



ACTIVITY REPORT 2019 – 2020

## **Activity Report on the APEEE Community Fund - 2019/2020 Financial Year**

### **Background**

The APEEE Community Fund (CF) was formally launched for the academic year 2016/2017. Our financial year runs from 1 September until 31 August.

The Community Fund is administrated by a Committee of parents, the [Community Fund Committee](#) (CFC). The composition of the APEEE Community Fund Committee is fixed by the [Community Fund rules](#). These rules require at least two members of the CA of the APEEE to be on the CFC (one of whom must be the Chairperson) and up to 7 parents in total.

In the 2019/2020 financial year the volunteer members of the CFC were:

- Mariana Ghitoi (CA member and Chair of the CFC from May 2018), parent RO section – primary
- Ambar Liétar Hernandez (CA Member), parent FR section - primary
- Gabriela Garcia Toledo, parent FR section - primary/secondary
- Sarah Ironside (Chair to May 2018), parent EN section - secondary
- Dana Adriana Puia Morel (CA Member), parent EN section - primary
- Vanessa Vignati (Treasurer of the CFC), parent IT section - secondary

### **Promotion of the Community Fund**

On its launch for the year in question, the Community Fund was promoted through the Education Councils, on the APEEE website, in the APEEE newsletters, through call for projects and by word-of-mouth. The 2018-2019 annual report was presented to the last General Assembly.

The Committee is keen to ensure that the School Community is aware of the existence and purpose of the Fund. Details of all the activities of the Community Fund, reports and photos from the funded projects were published throughout the year on our webpages:

<https://www.bru4.eu/en/community/community-fund/projects/>

### **Finance**

The Community Fund is dependent on fundraising and donations.

The APEEE budget for the school year 2019-2020 (approved by the General Assembly in December 2018) included the proposal from the CA to make a donation of EUR 15.000,00 to the Community Fund. This donation was paid by the APEEE on 19/11/2019. In addition, the amount of EUR 5.000,00 – representing the Somerfesto 2019 revenues- was transferred to

the CF account on 25/11/2020. There is no amount reserved for the Community Fund in the APEEE's budget for the school year 2020 – 2021.

A few donations were made to the Community Fund consisting of small amounts from second-hand books sales, as follows:

- donation from the IT section on 17/09/2019 (EUR 10,00);
- donation from the EN section on 23/10/2019 (EUR 92,00);
- donation from the DE section on 05/02/2020 (EUR 82,00);
- donation from the Book Fair 2020 on 13/02/2020 (EUR 210,00).

The bank account charges (around 45 euros per year) are paid from the CF budget.

Budget available at 31/08/2019 in the bank account of the Community Fund: **EUR 15.257,09** out of which the amount of **EUR 8.835,00** was committed to a number of projects already approved during the school year 2018-2019 (see table 2 below).

### **Funding in the 2019-2020 financial year**

*Table 2: Projects financed by the CF in the school year 2019 – 2020:*

<b>Payment date</b>	<b>Projects</b>	<b>Amount (EUR)</b>
25/10/2019	SENSORY PATH HALLWAY FOR NURSERY	5.450,00
12/11/2019	International Film Festival	238,50
12/11/2019	Playtime Theatre	890,00
25/11/2019	Emotional Intelligence	740,00
25/11/2019	Transport S7 – Bac Ball	525,00
02/12/2019	Literature Workshops – Dermot Bolger	700,00
05/02/2020	KiVA Training	5.400,00
13/02/2020	Irish Ceili	1.200,00
13/02/2020	English Theatre Company	2.160,00
13/02/2020	Gardening project – secondary	291,54
10/07/2020		
24/07/2020	Philosophy Day	756,60
05/08/2020		
25/09/2020	A scuola di legalità	750,00
tbd	Training for ethics teachers (secondary)	144,60
<b>TOTAL</b>		<b>19.246,24</b>

### **Financial Charges**

Every three months the Community Fund pays the amount of 9 euros in bank fees and charges and 18,15 euros for ONLINE BANKING PLUS.

### **Fundraising to ensure sustainability of the fund**

The sustainability of the fund relies not only on transfer from the APEEE budget but also on parent initiatives and/or donations to generate income. Whilst we hope that some of the projects we fund will generate money that can go back into the fund, this is often not the case.

**The Committee encourages all sections to help contribute!**

### **Value-added of the projects financed**

The Community Fund financed projects are aiming at improving the school environment and bringing value to the school community as a whole.

Short reports and photos from these projects are annexed to this report.

## ANNEX I - REPORTS FROM FUNDED PROJECTS

### 1. Sensory path hallways (nursery section)



The sensory path hallway project is a polyvalent activity, which helps the children to learn or practice both numeracy and literacy but also being mindful of their whole bodies and wellness. It has cognitive, health, social, environmental and economic benefits.

Since September 2019, the children in nursery use happily the paths everyday way back to their class coming from the canteen, library, gym, during the break times when the weather is bad or every time they walk on the Nursery corridors. The paths were designed in March 2019, and stuck on the floor during the summer holidays.

The path encourages children to hop, squat, walk, do push-ups and crawl according to the signs on the stickers.

Using the paths, children from all linguistic sections in Nursery school develop their physical competences, which boost confidence, make them willing to move and to be active.

#### Feedback:

- **Mihaela Lazar (Project Coordinator)** – *“I’m so delighted to see every day on the Nursery hallways happy children willing to do sport, to hop, squat, walk, do push-ups and crawl according to the signs on the stickers on the floor. Their joy is fantastic! We are so grateful to the Community Fund for having accepted to support our initiative and help to create for all the children in Nursery school an attractive tool they can play with every day and which has cognitive, health, social, environmental and economic benefits for them.”*
- **FR class teacher** – *“The sensory path is appreciated by my pupils. It is colourful and makes children want to do it. The educational aspect, letters, vowels, is of course very interesting as well.”*
- **IT class teacher** – *“Il sensory project è piaciuto molto ai miei bambini, chiedevano spesso di farlo.”*
- **ET class teacher** – *“Estonian children like a lot to use the Sensory path. They would like to jump there every time when we come through the corridor ... unfortunately it’s not possible, as we are with so many. But, we do it every time, when we are alone in corridor.”*
- **EN class teacher** – *“We love the idea! Our class are ‘Explorers’ this year. One boy suggested we could “discover with our feet!”*
- **DE class teacher** – *“I like it, because I can run and jump and learn the numbers. I like the path, because there I could jump on the numbers and there are panda bears and there I could balance on the sticks.”*

The paths are now one of the main attractions in Nursery school. The corridors became very friendly and children love to use them. They are also safe spaces where students with difficulties or disorders learn and feel well in a sensory needs friendly environment, as they work on balance, coordination and body awareness, grow their self-esteem, release the stress and the emotions, release their neurological blocked paths and allow the body and brain to refocus.

This activity can also be used as a preventative measure for some behaviour issues that might happen by a child who cannot regulate himself to sit in class. This could help them to burn some energy and because of this to feel ready to sit down, to focus better and to get to work.

As the child moves through the path, the body movements slow down or speed up, but work towards giving the proper sensory input without overstimulating the student. The aim of the paths is that the movements offer the child the necessary proprioceptive and vestibular input so the child could refocus and attend which ultimately increased cognition and retention of new information. The children start the day with a smile on their face while jumping on the stickers every morning and it is obvious for everyone that they feel good, full of energy, confident and ready for new challenges. "It really feels great to be at school", most of the children exclaimed.

**Project Coordinator: Mihaela Lazar, Nursery School Coordinator (EEB4, Brussels)**







## **2. Visit to EEBIV from Playtime Theatre – 7 October 2019**

Our school was delighted to welcome a professional group of touring actors from the UK to perform some of Chaucer's Tales in the Salle Polyvalente : <http://playtimetheatre.co.uk>

The performance took place on October 7th, 2019 and thanks to the very generous contribution of the APEE funding committee, our students were entertained to an hour and a half long specially adapted rendition of Chaucer's Tales as well as a series of workshops later in the morning and afternoon.

The Playtime Theatre Company were no strangers to EEBIV, having performed a play set in WW1 'Silent Song' and given workshops last year here also. Chaucer's Tales provided a totally different content and gave our students a wonderful opportunity to experience at first hand the highly entertaining and indeed, very humorous content of this great writer's tales. Several students were given the opportunity of acting out characters in the tales and the audience were then asked to decide on their favourite tale, just as Chaucer's pilgrims would have done. This provided a highly visual and engaging experience for the students.

All in all, some 350 students from the English section (S1-S6), including SWALS up to S4 attended the performance. All of the S1L1s and S2L1s were treated to a workshop in their classrooms where the actors adapted the content of their workshop to the curriculum currently being studied. They were guided by the actors to improvise and perform their own detective or adventure story in small groups. Following their performance, feedback was given by the actors as to how original or effective their story was in entertaining their audience.

In short, the performance and the workshop provided a highly interactive and entertaining introduction to Chaucer's Tales and gave our students a chance to watch the actors walk in to the SPV in their ordinary clothes, set up the stage and emerge in their colourful costumes to play to their audience.

Any budding actor or actress among the audience could not fail to be stimulated by the creative performance given by this wonderful group of actors.

**Project Coordinator: Marianne Dundon, L1 English Coordinator (EEB4, Brussels)**



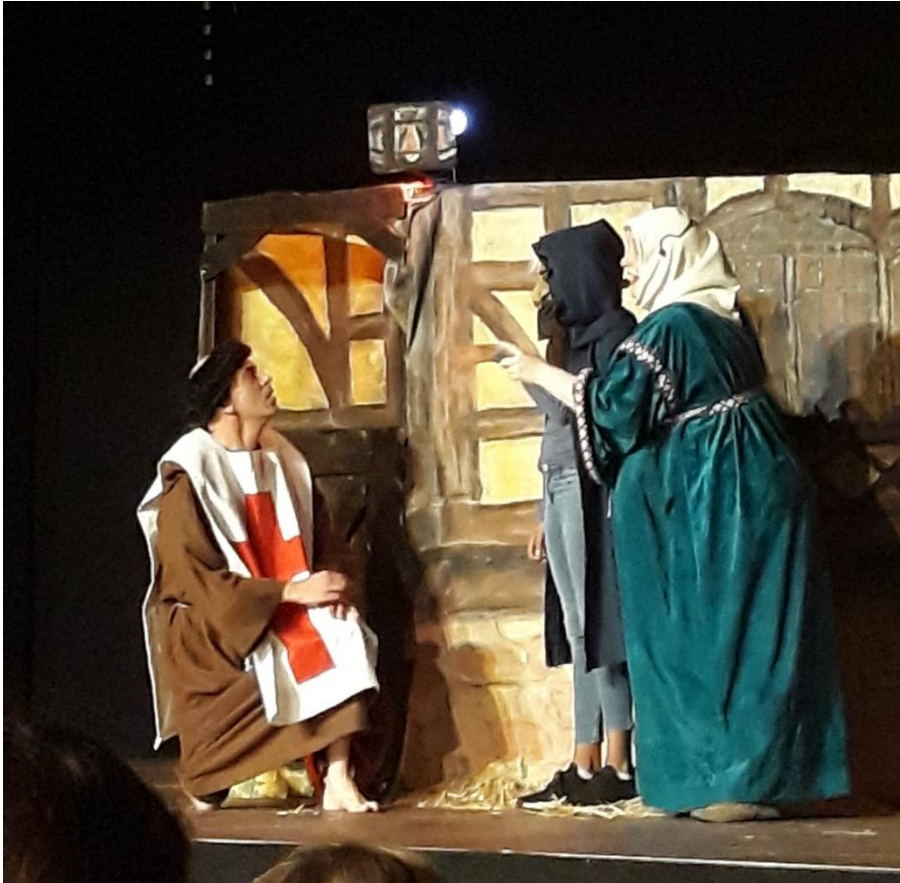


The actors set up the stage and the backdrop



The actors guide the students on stage.

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The Wife of Bath – voted as the most popular tale by the students.



Some students putting on their costumes.

### **3. Le développement de l'intelligence émotionnelle – 17 & 18 October 2019**

Ce projet pédagogique a été réalisé avec les élèves de la section roumaine de Maternelle (M1-M2), Primaire (P1-P5) et Secondaire (S1+S2).

Le projet a comporté deux axes :

- Le premier était de promouvoir la lecture et motiver les enfants à lire. C'est la raison pour laquelle nous avons organisé la rencontre avec l'auteur du livre «Poveștile Diandrei », Monsieur Ion Ovidiu Pânișoară, spécialiste dans le domaine de la pédagogie. Dans ses livres, il met l'accent sur les valeurs, il enseigne aux enfants à faire face à des situations qui apparaissent dans la vraie vie dans le contexte de l'école : trouver des amis, refuser la violence, ressortir vainqueur d'une situation sans « rendre la monnaie », apprendre à lutter avec leurs peurs en trouvant des solutions positives à leurs problèmes ;
- Le deuxième axe a visé le développement de leur intelligence émotionnelle en optimisant et en mettant en valeur les ressources psychologiques, émotionnelles et comportementales des élèves pour les aider à gérer les défis auxquels ils font face jour après jour, et bien sûr, la présentation de techniques qui les aideront à développer des compétences de communication et des compétences relationnelles efficaces.

Madame Georgeta Panisoara est professeur universitaire dans la Faculté de Psychologie, et elle est docteur en psychologie. Elle a écrit nombreux livres dans le domaine et elle a créé beaucoup de jeux pour le développement de l'intelligence émotionnelle et du leadership chez les enfants.

Ion Ovidiu Panisoara, le deuxième invité, est professeur universitaire dans la Faculté de Pédagogie de Bucarest. Il a écrit de nombreux livres dans le domaine, ainsi qu'une série d'histoires pour enfants : « Les histoires de Diandre ».

Les activités ont eu lieu le jeudi 17 octobre et le vendredi 18 octobre.

Etant donné que nos élèves connaissaient déjà les histoires, monsieur Ovidiu Panisoara leur a présenté la clé pour comprendre chaque message des différentes histoires. Les personnages étant confrontés à des situations de la vraie vie, cette rencontre a été l'occasion idéale pour parler de la tolérance envers les personnes qui nous entourent, trouver des amis, refuser la violence, apprendre à lutter avec leurs peurs en trouvant des solutions positives à leurs problèmes etc.

Le personnage principal de ces histoires est Diandra, sa fille qui a maintenant 12 ans et qui a été présente à tous les ateliers. Nos élèves ont été ravis de la rencontrer et de pouvoir lui poser des questions sur les personnages des histoires: s'ils sont réels ou imaginaires, si c'est elle qui les a créés ou s'ils sont le fruit de l'imagination de son père etc...

Le deuxième objectif de nos activités a visé **le développement de l'intelligence émotionnelle** en optimisant et en mettant en valeur les ressources psychologiques, émotionnelles et comportementales des élèves pour les aider à gérer les défis auxquels ils font face jour après jour, et bien sûr, la présentation de techniques qui les aideront à développer des habiletés de communication et des habiletés relationnelles efficaces.

Madame Georgeta Panisoara a enseigné aux enfants plusieurs techniques pour le développement de l'intelligence émotionnelle, sous forme de jeux. Il s'agit de jeux créés spécialement dans ce but, comme par exemple EMOTIJOVIA. Ce jeu apprend aux enfants à identifier les émotions qu'ils ressentent et à comprendre leur importance. L'essentiel est qu'ils apprennent à trouver des solutions pour avancer lorsqu'ils sont en difficulté.

Ensuite, *Personality game*, aide les enfants à développer leur personnalité et à se développer d'un point de vue psychologique à travers l'identification de certaines caractéristiques que nous avons ou que ceux qui nous entourent ont. Les questions écrites sur les cartes conduisent les enfants vers la conscientisation et le développement de la persévérance, de l'empathie, des capacités de travail en équipe, mais aussi des capacités de gestion.

Le jeu contient également une série de défis, qui une fois acceptés, poussent les enfants à tenir des discours, à travailler en équipe, et ainsi à développer leur créativité, leur aptitude à communiquer, et une personnalité de succès.

Madame Georgeta Panisoara nous a offert ces jeux en cadeau, ainsi que la série "*Les Médailles du Succès*" qui sont en fait des techniques pour le développement de l'intelligence émotionnelle.

Nos élèves ont beaucoup aimé ces activités, et nous les enseignants, nous continuerons à utiliser ces techniques car nous avons observé les résultats positifs qu'elles ont sur le comportement des enfants.

A ces activités ont participé les 156 élèves et 10 enseignants de la section roumaine. Étant donné le succès de ces techniques, nous allons les traduire en français et anglais et nous les partagerons avec nos collègues d'autres sections linguistiques.

En conclusion, pour qu'un enfant réussisse dans la vie et pour qu'il soit heureux, nous devons lui apprendre à devenir un vrai maître de l'intelligence émotionnelle. Ainsi, il saura comment vaincre les moments les moins agréables, gérer ses émotions, apprendre ce qui est utile dans la vie, se protéger des pièges de la pensée négative, etc. Au delà de tout cela, il saura identifier ses émotions correctement face à ceux qui sont autour de lui, et il saura collaborer même avec les camarades (ou chefs) les plus difficiles.

Nous remercions le Community Fund qui nous a permis de réaliser ce projet.

**Project Coordinator: Adriana Vlaicu, Romanian Section Coordinator (EEB4, Brussels)**



### Opinion des participants :

- *La rencontre avec Monsieur Panisoara a été joviale, très dynamique, et les enfants ont appris quelques techniques de communication, adaptées à leur âge. Avec madame Georgeta Panisoara ils ont parlé de l'amitié et du bonheur, mais ils ont également exercé la création de cartes mentales. - **Simona Grigoras, professeur en secondaire:***
- *Avec la classe dont je suis responsable, nous avons eu l'honneur de recevoir, le 18 octobre, les auteurs Ovidiu Panisoara et Georgeta Panisoara, professeurs dédiés aux activités pour le développement de l'intelligence émotionnelle.*

*Nous avons attendu ces activités avec beaucoup de curiosité, et prêts à apprendre de nouvelles choses. Le résultat des activités a été à la hauteur de nos attentes. Nous avons eu part d'émotions, d'originalité, de rêves, de bonheur. Nous avons vécu chaque moment intensément, nous avons participé à des jeux qui mêlent amusement et éducation, créativité et développement personnel. Nous avons réussi ensemble, à commencer par la patience, la confiance en soi et la coopération, à entrer avec une spirale de créativité, directement dans le monde des idées.*

*Le tout a été une expérience merveilleuse, qui nous a aidés à grandir, et dont nous nous souviendrons encore très longtemps. Et surtout, nous avons compris que le soutien des enfants dans leur compréhension et dans la gestion de leurs émotions est essentiel pour leur santé, leur bonheur, et leur succès émotionnel. - **Iulia Dragomir, professeur primaire***











#### 4. International Film Festival for Young Audiences – 24 October 2019

Estonian pupils from EEB2 and EEB4 were invited to take part in the International Film Festival for Young Audiences on 23th Oct – 3<sup>rd</sup> Nov 2019 in Brussels. This is a film festival for children and teens from 2 to a16 years what screens over 100 films and organises a lot of film related activities.

This year there was a screening of several films from Estonia during the festival days: “Lotte and the Lost Dragons”, “The Little Comrade” and “Phantom Owl Forest”. More information and photos about the event can be found on the official website [www.filemon.be](http://www.filemon.be) and Filem´On Facebook page [facebook.com/filemonfestival/](https://facebook.com/filemonfestival/)

**Project Coordinator: Margit Hunt, Katri Kuus (EEB4, Brussels)**

##### Feedback:

- *Filem´On Film Festival was very well organized and we had a great opportunity to meet also the Head Director of the festival who came to greet Estonian pupils. – **Coordinator***
- *It was great to see the newest Estonian films in our mother tongue in Brussels!”, “Cinema Palace is such a nice and child-friendly place!”, “Funny activities!”, “Meeting with Estonian actor Juhan Ulfsak was so interesting”. – **Children***



## **5. Dermot Bolger Literary Readings – 13 November 2019**

On Wednesday 13<sup>th</sup> November 2019 over 400 pupils from Primary and Secondary P4, P5, S1, S2, S3, S4, S5 and S6 had the privilege of attending 5 different readings/discussion panels by the Irish author Mr Dermot Bolger. Dermot is Ireland's best known living Poet, Author, Playwright and Literary Publisher. His most recent play 'Last orders at the Dockside' has just finished its stage run last week at the Abbey Theatre, Ireland's National Theatre, to international acclaim and praise.

He spoke very eloquently to pupils and teachers about what it means to write, the joys of writing about daily experiences and how he has learned to express and develop his own life through his writing. The pupil's questions were insightful, wise and wonderful. They really learned a lot from one of the greatest living, contemporary writers. He truly enjoyed his day in EEBIV and commented on the pupil's excellent behaviour, knowledge, engagement and questions. Let's hope he has sparked and encouraged the love of writing in many of them.

Dermot was in Brussels to read at the Embassy of Ireland and at the Irish College in Leuven.

Thank you to the Community Fund of the APEEE for funding this fantastic visit to EEBIV.

<http://dermotbolger.com/>

**Project Coordinators: Noel Rowland, Primary School Coordinator**







## 6. KiVa anti-bullying Programme

A KiVa anti-bullying training took place in the University of Turku, Finland for 5 days. The members of staff (Secondary Section – 2 Teachers, 1 BAC Coordinator, 1 Educational Advisor, 1 Head Advisor) were trained in the University and also visited a local school to experience first-hand how KiVa lessons are implemented in a school situation.

KiVa is an innovative school-based antibullying program which has been developed using cutting-edge research on bullying and its mechanisms:

1) Prevention, 2) intervention, and 3) monitoring

KiVa is an evidence-based program to prevent bullying and to tackle the cases of bullying effectively. The former is crucial but also the latter is important, as no prevention efforts will make bullying disappear once and for all; there need to be tools to be utilised when a case of bullying comes to light. The third aspect of KiVa is constant monitoring of the situation in one's school and the changes taking place over time; this is enabled by the online tools included in KiVa. These tools produce annual feedback for each school about their implementation of the program as well as the outcomes obtained.

The aim of KiVA is to foster a school culture whereby everybody is treated fairly and with respect. The KiVa program aims to educate all about our behaviour and actions, and how these affect others. Implementing the KiVA program, should, in theory, reduce the volume of bullying cases throughout the school. It will also give set procedures for staff members and the KiVA team to deal with bullying cases effectively.

### Feedback:

- *An excellent training whereby the members of staff who attended are now equipped to launch the KiVa program in the secondary section – to train other teachers and staff members and to educate the school community on the importance of treating others justly and with respect. Alongside this, there are now concrete tools in place that will hopefully minimise the bullying cases in the school and will also allow them to be dealt with more effectively and efficiently. - **Coordinator***
- **Participants:**
  - 1) *'Inspiring, Useful and Energetic'*
  - 2) *'A great way to learn the programme'*
  - 3) *'Very fulfilling'*
  - 4) *'Interesting to interact with other schools/entities and countries.'*
  - 5) *'A good way to reform attitudes'*





## **7. English Theatre Company Performance: Kelly's Day Out - 28 November 2019**

On 28th November, the whole of the Anglophone primary section (as well as P5 Language 2 students) were invited to a performance by the English Theatre Company, returning for their third year in what we will hope will continue to be a regular feature of the Primary calendar. They performed "Kelly's Day Out", a wonderfully abstract rendition of Cinderella with twists taken from many different traditional tales from English literature.

### **Value-added for the participants/the school:**

Pupils exposed to wonderful theatrical experience, adding value to speaking, listening and writing elements of the L1 curriculum. L2 pupils have a wonderful experience to improve their speaking, listening and writing skills

#### **Feedback:**

- *Excellent activity, accessible to all who attended – **Coordinator***
- *Thoroughly enjoyed as we have come to expect - **Participants***
- *Impressed with audience and participation – **Third party involved***

**Project Coordinator: Richard Nagel**





## **8. A scuola di legalità – 13 & 14 Février 2020**

La Section Italienne de l'EEBIV remercie le Fond Communautaire pour le soutien qu'il a apporté à l'initiative «**A scuola di legalità**», organisée dans le mois de février 2020

Le projet «**A scuola di legalità**» a été réalisé en coopération avec l'équipe des collègues de la section italienne de l'EEB1, (primaire et secondaire) dans le cadre de la promotion de la culture de la légalité et de la citoyenneté.

Pendant le mois de mai 2019, à l'Institut Italien de Culture de Bruxelles a été mis en scène un merveilleux spectacle sur *la mafia* et en particulier sur la vie et l'activité du juge Giovanni Falcone, jusqu'à son assassinat.

Le spectacle, qui s'appelle « *Bum ha i piedi bruciati* » et dont le réalisateur et acteur est Dario Leone, est inspiré par le livre *Per questo mi chiamo Giovanni*, de Luigi Garlando, écrivain et journaliste italien.

Avec les collègues de l'EEB1 de Uccle, nous avons pensé d'organiser la vision de ce spectacle « *Bum ha i piedi bruciati* » à l'école de Laeken, avec un spectacle conjoint, qui a pu réunir les sections italiennes des écoles européennes B1 et B4, avec la participation des classes de la secondaire, de S1 à S5, et les classes p4 et p5 de la primaire, en incluant aussi les élèves étrangers qui ont choisi d'étudier la langue italienne, en option L3/4.

Le 13 et le 14 février 2020, dans la salle Polyvalente de l'EEBIV, qui avait l'air d'un véritable théâtre, les étudiants de primaire et de secondaire, divisés en deux groupes, en fonction de leur âge, ont assisté à la vision du spectacle « *Bum ha i piedi bruciati* » de et avec Dario Leone, poursuivi par un débat avec l'acteur et réalisateur Dario Leone, qui a répondu aux questions d'un publique d'étudiants très curieux et intéressés.

### Travail avec l'école primaire :

Dans une première phase les professeurs ont travaillé avec les enfants dans leurs classes, maternelle et primaire:

- Tous les enfants ont lu le livre « *Per questo mi chiamo Giovanni* » et ils ont appris la figure du juge Giovanni Falcone et sa lutte à la mafia ;
- Les élèves de la P4 de Laeken ont réalisés des dessins et « l'arbre de la légalité ».


### Travail avec l'école secondaire :

Les professeurs ont abordé le sujet de la mafia en Italie, les étudiants ont fait des recherches, ils se sont documentés sur le sujet.

Je remercie vivement le Fond Communautaire qui m' a permis encore une fois d'organiser ce spectacle non seulement pour les élèves de notre Section italienne, petits et grands, mais aussi pour les étudiants inscrits dans d'autres Sections, qui apprennent l'Italien L3 et L4. En outre, j'ai pu travailler avec les collègues de EEB1, expérience que a beaucoup enrichie soit nous professeurs, soit les étudiants des deux écoles.

Merci donc aux membres du Fond Communautaire, a Dario Leone et Massimo Guerci, aux collègues qui nous ont aidées, et à tous ceux qui ont permis la réalisation de ce projet – les directeurs, le personnel administratif, les techniciens – car, comme nous, ils en ont compris l'importance et y ont cru.


**Coordinatrice du projet : Daniela Sanna, EEBIV**





**BUM HA I PIEDI BRUCIATI**  
monologo sulla vita di Giovanni Falcone  
di e con **DARIO LEONE**


regia di **DARIO LEONE**  
luci e scene di **MASSIMO GUERCI**  
animazione Ghila Valabrega  
voce off Emilia Scarpati Fanetti


I Dipartimenti di italiano delle Scuole Europee di Laeken e di Uccle ospitano lo spettacolo presso:  
Sala Polivalente, EEB4, Laeken  
13 e 14 febbraio 2020, dalle h. 10 alle h. 12.30.


 Bum ha i piedi bruciati  
[www.darioleone.it](http://www.darioleone.it)

 media relations

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## 9. Irish Céilí 2020 - 6th March 2020

Activity: Four workshops were held for different groups where the pupils were taught a traditional Irish dance by a Dance Caller. The music provided was traditional Irish music played by 3 world renowned Irish musicians.

All participants benefitted from an introduction to Irish music and the various instruments used, as exhibited by the musicians.

All participants took part in an active Céilí dance class, at the end of which all pupils could dance to two Irish traditional dances.

Participants: 100 P5 L2 (EN) pupils from all sections; all ONL (GAA) students from M, P & S with all ONL teachers and ONL parents (80 people); 12 visiting ONL students from EEB2 with their teacher and 2 x S2 classes from EEB4; P3 and P4 EN section (100 pupils).

Value-added for the participants/the school: Unique opportunity for the Irish community in EEB4 to showcase Irish Tradition and Culture through Music and Céilí Dance and to further promote multiculturalism in the school.

Cuireadh cultúr agus traidisiún na hÉireann chun cinn sa scoil.

### Feedback:

- *Event took place in the G Building due to SPV being used. This worked well as each group was relatively small (app 80 pupils) so all pupils had an opportunity to hear and see the musicians up close and to participate in the Céilí dance. – **Coordinator***
- *General feedback from all pupils attending was that they enjoyed it and all learnt to Céilí dance. Bhaineadar lán-súp as an ócaid! – **Participants***
- *EEB2 visiting ONL students and teacher appreciated the opportunity to meet fellow ONL pupils and to celebrate Irish culture through music and dance together. Thug an céilí deis iontach do phobal Gaelach na Bruiséile teacht le chéile agus caidrimh a dheimhniú. – **Third party involved***

**Project Coordinators: Rowland Jacqueline (P) and NÍ CHEARBHÚIL Lorna (S)**

## **10. Training by Prof. Kristof Van Rossem – 9 March 2020**

It was a training for teachers active in different language sections (NL, FR, EN, GER) and who teach various courses (ethics, philosophy, history, economics, ICT, integrated sciences, etc.)

Prof. Kristof Van Rossem gave a training to teachers on the 9<sup>th</sup> of March at 4pm in the secondary school. Mr. Van Rossem is a teacher at the KU Leuven and a Belgian expert on Socratic dialogue, one of the methods in Philosophy for Children (P4C) and Philosophizing with Children (PwC). Mr. Van Rossem talked about (a) teaching students to formulate questions, (b) and practical and readily applicable strategies to encourage and facilitate fruitful class discussions.

The eight teachers present at the training went through with Mr. Van Rossem a process of Socratic questioning. This is an exercise where participants formulate short, clear, open, and real questions. Each participant works with a partner who asks further questions in order to spur the other on to further reflection, etc. The training ended with brief evaluation of the entire process.

### **Value-added for the participants/the school:**

The method taught by Prof. Van Rossem was probably unfamiliar to the teachers who participated, even to those who already have plenty of experience teaching classes like philosophy and ethics. However, the Socratic method of teaching is useful as it is highly applicable in a wide range of courses.

**Project Coordinators: April Capili (Philosophy, Ethics, History, Political Science teacher) and Aurélie Liégeois (Ethics coordinator)**

- **Feedback from Coordinator:**

*It was ok and very interesting. Kristof Van Rossem is very sympathetic. I have the documents for you and Gilberto. I took three pictures and recorded the training. We were only 8 teachers but it was nice. Kristof took pictures too and he will send them to you.” - Mrs. Aurélie Liégeois*

- **Feedback from teachers:**

*“Thanks for organizing this training. I think it was interesting and offered a new perspective on a possible working method. I liked the practical approach of Mr. Van Rossem and that we had to try the method out ourselves. While I enjoyed participating, I had not really realised that this training is specifically useful for philosophy teachers. I feel like I cannot really apply it to my rather content-driven economics classes. This was, however, my own mistake as I misinterpreted the title of the workshop (and I could have known just based on the lecturer, I briefly got to know him for my teacher training, so I actually knew he was a philosopher..). Nevertheless, I always enjoy new perspectives and to see possibilities and methods outside my own area. For philosophy teachers, I believe, it was relevant and offered a new and fun working method. Hope this helps a bit and thanks again for this great initiative!” - Ms. Hannah Ehringer*

*“For me the training started quite interesting with the first exercise formulating any kind of question. As the training went on though I lost interest because I didn't really understand what our students would gain out of this Socratic way of asking (“question up” and “question down”) in the context of a specific subject.” - Mr. Thibault Dresel*





