

Please find herewith the results of the online questionnaire “APEEE survey for vulnerable families - Continuity of teaching and learning during Covid-19 period”, that ran from 6 to 26 September 2020. The results were immediately notified to the EEB3 management on 26 September 2020.

We would like to warmly thank all parents (143) who took the time to participate and even more, to write their suggestions.

N.B. Apart from the closed answers, which could be precisely quantified, the open-ended answers (“comments”) included different topics and opinions; in order to outline them in a concise manner, they have been condensed under main topics (wherever there were more than 3 similar answers) but other suggestions has been taken into account as well.

Should you wish to communicate with the APEEE on this subject please contact [president@apeeeb3.be](mailto:president@apeeeb3.be) and [info@apeeeb3.be](mailto:info@apeeeb3.be)

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**1) In case of a quarantine of your child/children (for a COVID-19 disease, return from a travel or a quarantine by precaution following any tracing), would you prefer that the school offers additional support for any missed courses?**

**Yes: 93,35**

**Comments: 110**

**2) In your opinion, what are the most appropriate means to this end?**

**a) Teams**

**b) Online**

- distance learning
- online homework and material on platform,
- recorded lessons

**c) Homework**

- online
- online + paper

**Other:**

- Enhanced teacher personal contact (offline or online)

- Continue with the lockdown model
- Additional support (for missed days, rattrapage)
- Additional support after returning to school

**3) Would you prefer the school to offer an alternative teaching/learning support scheme for children of families with medically diagnosed vulnerable members living under the safe roof?**

**Yes: 85,28%**

**Comments: 47**

Comments received show that parents' first option would be to have an alternative school teaching program for all students, including the children from vulnerable families but also for classes in quarantine. Parents stress the fact that this teaching alternative should not be discriminatory but specifically adapted to respond to the needs of the children concerned. In this perspective it would be important for the School to establish a clear regulation of the absences, so that children from vulnerable families would not be penalized for not attending on site schooling.

Some suggestions about alternative teaching / learning support scheme for children from vulnerable families:

**a) Online teaching**

- Teams
- Online teaching via webcam of class, teleschool
- Online teaching via platform as Seesaw
- Distance learning specifically grouped for concerned children

**b) Hybrid in situ – online teaching**

- In situ rotation of classes with livestreaming of the classroom
- A combined attendance system

**c) Enhanced support by teachers**

Either online or by email

**d) Homeschooling with material sent by teachers**

4) Does any member of your family - living under the same roof, belong to a COVID19 vulnerable category?

Yes: 42,66%

6) Are you satisfied with the current (educational and safety) measures in place?

Yes: 49,63

7) What additional (educational or safety) measures you would suggest to the school management?

Comments: 93

Two points emerge through the comments:

- The need to adapt to the situation, through solving different points
- The need to enforce the measures that have been established

Among the issues that parents reported, the **social distancing (1)** is definitely the biggest concern. Here are the recurrent points mentioned, where social distancing has to be enforced:

- a) **Overcrowded areas at school**, especially the gathering points and generally the pick-ups/drop-offs moments.

Suggested solutions:

- Filtering the classes outing to avoid crowding at the nursery and primary gathering points;
- A better management of people's flows, by limiting the private transport at the maximum, establishing a system of broader entrances to the school, differentiate the schedule for the pick-ups.

- b) **overcrowded classrooms**: great need to reduce the number of pupils per class!

Suggested solutions:

- Split classes, in order to use max 50% of classroom capacity
- Differentiated schedule to avoid overlapping times
- Adapt the schedule to limit the change of class for every lesson
- Social distancing among different classes **during the break could be enforced by splitting breaks, especially for secondary**

- Rotation of days for class attendance

c) **Canteen:**

Parents report that queuing for canteen is definitely a moment where no social distancing measures are in place. Generally, they are concerned because in the Canteen the pupils don't respect the rules, so it is not safe.

Suggested solutions:

- More orderly batches of students at the canteen entrance;
- Spread the Canteen sessions;
- No canteen (sandwiches or packed lunches in classrooms)

d) **Bubbles** should be enforced through their reduction, namely by:

- Reducing contact between sections, so adapt the L2, L3, and other mixed lessons
- Changing the system of mixing classes in secondary,
- Stabilizing as much as possible the groups of nursery and primary children during the school day.
- No périscolaire, adapted after-school garderie
- Respect class bubble in playgrounds
- Canceling European hours
- A very clear message emerging is about the PE classes, ask for more **adequate and enforced social-distancing during PE classes (in which all sections are mixed), that should not be held indoor.**

A special mention for the swimming lessons: parents would like the swimming lessons to be suspended (they take place at the VUB, which cannot be considered a safe place)

e) **Hybrid system: (combined) online and on-situ attendance**

Many comments call for the establishment of a hybrid method of education, online and in person attendance during less days, on a rotation basis, to avoid overcrowding, ensure/enforce the bubbles and the respect if social distance.

Some ideas about it:

- Grouping L2 and L3 classes on the same day so the children could attend online
- Two turns of teaching with reduced groups
- 50-50 presence

On this respect, parents point out that:

- If teachers do not adapt the content and method to online teaching, part of the teaching task would be transferred to the parents (motivating, explaining, printing, scanning, etc.) and children are trapped in repetitive and stressful learning experiences;

- Children should have the time to adapt to this change, to avoid unnecessary stress.
- School should be ready to offer a harmonized, full-scale online learning experience at any level, at any time.

#### f) **Masks and ventilation**

**Ventilation** in all classrooms and common areas has to be regularly implemented.

Another need that emerges is to have an enforcement of existing measures, namely the masks

Surprisingly enough, most comments report the wish to extend the use of mask to everyone regardless of age in all premises of school at any time (the general obligation to wear masks on buses is mentioned as a very satisfying measure); but also to enforce the use of masks by controlling the teaching staff and the bus monitors and on how they wear their masks, as this sets the example for students.

2) Another concern is the European Schools' lack of specific measures. Parents think that **the School management should be able to take adapted measures, thus to free from the Belgian authorities' measures**

The European school(s) should stress the specificities of the European schools, which are at the basis very congested. They should determine and implement specific, on-site measures without losing any more time.

**3) Testing** would be considered a good alternative to prevent class quarantines. Some suggestions:

- Regular, mandatory PCR testing of all school /APEEE staff, incl drivers, ext activities staff, is mentioned as a wished measure.
- Measure the temperature every morning by class teachers,
- COVID-19 swab tests available at the school's infirmary.

#### **4) Enforcement of direct communication from the school**

Comments point out the fact that the lack of a direct, regular and sufficient collective notification on the number of cases at school and in which grade lead to a stressful situation with exaggerated grape-vine rumors.

More transparency and timely notification could reassure parents on the effectiveness of the procedure implemented by the School and the APEEE.