALS students in secondary (too many empty slots)
- the welcoming of new SWALS students The working group did not receive an official reply from the School.

At its meeting on 12.12.2019 the SWALS WG discussed a series of topics and asked the APEEEL Management Committee to forward its findings and questions to the School. The APEEEL Management Committee considered and approved this request at its meeting on 05.02.2020. APEEEL members were informed via the newsletter. The School did not respond.

1. Opening of the Lithuanian Section – stock-taking

- The School did not inform parents in due time about the proposal of the Lithuanian government to open a Lithuanian section (letter of 18 June 2018). In fact, the School informed the Lithuanian parents about the intention to open an LT Section for the first time at a gathering with the school administration on 11 December 2018. At this stage, the communication on part of the School was ambiguous on key issues such as:

- Whether there would be a new section at all
- When it would start (academic year 19-20, 20-21, or later...)?
- Which cohorts it would cover (only nursery, nursery + primary, etc...)?

Conclusion: The School should inform directly and in due time all concerned parents at all steps of the process as regards the opening of new sections, including preliminary steps such as contacts with or requests from the relevant national authorities, etc.

- The communication of 11 December 2018 provoked a strong reaction on part of the Lithuanian parents a large majority of whom opposed the creation of the section. Despite the opposition of the parents, the School decided to proceed with the opening of the section, which was completed in a very short time:

- positive opinion of the Administrative Board on 22 January 2019,
- positive opinion of the Joint Board of Inspectors on 4-6 February 2019,
- positive opinion of the Joint Teaching Committee on 7-8 February 2019,
- positive opinion of the Budgetary Committee on 5-6 March 2019,
- Decision of the Board of Governors on 9-12 April 2019
- Creation of the Lithuanian section with effect from 1 September 2019

The short period between the first official communication to parents on one hand and the decision at School level and the effective start of the new section on the other hand, meant that the possibilities of parents to take part in the decision process and to deal with the consequences of the decision were very limited. In fact, many parents felt that the message conveyed by the School during the December 2018 meeting was “we want to consult you, but you do not take part in the decision process”.

Conclusion: The school should allow sufficient time for real consultation of all parties concerned before taking a decision on the opening of a new language Section, given that such a decision is extremely difficult to revoke and has far-reaching consequences.

- Many students of the former LT M2 SWALS group left the School as from the academic year 2019-2020 as a result of the opening of the LT Section. LT P1 started with only 6 children instead of 16 expected based on the M2 figures from last year. The number of students in this class has now grown to 7 after a new arrival in November. On the other hand, those who stayed provide positive reports about the new Lithuanian teacher and the new LT Section has 21 students in the Nursery cycle (7 in M1, and 14 in M2). It remains to be seen, how the rate of new inscriptions in the LT Section will evolve in future and how many of the students inscribed in Nursery will continue in the Primary education cycle.

Conclusion: The fact that many former SWALS students opt out of a full-scale section should be taken into account in assessing the viability of any new section.

- The official criteria for the opening a new Section are set in document ‘Criteria for the setting up, closure or maintenance of European Schools – 2015-04-D-18-18-en1’. The document requires that that there be at least 90 students in the primary in the 6th year after the opening of the section. In order to assess whether these criteria are met, a forecast covering at least the following 6 years is obviously necessary. Unfortunately, no such forecast was presented by the School at any stage of the procedure despite the fact that parents have repeatedly invited the School to prepare such a forecast based on a number of existing official data sources.

Conclusion: The School should not pursue the opening of new sections in the absence of a reliable forecast covering at least the following 6 years and demonstrating that the official criteria set in document "2015-04-D-18-18-en-1" are likely to be met with sufficient certainty.

Actions: The SWALS WG Group invites the APEEEL Management Committee to forward the above findings and conclusions to the School.

2. Teaching of L2 in the first years of Secondary

- While in primary years, the L2 classes of SWALS students are held jointly with the L1 classes of their host section, the situation changes drastically in secondary. The L2 classes of SWALS students are then held jointly with the L2 classes of non-Swals students, which have generally a much lower level of knowledge of the language. The issue has long been recognised by the School, but a satisfactory solution has not been found yet.

Action: The SWALS WG Group invites the APEEEL Management Committee to ask the School whether a joint working group including representatives of the parents and the School could be set up in order to explore possible solutions.

3. Timetables for SWALS students in Secondary

- The timetable of SWALS students in secondary often includes gaps, which can be as long as 4 academic hours in a row. Students are not allowed to leave School during these gaps and yet they do not have enough options to meaningfully use their time during them.

Action: The SWALS WG Group invites the APEEEL Management Committee to address the following questions to the School:

- Do any rules exist as to the maximum number and duration of gaps in the timetable?
- Could the occurrence of such gaps be limited, particularly in S1-S5, while preserving the choice of subjects in later years?

4. Welcoming of new SWALS students

- The integration of newly arriving students can be particularly challenging for SWALS students in secondary. While some measures have been put in place by the School, more could be done.

Action: to address the following questions to the School:

What measures are in place to welcome new SWALS students in the secondary? What measures are in place for their integration during their first year at school? Are they successful? Is there a common approach to the evaluation of their achievements (which is complicated when a student does not know the language)?

Report by Anton Tchipev

LOCAL LANGUAGE EXCHANGE PROGRAMME



Each year the Parents' Association facilitates a local language exchange programme for pupils attending the European school in Kirchberg.

These exchanges allow interested pupils to practice and improve their language skills within families, outside of official school hours, and to

regularly share leisure time with other children speaking different native languages. Families are free to contact anyone signed up to the programme.

The exchange concerns pupils from 4th year Primary to 2nd year Secondary.

This language exchange mainly concerns the vehicular languages of the school i.e. French, English and German; but families are free to choose less common languages and use the language exchange in a way that best suits their needs.

In the school year 2019-20, 67 children signed up before the deadline, with 51 Primary and 16 Secondary pupils applying. Their details were included on the list of participants sent to all interested families. There were also four families who applied after the deadline, so the 3 Primary and 1 Secondary child were provided the contact list for all the other families, but their child's information was not included.

Echange Linguistique locale

Chaque année, l'association des parents-élèves organise une échange linguistique locale pour les élèves de l'école européenne de Kirchberg.

Ces échanges ont permis aux élèves intéressés de pratiquer et d'améliorer leurs compétences linguistiques en dehors des heures de classe, au sein d'une famille et de partager régulièrement leurs loisirs avec d'autres enfants qui parlent d'autres langues maternelles. Les familles sont libres de contacter toute personne inscrite au programme.

L'échange concerne les élèves de la 4ème année du primaire jusqu'à la 2ème année du secondaire.

Cet échange linguistique concerne principalement les langues véhiculaires de l'école, à savoir le français, l'anglais et l'allemand ; mais les familles sont libres de choisir des langues moins utilisées et se servir de l'échange linguistique de la manière la mieux adaptée à leurs besoins.

Au cours de l'année scolaire 2019-2020, 67 enfants se sont inscrits avant la date limite, 51 élèves du primaire et 16 élèves du secondaire ayant postulés. Leurs détails ont été

inclus sur la liste des participants envoyés à toutes les familles intéressées. Il y avait aussi quatre familles qui ont introduit leur demande après la date limite, de sorte que les trois enfants du primaire et de l'enfant secondaire ont reçu la liste de contacts pour toutes les autres familles, mais les renseignements de leur enfant n'ont pas été inclus.

DRUGS TASK FORCE

In November 2019 APEEEL-1 observed growing concerns amongst parents on accessibility of drugs, including not only Cannabis, and other forms of drugs, make it imperative for parents to be better informed as to what is affecting this phenomenon. By being more informed, Parents can be more vigilant in detecting signs of consumption or trade which could affect the future of their children. This base can allow the parents, namely through APEEEL1, to be engaged with the school to seek policies, programs and actions while partnering as informed and engaged parents.

Drug Awareness and Prevention entails many interacting dimensions:

- The nature of drugs has evolved in recent through genetic manipulation, chemical combinations and concentration, making their consumption more impactful but also much more dangerous, and in certain cases strongly addictive and lethal
- The distribution networks have become more sophisticated, global and more targeted in their efforts to reach out to new clients. Profiling of clients within the student community has become easier through information available from social media and through targeted messaging.
- The legalization of Cannabis has brought the consumption in the 'safe zone' of normality, despite the inherent health and mental risks.
- The well-being of the students in the school needs to be considered in thinking about prevention: factors such as depression, loss of self-esteem, bullying and exclusion are some of the factors that can become a catalyst leading to drug consumption.
- For those students that have been caught trafficking in drugs (inside or outside) the school, what type of rehabilitation can be envisaged.

APEEE Management Committee is requested to endorse the setting up of a Task Force on Drug Prevention and Awareness.

The Mandate of the Task Force is to:

- Seek out parents views on the subject matter to guide APEEEL's engagement strategy in the school by 1) prioritizing its program of activities (public forums for parents, students); 2) articulate parents views to the school; and 3) other stakeholders with a views of fostering a broader coalition within Luxembourg, other schools and within the network of European schools.
- Participate and represent the interests of Parents on the School WG on Drugs to be set up in November 2019
- Provide parent representatives to attend the Working Group, represent the agreed parent positions and report back
- Agree APEEE communication to members on actions relating to drug awareness and prevention
- Periodically share with parents' online information, report, studies and credible news reports to stay abreast of development as they emerge
- Compile programme for drug awareness seminars and investigate possibilities for external expert speakers to present (from 2020/2021 – earlier if feasible)
- Set up a parent peer support network for families impacted by drug use as well as non-impacted but concerned families
- Contact Luxembourg II and AES APEEEs to share information and best practice
- Contact other type 1 European schools to share information and best practice.
- Report back to APEEE Bureau and MC on actions and progress

The main focus of the task force was initially to liaise with the other schools within Luxembourg as well as the local youth drugs service. There is a lot of potential to set up seminars, in collaboration with other Luxembourgish schools, for parents on the effects of drugs on our children.

Unfortunately due to the pressures of COVID this has not progressed much further. We are now looking for someone to step up and take the lead on the project to drive it forward.

Get In touch



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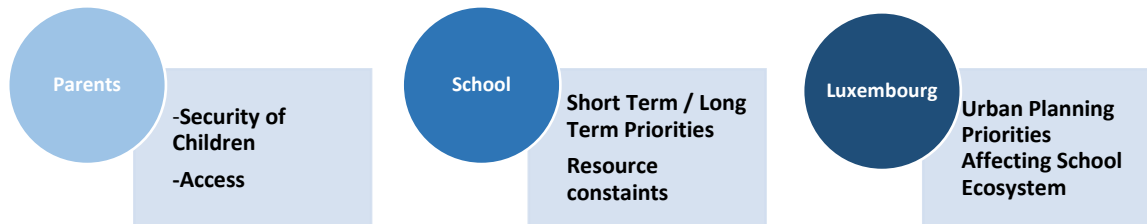
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ADDENDUM - TRANSPORT & ACCESS

ACTION PLAN-Transport & Security

Draft for discussion-November 2019



Key Findings

- Participation rate of 43 % makes the survey representative and extremely relevant
- Biggest issue is safety for children
- Level of frustration with accessing the school at drop off and collection is extremely high
- 47% of students arrive by car, 39% by bus
- Age is a determining factor in travel. Under 10s are more likely to be accompanied to school. 40% of children at the school are under 10 years old.
- Extremely dispersed population geographically - 60% live outside of the city, and 50% live at distance between 5 and 35 km away from the school
- 70% of parents work in Kirchberg, which is unique to this school
- Limitations of public transport – time it takes, distance, lack of suitable connection, age of children

Key Questions

- How to minimize risks especially to Primary School pupils that are the most vulnerable to traffic?
- What are easy to implement measures that could lead to an immediate positive impact on Security?
- What are the Actions to be undertaken in a medium to long term horizon?

- What can be done to strengthen the School/Parent Partnership to foster a culture of security around the school?
- How can the School and Parents collaborate to engage with Luxembourg authorities?
- Communication initiatives to engage with Parents, School Staff and Luxembourg Authorities

Risks

In addition to the normal morning city traffic, we estimate that 1500 extra cars converge towards the school in the morning rush 10-15-minute window every day to drop off kids and leave.

The chaos and saturation which ensues, heightens the probability that distraction, stress or traffic pressure could lead to a tragic event. Younger pupils are at a greater risk due to their limited attention span and field of vision.

Similarly in the afternoon at collection time the traffic situation around the school is extremely dangerous and with high risk for the wellbeing of children – both those being collected by parents but also those taking the buses.

Current Limitations

- Lack of safe areas to stop and unload passengers (only two spots at the moment Kiss and go Lane and Maternelle parking)
- One public parking near the school
- High congestion of regular traffic around the school in the morning due to the high number of public buses
- High speed of traffic
- Traffic lights (ie kiss and go) and signage on the road does not take into account the school needs
- Short time for drop off in the morning – 15 slot for Primary and maternelle.

Low Hanging Fruits

These are the measures that could be implemented without changes to the infrastructure around the school and without involvement of the Luxembourg Administration.

Implementation of longer opening times for the gates at Maternelle and Primary by 15 minutes. (ie 8 AM instead of 8.15 AM in the morning) can be the single most impactful measure to improve access to the school Based on the information collected by APEEEL and without adapting the current facilities of the school.

The main reasons behind this proposal

- Most of the younger children (primary and maternelle) are accompanied by parents to school

- Maternelle parking holds about 50 cars, parents need at least 10 mins (and often more time) to get the children undressed and ready for the class. This means that in the allocated time there might be only about 100 cars which could use the parking
 - The kiss and go lane at primary is limited by the traffic light so there are about 5 cars that can pass through in 2 minutes – this will make about 50-60 cars between 8.15 -8.30
 - For primary we also have P&R Addenaur parking, but no other safe places to legally stop and unload passengers. (ie r Hengen cannot be used for this purpose due to the concerns of crossing the street safely)
 - Different suggestions to spread out the traffic in the morning such as staggered opening times have been rejected already.
- Having security personnel to facilitate road crossing (lollypop ladies or gents) on blvd K.Adenauer and rue Leon Hengen and discipline reckless drivers of cars and buses. Similar measures are employed by other Luxembourg schools and the CPE

Buses – Work with ATSEEE and City of Luxembourg

- Work with city of Luxembourg to add more school buses to the school. Mamer has 9 such buses, compared to 4 for Kirchberg
- Work with ATSEEE to promote better use of the buses. Examples: Parents on school buses for example for smaller children, or paid supervisors who can oversee the buses.
- Promotion of ATSEEE buses to the parents to increase up take. Many parents don't know how the system works.
- Organise Shuttle buses to connect work with school (some 60% of parents work in Kirchberg)-parents would bring children to the shuttle bus at their work as opposed to coming to school, with appropriate security protocols. This measure is dependent on facilitation by ATSEEE.

Other Direct Measures – APEEEL and the School

- Advise parents of the existence of school parking for parents having children who are permanently or temporary disabled (e.g. in case of an accident (broken leg for example)
- Create a campaign - Kiss and Go week that promotes people stopping on the kiss and go to let kids out and leaving. Together with the parents and the school we can organize a campaign to enforce this in a nice, cooperative way.
 - For the campaign to be effective, the traffic lights need to be adjusted to allow for more cars to pass through compared to the rates at the moment.
- Approach Coque for a short time parking solution for parents.

After school Collection – APEEEL, the School and Authorities

- Organisation of students during collection needs further investigation to arrive to a better solution. At present collection is reported as a bigger issue than drop off for the students that are collected at the gate. Besides the lack of places to park and collect the children there are further issues:
- The gates are very busy,
- Portion of the children are left to stand in the cold and wet.
- There is no supervision of the children leaving through the bus gate. Any child can leave through that gate
- The safety of the kids outside of the gate next to the Cocque is problematic. There are too many cars and buses and there have been accidents involving both cars and buses.

Concern is that there could be an accident involving one of the smaller children. Investigations must be carried out to evaluate the different options and find a solutions to this issue

Immediate Actions – on measures with a Medium to Long Term Horizon

Work together (APEEEL and School) with the authorities (including the City of Luxembourg, Fond du Kirchberg, Road Agency as well as the Police) on longer term sustainable solutions. Specific themes include:

- Assessment of the general traffic and its impact on the school
- Redevelopment of the area and if the school specifics have been considered
- Adjustments of the traffic around the school via markings, signage, traffic lights, etc
- Adjustments of the cycling paths around the school
- Extension of the kiss and go in front of the secondary
- Supervision and enforcement of the rules by the police

Communication and follow up

- Plan a communication Campaign on Security to be delivered at least twice a year to promote security around the school
- Disseminate the «findings» of the APEEEL survey
- Promote the Action Plan to be agreed upon amongst Parents
- Carry-out a survey next year to measure progress.