



ASSOCIATION DES PARENTS
D'ÉLÈVES DE L'ÉCOLE EUROPÉENNE DE BRUXELLES IV

**Satisfaction Survey: Extracurricular Activities
Organised by the Parent Association of the
European School IV - Activities 2022-2023**

Survey Result Report

July 2023

Table of Contents

- 1 Executive Summary 3
 - 1.1 Background..... 4
- 2 Survey Results..... 4
 - 2.1 Overall satisfaction as regards variety, schedule, enrolment procedure and communication
4
 - 2.1.1 Variety 4
 - 2.1.2 Schedule 5
 - 2.1.3 Enrolment procedure 5
 - 2.1.4 Information and communication 6
 - 2.2 Perception of professionalism and the adequacy of the price per activity 7
 - 2.2.1 Competence and professionalism of the instructors/teachers per activity..... 7
 - 2.2.2 Meeting child's interests and expectations..... 7
 - 2.2.3 Adequacy of the price in relation to the quality of the extracurricular activity:..... 8
 - 2.3 Art Performing Day and suggestions from parents..... 9
 - 2.3.1 Performing Arts Day 9
 - 2.3.2 Parents feedback and suggestions 10
- Annex 1 – Questionnaire 12
- Annex 2 – Statistics per question 12

1 Executive Summary

In July 2023, the APEEE IV conducted a survey to gather feedback from parents whose children participated in extracurricular activities during the 2022-2023 school year. The survey aimed to assess overall satisfaction and areas for improvement in the program. Approximately 15% of parents (142) responded anonymously.

The survey revealed that the majority of parents were satisfied with the variety of activities available (81%) and the schedule of activities. However, some parents expressed concerns, including limited options for secondary students, a lack of skill-level differentiation in activities, and competition for popular activities.

Regarding the enrolment procedure, most parents were satisfied, but some suggested improvements, such as enabling self-cancellation, providing more transparent waiting list positions, and addressing issues with music lessons.

Satisfaction with information and communication about extracurricular activities was generally positive, with room for improvement in areas such as more regular updates, detailed activity information, and better communication between parents and instructors.

Feedback on the professionalism of instructors and teachers varied by activity, with some receiving positive ratings and others raising concerns.

The survey also examined whether activities met participants' interests and expectations, but results varied widely by activity. Assessing the adequacy of prices in relation to activity quality was challenging due to limited responses.

Regarding the Art Performing Day, most parents did not attend, and among those who did, satisfaction levels varied. Concerns included low activity levels and inconvenient scheduling. Suggestions included scheduling the event differently and offering "taster" sessions on Saturdays.

In summary, the survey provided valuable insights into areas of strength and areas for improvement within the extracurricular activities program. Parents' feedback highlighted the need for improvements in the enrolment process, communication channels, activity quality, and scheduling. Looking ahead to the 2023-2024 school year, a significant number of parents have already enrolled their children in activities, demonstrating continued trust and interest in the extracurricular activity programme. The feedback provided in this survey serves as a valuable resource for enhancing transparency, communication, activity quality, inclusivity, and overall satisfaction for both students and parents. Increasing survey participation in the future may provide more comprehensive insights.

1.1 Background

The survey was launched on July 6th and remained open until July 21st, 2023. It was distributed via email to parents who had enrolled their children in at least one extracurricular activity organized by the APEEE IV in the scholar year 2022-2023. A total of 142 parents responded to the survey, representing approximately 15% of the recipients. The distribution of parents per pupil age group reflects the attendance per year group of pupils. Most respondents have kids in primary and nursery (71%). The survey's primary objective was to gather feedback from parents to assist in improving the organization's offerings and ensuring they align with parental expectations. It's worth noting that the survey was conducted anonymously. The survey was structured around twelve questions. The first six aimed to gather feedback on the overall variety, schedule, enrolment procedure, and communication, while questions 7 to 9 aimed to understand more about the perception of professionalism and the adequacy of the price per activity. Finally, one question related to the Art Performing Day and a closing question open to suggestions for improvement. This report illustrates the results gathered. Annex 1 is the questionnaire and Annex 2 contains the statistic per questions.

2 Survey Results

2.1 Overall satisfaction as regards variety, schedule, enrolment procedure and communication

2.1.1 Variety

When considering satisfaction with the **variety** of extracurricular activities offered, most parents (81%) express contentment with the range of activities available. Some parents fall into the category of neither satisfied nor dissatisfied, while a minority (4%) report being very dissatisfied. When examining the reasons behind dissatisfaction, we can categorize the responses into three main aspects:

1. **Limited activities for secondary pupils:** Respondents express dissatisfaction with limited activities, especially for students in grades S1-S3 compared to primary. They also have Transportation Concerns and Suggest providing activities for S1-3 with an option for bus transportation for students who live far from school.
2. **Lack of skill levels in activities:** Respondents mention that some activities lack different skill levels. This lack of progression can lead to children not developing their skills.
3. **Competition for popular activities:** There's competition for popular activities like football, which leads to dissatisfaction. Suggests offering such activities more frequently.

2.1.2 Schedule

The satisfaction regarding the schedule of the extracurricular activities reflects a similar situation as regarding the variety of activities. Most parents are very satisfied or satisfied with the proposed schedule. Also in this case, only around 4% of parents are very dissatisfied. The main reasons they indicate are also similar to the previous question and are related to the offerings for secondary pupils, more in details:

1. **Activities on Wednesdays:** Some activities are scheduled on Wednesdays, which conflicts with lunch and surveillance, increasing costs.
2. **Lack of Continuity:** Dissatisfaction with the lack of continuity between primary and secondary for certain activities.
3. **Limited Choices for Secondary:** There's a perception of limited activity choices in secondary.
4. **Preferred Timing for Sports:** Suggests scheduling extracurricular sports activities earlier in the day.
5. **Duplicating Popular Activities:** Recommends duplicating the most attractive activities that fill up quickly and offering them every day for increased availability discarding those that struggle to form groups or fill up last.

2.1.3 Enrolment procedure

The satisfaction levels concerning the enrolment procedure follow the generally positive sentiment among respondents. Most respondent are satisfied, relatively fewer respondents indicated a neutral stance, with around 8% stating that they were "neither satisfied nor dissatisfied." Dissatisfaction levels were relatively low, with only 4% reporting feeling "somewhat dissatisfied" and 2.82% indicating they were "very dissatisfied." These results suggest an overall favourable perception of the enrolment procedure, with most respondents expressing satisfaction. Some of the reason for their dissatisfaction are summarised as follow:

1. **Self-Service Enrolment:** Suggestion to allow parents to cancel enrolments themselves when they want to replace one activity with another. Difficulty enrolling multiple children in activities simultaneously due to slow enrolment processes. Suggestion to make waiting list positions transparent, allowing parents to know their child's place in line.
2. **Disorganized Music Lessons:** Dissatisfaction with the organization of music lessons, particularly piano. Instructors' schedules are full, causing difficulties for students.
3. **Lack of Information:** Difficulties in assessing the quality of activities, with a lack of information on what will be done. Late cancellations make it hard to find alternative activities.

4. **Timing for Enrolment:** Suggestion to delay enrolment procedures to September to accommodate secondary students' scheduling.
5. **Proposal of External Activities:** Suggestion to allow parents to propose external activities and teachers.

2.1.4 Information and communication

The assessment of satisfaction levels regarding information and communication related to extracurricular activities reveals a balanced sentiment among respondents. A notable portion, comprising 33.1%, expressed being "very satisfied" with the information and communication provided. An equivalent 33.1% reported feeling "somewhat satisfied," indicating a substantial overall satisfaction with the efforts in this regard. Additionally, 13.38% of respondents took a neutral stance, indicating they were "neither satisfied nor dissatisfied." Similarly, another 13.38% reported being "somewhat dissatisfied," suggesting room for improvement in communication strategies. Only a small percentage, 3.52%, indicated they were "very dissatisfied," while the same percentage did not provide a response. Overall, the data indicates a significant level of satisfaction with information and communication about extracurricular activities, with a notable portion of respondents expressing contentment.

When respondents expressed dissatisfaction with the information and communication related to extracurricular activities, they provided valuable feedback and suggestions for improvement in response to Question 6.1. Some of the key points raised included:

1. **Communication Between Teachers and Parents and Updates:** Respondents were dissatisfied with the absence of information or photos on activities and suggested implementing monthly updates to keep parents informed. There was a desire for a mechanism for teachers to communicate with parents, especially if a child is not participating. Respondents wanted feedback on children's performance during the school year, especially for more demanding activities.
2. **Desire for Detailed Information:** There was a request for more detailed information about activity programs, including what children will learn and how they are organized.
3. **Mismatch Between Description and Reality:** Complaints were raised about descriptions not matching the actual activities, particularly in cases where instructors do not provide adequate instruction.
4. **Late Information:** Respondents requested that information be provided earlier, bridging the gap between activity availability and enrolment time.
5. **Changes in Instructors:** There was a desire for better visibility regarding changes in instructors or teacher absences.

2.2 Perception of professionalism and the adequacy of the price per activity

It's important to emphasize that the reliability of this analysis is diminished due to the limited number of respondents for numerous activities. These findings should be approached with caution, and a more extensive data collection effort may be required to form more insightful evaluations of extracurricular activities. It's worth noting that these results provide only a superficial glimpse into the fact that the same activity can often receive both excellent and very poor evaluations, depending on the parent's and pupils' expectations and characteristics. These data suggest that the survey might benefit from improved communication in the coming years in order to attract more respondents.

2.2.1 Competence and professionalism of the instructors/teachers per activity

The data regarding the competence and professionalism of instructors/teachers for various extracurricular activities presents a mixed picture, making it challenging to obtain a clear assessment. As mentioned above, the reliability of the data may be compromised by a low number of respondents.

Despite these limitations, some general observations can be made:

1. **Positive Ratings:** Some activities, such as "Football" and "Yoga," received relatively higher positive ratings, with a combination of "Excellent" and "Good" responses ranging from approximately 7% to 12%.
2. **Mixed Ratings:** Activities like "Basketball" and "Judo" received mixed ratings, with responses spanning "Excellent" to "Poor" and "Very Poor."
3. **Low Ratings and High Non-Responses:** Several activities, including "Film making" and "Natation débutants," had very low or no "Excellent" or "Good" ratings, and a significant percentage of respondents did not answer the question that suggest that respondents had no pupils enrolled in those activities.
4. **Inconsistent Responses:** Some activities, such as "Taekwondo" and "Théâtre et marionnette," showed inconsistent responses with a mix of "Excellent," "Good," and "Fair" ratings.
5. **Sparse Data:** Certain activities had limited data, making it challenging to draw meaningful conclusions about instructor competence and professionalism.

2.2.2 Meeting child's interests and expectations

Also when ranking the extracurricular activities based on the available data regarding how well they met participants' interests and expectations, it's important to note that the results are highly mixed

and that the number of respondents varies significantly for each activity, making the data less reliable. Here's a summary based on the limited data:

1. **Basketball:** This activity received the highest percentage of positive responses, with Excellent and Good
2. **Football:** Football had a very mixed Responses, with Excellent and Good ratings, but there were also Fair, Poor, and Very Poor ratings
3. **Coding for kids:** Coding for kids received a positive feedback, including Excellent and Good ratings
4. **Aikido:** Aikido had a small percentage of positive responses with Excellent (2.82%) and Good (2.11%) ratings, but most respondents did not answer (93.66%).
5. **Yoga:** Yoga received mixed feedback, with Excellent and Fair ratings
6. **Judo:** Judo's feedback varied, with Excellent, Fair, and Poor ratings.
7. **Theatre in English:** This activity had only positive responses, including Excellent and Good ratings.
8. **Guitare & solfège débutants/ Guitar & theory for beginners:** This activity received a very mixed feedback, including Excellent, Good, Fair, and Poor ratings.
9. **Apprendre le français en jouant:** There were a few positive responses with Excellent and Good ratings.
10. **Art digital / Digital painting:** Similar to the previous cases, there were limited positive responses with Excellent and Good ratings.

2.2.3 Adequacy of the price in relation to the quality of the extracurricular activity:

This set of questions was intended to collect feedback on the perception of price in relation of the quality, however, due to the relatively low number of respondents, it has become evident it lacks the statistical significance required to derive meaningful conclusions. We tried to group the responses into categories based on how respondent rated the price-quality relationship.

Price is too high for the quality provided (>=4 responses):	Price is slightly higher than the quality provided (>=4 responses):	Price is appropriate and reflects the quality provided (>=4 responses):
Basketball (11 responses)	Chess club (4 responses)	Football (12 responses)
Football (5 responses)	Coding for kids (4 responses)	Danse hip-hop (6 responses)

Football féminin (4 responses)	Learn and play in English (4 responses)	Coding for kids (6 responses)
Guitare & solfège débutants (4 responses)	Taekwondo (4 responses)	Aikido (5 responses)
		Eveil à la danse/ Introduction to dance (4 responses)
		Guitare & solfège débutants (5 responses)
		Chess club (4 responses)
		Football féminin (4 responses)

2.3 Art Performing Day and suggestions from parents.

2.3.1 Performing Arts Day

The majority of respondents who answered the question did not attend the Performing Arts Day, with 65% indicating that they did not attend, while 35% responded positively to attending.

Regarding satisfaction with the Performing Arts Day among those who attended and provided a response, the data indicates a mixed sentiment. Among those who responded, 47 % expressed being "very satisfied," 44% were "somewhat satisfied," 6 % felt "neither satisfied nor dissatisfied," and 12% were "somewhat dissatisfied." Only 2 % reported being "very dissatisfied."

Overall, when considering only the respondents who provided answers, it appears that those who attended the Performing Arts Day generally expressed a higher level of satisfaction, with a majority being either "very satisfied" or "somewhat satisfied."

Parents expressed several concerns and suggestions regarding the Art Performing Day. Dissatisfaction was primarily related to the perceived low activity levels and the inconvenience of activities being spread throughout the day, making it challenging for parents and students to navigate. To address these issues, parents proposed alternative approaches, such as scheduling the event on a Wednesday afternoon to encourage more activity providers' participation and allow children to explore a wider range of activities. Additionally, they suggested offering "taster" sessions on Saturdays for students to sample activities of interest for the following year. Parents emphasized the need for clarity regarding the Art Performing day purpose, either showcasing all activities or providing an interactive experience for children.

Despite these concerns, parents recognized the volunteer efforts behind the event and expressed gratitude for the opportunity it provides. Some parents also suggested organizing additional events throughout the year to showcase all extracurricular activities, ensuring parents gain insight into their children's extracurricular experiences.

2.3.2 Parents feedback and suggestions

The parent feedback on the extracurricular activities program reveals several critical areas for improvement. Issues with the enrolment process, communication between parents and instructors, and the quality of activities and instructors have surfaced.

Additionally, concerns about Summer Camp slots and scheduling, inclusivity, value for money, feedback mechanisms, variety in activities, and homework support have been highlighted. Parents main concerns and are for improvement are reported below:

Enrolment Process and Transparency:

- Parents have expressed dissatisfaction with the enrolment process, citing issues like late notifications, the inability to cancel activities in advance, and difficulties in securing spots for their children.
- Suggestions include allowing self-cancellation, clearer communication about activity availability, and addressing issues related to late enrolment confirmations.
- Some parents have mentioned scheduling issues, such as activities ending before the school year, causing logistical problems.

Communication with Parents:

- There's a strong desire for more communication between parents and instructors. Parents want regular updates on what their children are learning and doing in extracurricular activities.
- Specific requests include providing detailed information about activity content, teacher qualifications, and regular feedback on children's progress.
- Many parents want better mechanisms for providing and receiving feedback about activities and instructors throughout the year.

Quality of Activities and Instructors:

- Some parents have reported mixed experiences with the quality of activities and instructors. There's a desire for more structured and educational content in some activities.
- Suggestions include ensuring instructors are well-trained and capable of delivering high-quality content.

Summer Camp:

- While many parents appreciate the Summer Camp, there's also a demand for more slots and activities.

Language and Inclusivity:

- Concerns have been raised about language issues, with some activities being dominated by the French-speaking community, leaving students from other language groups feeling excluded.
- Suggestions include ensuring inclusivity and, if necessary, providing clear language requirements for activities.

Value for Money:

- Some parents have questioned the value for money in certain activities, especially when the content doesn't meet their expectations.

Variety and Flexibility:

- Some parents have requested more variety in activities and more flexibility in changing activities if they don't meet their child's expectations.

Homework Support:

- A few parents have mentioned the need for a space or time at school for students to complete homework after extracurricular activities.

Annex 1 – Questionnaire

Annex 2 – Statistics per question