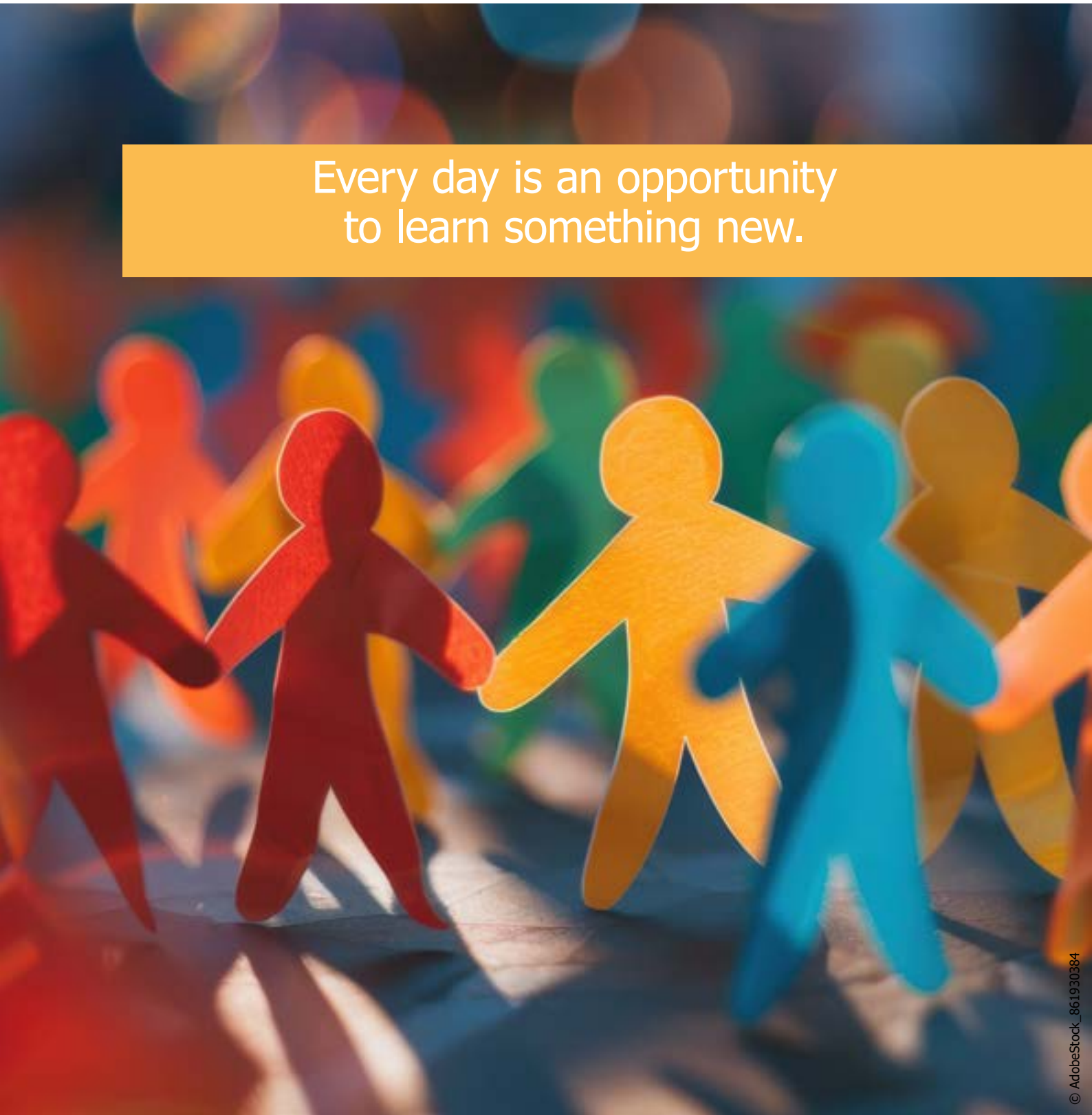


CPE K: magazine

A look back at the 2025/2026 school year

Every day is an opportunity
to learn something new.



Editorial

Another school year is drawing to a close. We hope your children have enjoyed the time spent with our educational team.

From September to June, a host of projects have shaped life at the CPE, all driven by a consistent aim: to support the children as they discover and explore their role as citizens. Through these experiences, they have been encouraged to make choices, express their ideas, cooperate, listen to others, take on responsibilities and contribute actively to community life.

Throughout the pages of this magazine, we invite you to (re)discover the highlights of the 2025/2026 school year, some of which we have already shared with you over the past few months.

Our educational approach is based on a firm conviction: it is by actively experiencing group situations that children gradually build the foundations of active citizenship. Learning to live together means learning to engage in dialogue, to respect differences, to resolve minor everyday conflicts together, and to help improve their shared environment.

Your children are the future; they carry within them the ideas, dreams and hopes of tomorrow.

We are committed to helping them dream **big**; we are keen to support and guide them, and determined to provide them with a caring environment in which they can fully develop their potential.

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'Relais pour la vie 2026'

At the Kindergarten and children in nursery school





The dance of emotions

Bringing feelings to life, transforming invisible sensation into body language and sharing it with others; this is what the “Dance of Emotions” project has enabled the children to explore throughout the year in various nursery groups.

From “Happy” and “Let It Go” to “Thriller” and “On écrit sur les murs”, each group devised its own dance based on a particular emotion. The children also helped choose certain moves and brought their troupe to life by decorating colourful T-shirts linked to their theme.

Since November, rehearsals have punctuated the weeks: starting off gently, then becoming more and more regular as the end-of-year performance approached. Amidst practice, laughter, ideas for moves and adjustments, everyone found their place in the choreography.

Throughout the project, the children learnt to work together: suggesting ideas, listening to others’ suggestions, helping one another when a movement proved more difficult, and finding solutions so that everyone could take part. Little by little, they created dances in which everyone had a role to play, in an atmosphere of respect and good humour.

The project came to an end on 1 July, when the children performed their dances. Each group presented a routine centred on a particular emotion, before coming together for an energetic group finale to “Can’t Stop the Feeling”.



A colourful project, brimming with music, laughter and togetherness, which set emotions – and the children – dancing!



Letting joy leap,
sadness waltz,
fear undulate
and love dance.

Once upon a time...

A story box

First a sketch, then the choice of fabrics, followed by the first stitches. Step by step, the characters from "Once upon a time" came to life...



This year, the creativity and imagination of the youngest children (aged 3 to 4) took centre stage thanks to their "Once upon a time" project, a story box to be shared. It was in their imaginations that Alix, Muffy, Pumpum and Bob were born – little soft toys destined to become the heroes of a story created by the children themselves.



After brainstorming their appearance as a group, choosing the materials and helping to make them, the children saw their ideas take shape in their own hands. Once the box serving as their home has been beautifully decorated, it will be sent to the CPE1 library to be picked up by other children and thus travel from group to group. Everyone will then be able to continue the story, invent new adventures and give free rein to their imagination.

This little box thus holds endless possibilities: puppet theatre, improvised stories, role-play, imaginary scenes or even the creation of fantastical worlds. A simple object has become a genuine medium for expression, sharing and creativity.

Through this project, the children also gained experience of skills essential to community life: the freedom to vote, accepting the majority's choices, cooperation, and seeing a project through from start to finish. They were able to take part in every stage of the



creative process and proudly present the final result to the others.

The most striking aspect? Watching the children see THEIR characters take shape, realising that what they are holding in their hands is THEIR achievement, THEIR creation. That pride, that sense of accomplishment and the confidence they gained throughout the project are undoubtedly the greatest success of this creative adventure.



Oskar's journey

A very special guest



This year, several groups welcomed Oskar, a teddy bear from Oskarland. For a month, he shared the children's daily lives before continuing his journey to another class, accompanied by his travel journal.

Over the weeks, the children involved Oskar in many of the group's activities. They told him stories in different languages, included him in celebrations and events at the nursery, built him shelters, gave him drawings, shared their games and successes with him, and sometimes even gave him cuddles during difficult times.

Whilst the project aimed to encourage discussions about the languages, cultures and traditions present within the groups, above all it enabled the children to experiment with different forms of participation. They put forward their own ideas for looking after Oskar, decided how to include him in their activities and collectively organised certain aspects of his presence in the group.



The arrival of this special visitor also created many opportunities for cooperation. The children had to share Oskar, find compromises when several of them wanted to look after him at the same time, and divide up certain responsibilities: ensuring his well-being, preparing his space or accompanying him during activities.

Through these simple, everyday experiences, the children were able to practise skills related to community life: helping one another, sharing, listening to others, empathy and the ability to find solutions together.

Photos and mementoes from this trip are currently on display in an exhibition in the nursery's entrance hall.



"Le CPE fait son cirque!"

Everyone in the ring for a community-led and inclusive project



This year, 50 children from five groups came together to create a world centred around the circus. Each group devised and prepared its own act, giving free rein to their creativity and talents. They rehearsed with enthusiasm and perseverance, bringing to life a collective performance fuelled by camaraderie, cooperation and the joy of creating together.

Far more than just a performance, this adventure enabled the children to play an active part at every stage. Both on stage and behind the scenes, every child played a vital role in the event's success. Whilst taking part in the circus acts, they also helped with the organisation by decorating the admission tickets, welcoming parents, handing out popcorn, and so on, thereby discovering the importance of cooperation, mutual support and a sense of responsibility. Each child played a vital role in the success of their performance.

Through this collective adventure, the children experienced what it means to be active members of the community by making decisions together, expressing their ideas, listening to others' views and working together to achieve a common goal: putting on a show for the other children and their parents.

Bringing together nearly ten different languages, as well as children with a wide range of talents and sensibilities, this project was also a fine example of inclusion and diversity. Once again, art, music and dance have shown that they constitute a universal language, in which everyone has a place and contributes to collective success.



Little brushes for living together

As part of their “Art” educational project, three groups of children in the first and second years of nursery school discovered the worlds of various artists and explored a range of art techniques. The activities on offer enabled them at times to draw inspiration from existing works, reinterpreting them with freedom in their choice of colours and tools, and at other times to engage in a more personal and collective creative process.

Throughout the project, the children were encouraged to have a say in the choice of materials and techniques, to express their ideas and to contribute according to their abilities and talents. Personalising their creations, as well as cooperation and mutual support, were encouraged to foster creativity, independence and self-confidence.

Beyond artistic discovery, this project also served as a lesson in citizenship. The children learnt to share materials, listen to others’ suggestions, make certain decisions together and work towards a shared goal. In doing so, they developed skills relating to living together, responsibility and respect for one another.



The artworks were then exhibited in the corridor and stairwell, which were transformed into a pop-up museum for the occasion. Accompanied by labels introducing the artists and their works, they enabled everyone to discover the children’s work, whilst highlighting the learning that had taken place.



The stage: a place of culture, sharing and values

The 'Theatre' project was launched and developed in the two groups of Year 1 and Year 2 of the Spanish section. It brings together 23 children who, through short plays, share their culture and the values they hold dear.

This enriching project has enabled the children to experience genuine teamwork. Making choices, expressing ideas, and acting as active creators, respectful audience members and supportive partners all at once; it was thanks to their cooperation and their willingness to listen to one another that the performance came to life.

The children did not simply 'follow instructions'; each chose the character they felt most comfortable with, suggested physical movements and devised simple dialogues with the help of their educators.

To create a scene, they made group decisions whilst respecting their classmates. They were encouraged to vote or reach compromises. 'Was the scene going to take place in the forest or in a castle?' They learnt to wait their turn to speak and to respect others' space on stage. They practised helping and supporting one another when, on stage, a classmate forgot a movement or froze with stage fright. A glance, a gesture or quietly whispering the first few words was sometimes all it took to help them continue.

By also helping to create their costumes and the set, ensuring everything was tidied away at the end of the performance, and keeping quiet when the imaginary curtain rose, each child played an active part in the project through a wide range of activities. It began with choosing the themes for the two plays.

And so, last December, they took to the stage for **Un espectáculo navideño** (trans. A Nativity Play) and, in mid-June, **Blancanieves y los siete valores** (trans. Snow White and the Seven Values). In total, three performances were staged: first in preview for their parents, before being opened to all nursery school children.

"With this show, we've shown others what we love and why it's special to us."

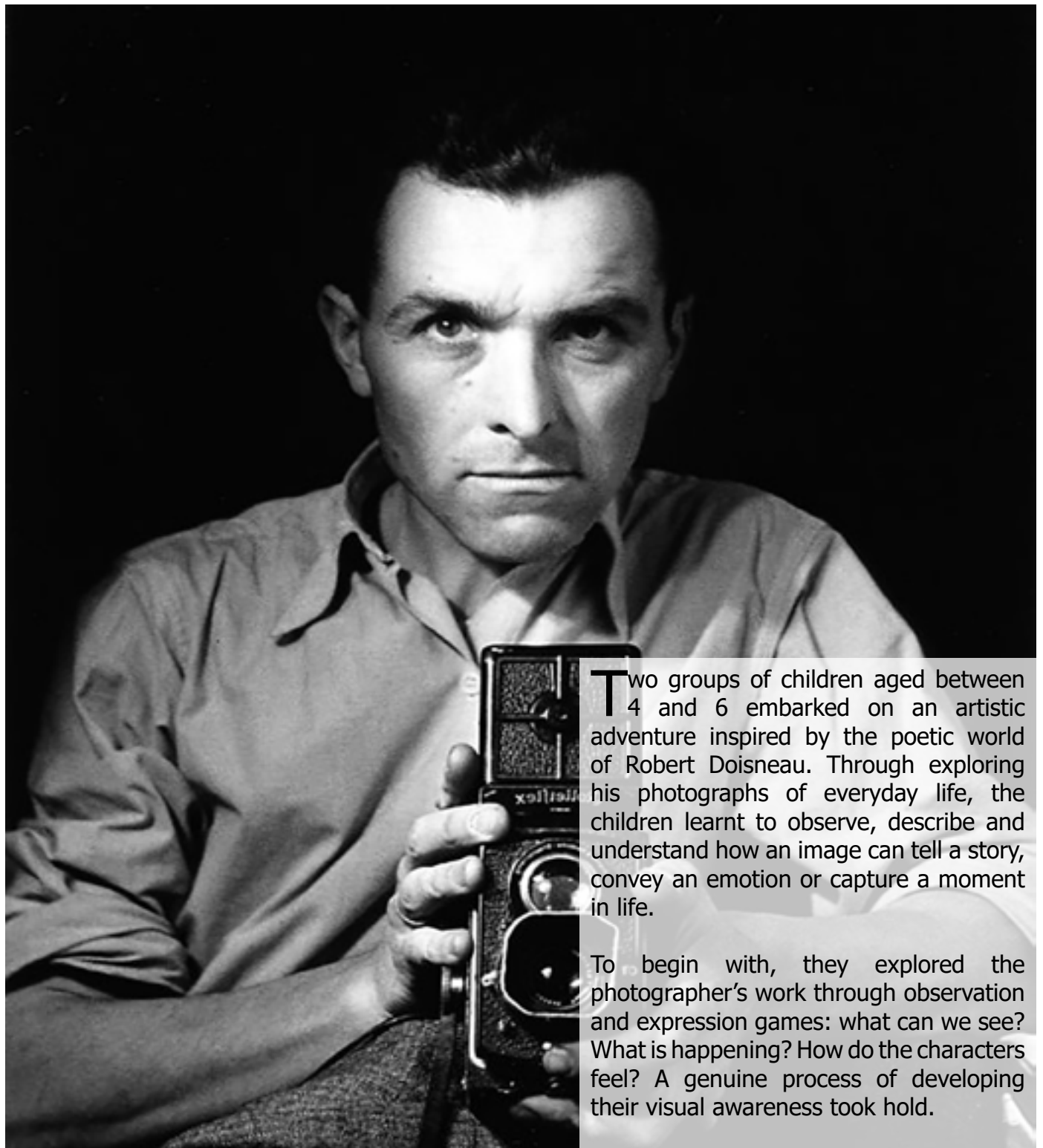
"What we enjoyed most was preparing the surprise for our parents and rehearsing with our friends."

A project and a production that came to life thanks to the efforts of each and every one of them, and everyone's cooperation. The children's commitment to this project, their motivation and their eagerness to make the most of this experience are, of course, a source of great pride for their educators – and much more besides.



In the style of Doisneau

A meeting of minds between the vision of a great photographer and the imagination of the very youngest.



Two groups of children aged between 4 and 6 embarked on an artistic adventure inspired by the poetic world of Robert Doisneau. Through exploring his photographs of everyday life, the children learnt to observe, describe and understand how an image can tell a story, convey an emotion or capture a moment in life.

To begin with, they explored the photographer's work through observation and expression games: what can we see? What is happening? How do the characters feel? A genuine process of developing their visual awareness took hold.

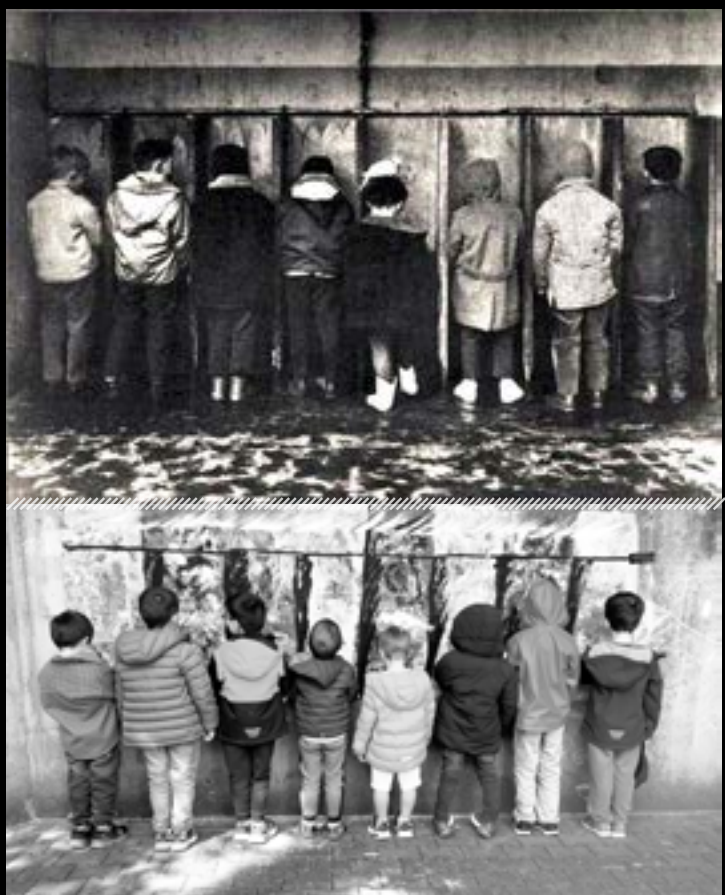


Gradually, the children were invited to step into the scenes themselves. Through mime and then by practising taking photos, they experimented with poses, gestures and emotions. They discovered the basics of photography and took their own photographs in their everyday surroundings.

Each child then chose a photograph by Doisneau to recreate. Together, they recreated the settings, selected the props and practised their poses in order to 're-enact' the scenes they had observed. This stage gave rise to genuine moments of cooperation, listening and mutual support.

The creations were then enhanced with drawings, collages and comments from the children, enabling a fusion of verbal and artistic expression. Finally, an exhibition was organised and presented to the families, giving the children the opportunity to proudly share their work and act as guides for the exhibition.

This exhibition demonstrates not only the children's ability to take an active role in their own learning, but also the richness of living together, where art becomes a common language accessible to all.







When children appear in a photograph,
it comes to life.



Children attending primary school



© AdobeStock_777396410

Rainbow self-portraits

Celebrating diversity at the CPE Ki

What makes each of us unique? Our appearance, our talents, our personality, our culture... This year, the children explored these questions by creating colourful self-portraits.

equality and acceptance of everyone. By sharing their individual work, the children discovered that our differences do not divide us: they enrich us.



By depicting themselves, they learnt to get to know themselves better, to value their identity and to express what makes them unique. As they discovered their classmates' creations, they also became aware of the richness of the differences that make up our community.

This project provided an opportunity to explore key values of living together and active citizenship, such as respect,

The result is spectacular: the ceiling of the CPE3 entrance hall and a whole section of wall on the second floor of CPE1 are now adorned with hundreds of self-portraits in the colours of the rainbow. It is a cheerful and welcoming installation that

reminds us that at the CPE, everyone has their place and contributes to the richness of the group.

Together, we are
a rainbow of possibilities.



Everybody is different in his/her own way. (J.)

On est tous uniques et tous différents. (E.)

You don't have to change for anyone' (D.)

Si on était tous pareil, le monde serait ennuyant, on aurait tous les mêm*es* idées, les mêm*es* habits, le mêm*e* travail... (E.)

This project is important because some still don't know they can BE HOW THEY WANT! We are all different. (M.)

Give meaning to YOUR playground



Last year, every group of primary school children was invited to take part in a survey concerning the use of the approximately 3,200 m² of playground and outdoor spaces at the CPE3 building, as well as the 250 m² multi-purpose room (the Thierry Caboz room).

This year, the responses collected were analysed, sorted and selected by the project ambassadors and presented to the CPE Ki management.

Before finalising these stages, the ambassadors formalised their role through a charter. By signing it, they undertook to:

This project enabled them to experience citizenship in practice by actively participating in every stage of the process. They observed their surroundings, identified certain problems in the playground, expressed their opinions, listened to those of others, debated, presented arguments and voted to make collective decisions.

As ambassadors, they had to consider not only their own personal wishes, but ABOVE ALL what would suit the greatest number of people. They also took on responsibilities by representing the other children, helping to organise ideas and presenting the project to the CPE administration.

It has also helped them realise that their ideas and voices can play a genuine role in decisions affecting community life. This approach is in line with the principles of the Convention on the Rights of the Child, in particular the right to express oneself and to be heard on matters affecting one's own life, as well as the right to education and leisure.

"Give meaning to YOUR playground" aims to co-create a harmonious, inclusive and respectful playground, where every child, regardless of their gender, feels welcome and can enjoy the





various spaces equally, without discrimination and without gender-segregated areas.

Are you interested in their ideas?
Discover them here:



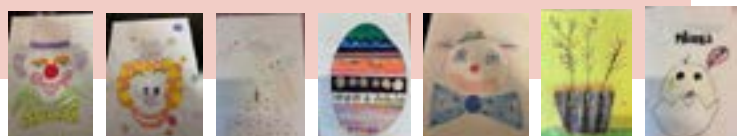
A project that aims to endure and evolve with future generations. The next phase of the project in 2026/2027!

Collaboration with the Kannerklinik

For two years now, children have been taking part in artistic activities to brighten up the Kannerklinik. This year, they created decorations to celebrate festive occasions such as Carnival and Easter, bringing colour and creativity to the various areas.

They then proposed a new initiative: an exchange of murals between the children at the nursery and those in hospital. The idea came directly from the children themselves, who were keen to forge a link between their two worlds and share their creations.

Beyond the creative aspect, this exchange has raised the children's awareness of mutual support, caring for others and the importance of considering everyone's well-being. This initiative illustrates a core value of citizenship: looking after others and building connections, even from a distance.



When children's imaginations transform broken objects into unique, evocative and inspiring works of art, at the heart of an artistic and educational project.

Your Trash, my Treasure

or the art of transformation



Do we ever take the time to stop and look at the everyday objects around us? Do we not overlook their value and potential, absorbed as we are by a frantic pace of consumption? One person produces, another consumes and then discards... on a massive scale.

In a world saturated with objects, where waste has almost become a daily reflex, it is becoming urgent to teach our children a different way of seeing and experiencing their environment. The "Your Trash, My Treasure" project was launched last school year out of this realisation: to give a new lease of life to objects destined for the bin, and to transform this "rubbish" into meaningful works of art.



This initiative is about more than just recycling. It is a genuine educational, artistic and ethical journey, which invites children to develop their environmental awareness, foster a sense of pride in creative expression and cultivate a critical perspective on the material world around them.

Cardboard, fabric, bottle tops, packaging and broken objects then become the raw materials for their creations. By experimenting with various techniques such as sewing, collage and assemblage, they reinterpret references from contemporary art and bring their individual or collaborative creations to life. Each stage offers an opportunity to imagine, try things out, transform and, sometimes, start again.



Beyond the creative aspect, this project fosters the development of active and responsible citizenship. By reflecting on the impact of consumption and the use of resources, the children develop an environmental awareness and discover the principles of the circular economy. They also take part in decisions regarding materials, techniques and the presentation of the artworks, thereby learning to cooperate, negotiate and make collective choices.

On display from 29 June to 3 July, the artists will lead a guided tour, enabling them to become true ambassadors for their creations. By presenting their works to other groups, they learn to explain their



creative processes, justify their choices and engage with their audience. This is a rewarding experience that boosts their self-confidence and communication skills.

Through 'Your Trash, My Treasure', children discover that it is possible to transform not only objects, but also the way we view them. It's a wonderful way to learn that taking action for the environment often starts with a simple gesture: seeing value where others see only rubbish.

Self-pace run



Moving, learning and discovering in a different way

On Friday 8 May, primary and secondary school pupils took part in the 4th edition of L'allure libre des enfants, which has become a must-attend event in May. In a friendly and lively atmosphere, they enjoyed a circuit of around 400 metres, set up mainly in the CPE3 playground.

True to its spirit, the activity offered everyone plenty of freedom: the children could walk or run at their own pace, complete the circuit as many times as they liked and stop whenever they wished. This flexibility enabled everyone to take part in the activity in a way that suited them and kept them motivated.

This year, the course was themed around exploring the Grand Duchy of Luxembourg. Along the way, the children encountered questions, clues and small challenges that enabled them to learn more about the country where they live, whilst keeping active.

Beyond the sporting aspect, this afternoon encouraged active engagement with learning. By searching for answers and drawing on their knowledge, the children developed their curiosity and their understanding of their immediate surroundings. Each completed lap was marked with a stamp, encouraging perseverance and motivation.

The activity also placed the children in situations that closely resembled real life: thinking, trying, making mistakes and trying again. This experience helped them to develop the ability to cope with mistakes and to persevere – essential skills both in learning and in everyday life.

Finally, this year's event once again highlighted the joy of being active together, sharing a collective experience and discovering Luxembourg in a different way, in a spirit that was at once sporting, educational and friendly.

Anti-bullying club

Children are shaping the future

Following an initial awareness-raising phase on bullying last year, the children have continued to explore the issue this year by helping to bring to life an idea that emerged from their discussions: the creation of the CPE's future Anti-Bullying Club.

To develop this project, representatives from each floor and each language section – elected by their peers or volunteers – were invited to share their ideas during a series of small-group meetings. Seven meetings were held to gather the views of children from across the entire primary section.

During these discussions, the children identified instances of bullying, shared their experiences and worked together to come up with solutions to promote everyone's well-being. They put forward numerous proposals, many of which were very practical: creating awareness-raising posters, organising discussion sessions, setting up a box where children could ask for help, or creating a safe space where children could come to talk about their feelings and difficulties.

They also emphasised the importance of listening to the children involved, supporting victims and better understanding everyone's behaviour in order to prevent bullying. The discussions also focused on the role of mediation, dialogue and peer support.

Beyond the ideas put forward, this project has enabled the children to gain real-life experience of civic participation. They have learnt to listen to different points of view, to debate, to make collective decisions and to consider

actions that will benefit the whole community.

The Anti-Bullying Club is due to begin its activities in October 2026. This year's meetings will therefore have served as the foundation for its establishment and operation. The children can be proud to have contributed to the creation of a project that aims to make the CPE an even more welcoming, caring and respectful place for everyone.





No hate at the CPE Ki

Throughout the month of October, children from four English-speaking groups took part in a project dedicated to inclusion, friendship, tolerance and mutual respect. Inspired by Unity Day, the project encouraged children to reflect on bullying and on the role

everyone can play in creating a safe and welcoming community.

Through discussions, experiments, creative activities and exchanges with older students, children explored different forms of bullying and their impact on others. They reflected on how to prevent hurtful behaviour, support those who may be affected and act positively when witnessing bullying.

Rocks decorated with positive messages and designed a large awareness poster displayed at the entrance of the CPE.

"We are against bullying and we will: speak up, reach out and be a friend."

Through these concrete actions, children helped raise awareness within the wider community while developing empathy, respect and a sense of responsibility towards others.

More than a project about bullying prevention, 'No hate at the CPE' showed children that everyone can play a role in making their community kinder, safer and more inclusive.

The project gave children the opportunity to actively participate by expressing their opinions, listening to different perspectives and working together to find solutions. In doing so, they experienced what it means to be caring and responsible citizens who contribute to a respectful and inclusive environment.

As part of the project, children created Kindness

**There is
absolutely no
good reason to
bully someone.**



Awareness poster designed by the children.

Meraki

Learning to
repair one's
mistakes and live
better together

understanding its impact and repairing the harm caused. With the support of educators, children learn to identify their mistakes, become aware of their consequences for others, offer sincere apologies and think about ways to make things right.



The Meraki project was launched during the previous school year. This Greek word has no exact equivalent in English, but it means “to do something with soul, creativity and love” — to put a part of yourself into what you do, with passion, heart and commitment.

Through discussions and activities carried out within the groups, children have been encouraged to develop empathy and social skills. They have learned to listen to different points of view, express their feelings and work together to find solutions when conflicts arise.

This year, the project continued to grow within our organisation. Encouraged by the positive response to the initiative, more groups chose to take part, with a total of eleven groups involved. This allowed even more children to benefit from the tools and reflections developed through the project.

MERAKI has a clear objective: to help children better manage mistakes, conflicts and everyday situations while developing their autonomy and sense of responsibility.

The project is based on a simple idea: helping children understand that making a mistake is not just about saying “sorry”; it is also about recognising the mistake,



This approach directly supports citizenship education. By gradually taking responsibility for their actions and learning to resolve difficulties in a constructive way, children discover the importance of respect, cooperation and living together. They also learn to consider the needs of others and seek solutions that benefit everyone involved.

Through MERAKI, children develop valuable skills that extend far beyond their time in childcare: recognising mistakes, understanding their impact, showing empathy and contributing positively to group life. These are essential building blocks for becoming responsible and engaged citizens.

Solidarity projects

when young ones have an impact on society

Once again this year, the children have taken part in a number of community initiatives in partnership with the Luxembourg-based charity Serve the City. Through charity collections, upcycling workshops and a litter pick, they have discovered that it is possible to take practical action to help others and protect the environment, whatever your age.

These experiences have helped them develop a spirit of mutual support, a sense of responsibility and team spirit, whilst realising the positive impact that simple actions can have when carried out collectively.



Winter Collect: a gesture for vulnerable people

For the third year running, the CPE organised, in collaboration with Serve the City, a collection of essential items for vulnerable people. In total, 12 large boxes were handed over to the charity.

Seventeen children met with representatives from the charity and accompanied the donations with carefully crafted end-of-year cards. In their own words, they explained their reasoning:

"The colours will make them happy."
"They'll see that we're thinking of them."



Upcycling: giving objects a new lease of life

In February, Serve the City visited CPE1 to run an upcycling workshop for the Year 1 groups. Around fifteen children volunteered to make bags from old T-shirts, discovering in the process that it is possible to reuse everyday objects rather than throwing them away.



Trash hunt: taking action for the environment

In June, around thirty children from the second-floor groups took part in a litter hunt in the area around the CPE. Equipped with gloves, high-visibility vests and litter pickers, they walked nearly a kilometre to clean up their neighbourhood.

The result of their collection effort: 22.5 kg of rubbish and nearly 300 cigarette ends removed from public spaces in just one hour.

Through these various activities, the children experienced solidarity, respect for the environment and civic engagement in a practical way, whilst discovering that they too can help make their community a more welcoming and sustainable place.

This year, the “Green Pact” pedagogical project, led by several educators, gave children the opportunity to explore environmental issues through a wide range of gardening, nature observation and sustainable resource management activities.



Green Pact

Cultivating the garden... and togetherness



One of the highlights of the project was the creation of a Garden Master Plan, developed by children from 21 groups and different language sections. Together, they chose the vegetables, fruits and flowers they wanted to grow and worked collectively to decide where each plant should be placed, taking into account plant needs, companion planting principles and the limited space available for each group.

This process provided a genuine citizenship experience. Children were encouraged to express their ideas, listen to one another, debate and reach decisions by consensus. Once the plan was completed, they were responsible for managing this shared space,

respecting the work of other groups and ensuring the garden remained well organised.

Throughout the year, the children sowed, watered, transplanted and cared for their plants. They were able to observe every stage of plant development, from seed to harvest. This hands-on experience also helped them understand how environmental conditions affect food production, particularly the impact of drought, and encouraged them to explore solutions to protect crops despite climate-related challenges.

Another key achievement was the creation of a seed library, where seeds could be collected, sorted, stored and shared. Through this initiative, children discovered the importance



of biodiversity, resource sharing and access to sustainable food sources.

The garden also became a space for experimentation. Children observed the position of the sun to better organise planting areas, created a compass rose, studied the role of earthworms through a terrarium and took part in maintaining the vegetable garden. These activities helped them gain a practical understanding of ecosystems and plant needs.

Water management was another important focus of the project. Children experimented with different ways of conserving water, such as mulching and efficient watering techniques. Workshops also encouraged them to reflect on environmentally friendly and harmful behaviours and to better understand climate-related challenges.



In addition, they planted in the garden the seedlings they had grown in their classrooms and helped prepare the soil for the installation of a second compost bin. These practical activities gave children the opportunity to actively contribute to the life of the garden while deepening their understanding of environmental issues.

Through these experiences, children learnt how to manage a collective project, care for a shared space and understand that individual choices can have an impact on both the community and the environment.



To conclude these activities, an Environment Week was organised and opened to all children in the organisation. A variety of workshops allowed participants to continue exploring environmental themes. They created tawashis (reusable cleaning sponges made from recycled fabric), took part in upcycling art activities by transforming discarded materials into three-dimensional creations, and joined a Climate Fresk Game to learn about climate change, its causes and its consequences. Children also discovered aromatic plants through a sensory game.



There is
no
Planet B



'The Dream Gap'

In search of the heroines of our cultures

This year, a group of Portuguese-speaking children launched an ambitious project: creating a memory game celebrating women who have made significant contributions to the history and culture of different countries. The idea was to invite families to share the stories of inspiring female figures from their countries of origin, helping us build a game that reflects the diversity of our community.

As part of the project's initial development, the children reflected on how to introduce the initiative to the wider CPE community. They discussed the project's objectives, shared ideas, and took part in designing a poster that was displayed in the hall. They also explored the role of women throughout history and identified several female figures they wished to learn more about and highlight.

The first year was primarily about laying the foundations of the project. The children worked together, shared their ideas and began imagining how families could contribute to the future collection. They took part in decision-making and helped shape a collective project from its very

first stages. Through this process, they developed skills such as communication, cooperation and initiative, while discovering that their own ideas can give rise to meaningful projects.

Our team remains convinced that addressing the "Dream Gap" is important. The Dream Gap refers to the moment when children, especially girls, may begin to limit their aspirations because of gender stereotypes and societal expectations. In a

world where children's interests, activities, and future ambitions can still be influenced by traditional gender norms, it is essential to provide opportunities to discover a wide range of role models and life paths.

This project marks the beginning of a journey that we hope to continue in the

years ahead. Although it did not unfold exactly as envisioned, this too is part of any creative and learning process. Sometimes we plant seeds that need a little more time to grow. What matters is that the conversation has begun. We hope to build on this first step and see the project flourish further next year.



For the second year running, the BIG Show took place in the “Thierry Caboz Hall” – not for one performance, but for two!!

The aim of this project? To create a supportive and non-judgemental space where every child can freely express their individuality, surprise others, make them laugh, move them... in short, to showcase their talent in front of others, in a true spirit of sharing. We are all different, and it is this diversity that makes our community so rich.



The BIG Show places children in a real-life situation where they experience what it means to organise and take part in a collective event. They prepare their performance, work within a shared framework, manage their stage time and help make the event a success. In doing so, they become active, creative and supportive participants.

Following a first edition in 2025 which brought together around sixty children, the project's success was confirmed this year with nearly 90 participants. The existing categories – such as dance, singing, gymnastics, magic and drawing – were joined by new disciplines: theatre, a fashion show, animal sound imitations, displays of hyper-flexibility and even a craft project presented at the brand-new BIG Expo.

To ensure the performances were as well prepared as possible, around ten rehearsal sessions were organised over several weeks. The children were free to take part as much as they wished. Around thirty of them took part in the first sessions, followed by around fifteen in the subsequent ones. More time slots were offered this year to support a larger number of children in their preparations.

The 2026 edition also enabled young people to become even more involved in organising the project. Some helped produce the promotional video, whilst others suggested ideas or took on the role of presenters for the show. Several children also played an active part in the stage management during the first performance, having attended preparatory meetings specifically for their roles.

Secondary school pupils were also invited to join the adventure. Although none of them ultimately took to the stage, several contributed to the organisation, notably by composing the official music for the BIG Show or by lending a hand on the day of the performances.

The creation of the BIG Expo has also made it possible to open up the project to talents who do not necessarily lend themselves to performing on stage. One participant seized this opportunity this year, which bodes well for future editions.

Ultimately, the team is delighted by the children's enthusiasm and their commitment throughout the project. Seeing this enthusiasm sustained over several weeks, grow and bring together so many participants is undoubtedly the greatest success of this second edition.



1st secondary students



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Passing the baton



Every year, in mid-June, pupils preparing to start their first year at secondary school are invited to come and explore their new environment at the CPE before the new term begins. This time, the children already attending decided to give them a rather special welcome.

With the help of their educators, they devised and produced a film to showcase the day-to-day life of their group: the spaces, routines, house rules, work sessions, games and everything that makes their daily lives so enriching.

But this project involved more than just appearing in front of the camera. The children took part in every stage of the production: writing the script, filming, choosing the music, editing and creating subtitles in French and English.

Over the course of several weeks, they threw themselves into a long-term project requiring patience and consistency. Without any immediate reward, they learnt to maintain their commitment over

time, to adapt their ideas and to persevere until they achieved a successful result.

This experience also enabled them to view their daily lives from a different perspective. By observing their habits and interactions, they were able to better understand their role within the group and they gradually came to see the secondary area as a place that belongs to them and which they help to bring to life on a daily basis.

At the same time, they also gained practical experience of citizenship: listening to others, reaching collective decisions, taking on responsibilities and contributing to the group's well-being.

The result? An original welcome guide, designed by the children themselves, to help future secondary school pupils find their feet from their very first days within the group. A fine example of how being a good citizen also means sharing one's experience and getting involved to help others settle in.



Dear parents,

Last March, for the third year running, our small 'CPE-Ki Concerned' team took turns running for 24 hours during the Relay for Life.

Once again this year, we called on your generosity and solidarity.

Once again this year, you rose to the occasion.

Your children played an active part in the fundraising: sports activities, a Zumba taster session, making crafts and baking treats for their charity market, and much more!

The European Diving Club (CEP) organised introductory diving sessions, which proved very popular.

A unique book featuring stories written by the children and their illustrations was also put on sale.

And that's not all – we also showcased some of the children's educational projects by auctioning off paintings on the theme of 'Gender Equality' and the 'Your Trash, My Treasure' chairs.

All these initiatives, combined with your generosity, enabled us to donate
8,568 euros to the Cancer Foundation.

We thank you from the bottom of our hearts.



The money raised through the auction of the "Your Trash, My Treasure" chairs was donated in full to Fondatioun Kriibskrank Kanner, which supports families affected by paediatric cancer.

The foundation also plays a role in raising awareness amongst the people of Luxembourg, not to mention its aim of actively funding research to cure more children with less toxic treatments. Find out more on their [Facebook](#) and [Instagram](#) pages.



Do you have 5 minutes to spare?

We'd love to hear your thoughts on our communication.

Your feedback will help us improve it so that it's more useful, clearer and better suited to your needs.



Thank you for your valuable feedback.