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Reflections on the future structure of the Brussels European Schools

Meeting of the Enlarged Group – Steering Committee of the European Schools in Brussels – 30 June 2022

I. Introduction

This document is meant as a further developed reflection paper on the future structure of the Brussels European Schools as of September 2028, when the fifth European School should be opened at the latest.

This document is based on the mandate of the Steering Committee of the European Schools in Brussels which reads as follows¹:

“The Steering Committee Brussels will handle the following:

- *Long-term planning;*
- *Working to find solutions that can ensure that there are adequate and suitable provisions in place to guarantee the various rights of enrolment are upheld and complied with;*
- *Preparing contingency plans;*
- *Populating new sites, managing transition periods, phasing out temporary sites;*
- *Distribution of language sections and cycles across the sites in Brussels;*

whilst at the same time adhering to well-established principles.”

Furthermore, this document considers

- the current situation of overcrowding at the four European Schools and their six different sites,
- the outcome of the Price Waterhouse Coopers (PWC) Study of the year 2021 linked to the capacities of the schools²,
- the current distribution of language sections over the four schools and their six sites,
- the current use of teaching resources at the Brussels European Schools and
- the latest decision of the Council of Ministers (Conseil des Ministres) of the Belgian Federal Government of 13 May 2022 with respect to the fifth school and the future of the Berkendael and the Evere site.

Finally, this document

- is based on the discussions of the Core Group of the Steering Committee of the European Schools in Brussels on the document ‘Reflections of the future linguistic structure of the Brussels European Schools’³ on 19 November 2021,

¹ Document 2020-11-D-11-en-2

² See a summary of the main findings in document 2021-11-D-23-en-1

³ Document 2021-11-D-8-en-2

- takes into consideration the informal discussions of the workshop of the Enlarged Group of the Steering Committee of the European Schools in Brussels on 29 March 2022 and
- takes in consideration the discussions of the Enlarged Group of the Steering Committee on 31 May 2022 linked to the first draft reflection document⁴.

This document is meant to be discussed with the members of the Enlarged Group of the Steering Committee of the European Schools in Brussels at their next meeting on 30 June 2022.

The document will be reviewed in the light of these discussions and will be subject to another meeting of the Enlarged Group of the Steering Committee of the European Schools in Brussels in September 2022.

II. Background

1. Overcrowded Schools and pupil population growth

The Board of Governors has received details of the situation of the different Schools on a regular basis: in December 2018 (2018-11-D-31) and in April 2019 (2019-04-D-5-en-1), in December 2019 (2019-11-D-17-en-1) and in October 2020 (2020-10-D-17-en-2) and, most recently, in April 2021 (2021-03-D-46).

At the level of each School the following can be highlighted:

- At the **Brussels I School**, on the Uccle site, the total number of pupils amounts to 3.396 while the theoretical capacity – confirmed by a study of PWC - amounts to **3.100 pupils**.
- On the **Berkendael site**, the capacity of which is 1000, the number of pupils is up from 730 on 15 October 2019 to 840 pupils on 11 October 2021. According to the PWC study the maximum capacity is **977 pupils**.
- The number of pupils on roll at the **Brussels II School** is 3246 and has never previously been as high. In this context it should be noted that the School's theoretical capacity is 2850 pupils. According to the PWC study the maximum capacity amounts to **2.462 pupils**.
- On the **Evere site**, the capacity of which is **1500⁵**, the number of pupils amounts to 278.
- The number of pupils on roll at the **Brussels III School** is 3294 while the School's theoretical capacity amounts to 2650 pupils. According to the PWC study the maximum capacity amounts to **2.551 pupils**.

⁴ Document 2022-05-D-29-en-1.

⁵ The Evere site was not subject to the PWC study.

- The number of pupils on roll at the **Brussels IV School** is 3102 while the School's theoretical capacity amounts to 2800 pupils. According to the PWC study the maximum capacity amounts to **2.943 pupils**.

For the following reflections, the maximum capacities identified by the PWC study will serve as a basis. Moreover, the envisaged maximum capacity of 3.000 pupils for the fifth school will have to be considered.

	ESB1- UCC	ESB1- BK	ESB2- WOL	ESB2- EVE	ESB3 (IXL)	ESB4 (LAE)	total
Theoretical capacity	3100	1000	2850	1500	2650	2800	13900
Outcome PWC	3100	977	2462	1500⁶	2551	2943	13533
pupil numbers in 10/21	3396	840	3246	278 ⁷	3294	3102	14156

The following table illustrates the development of the pupils' number over the last school years:

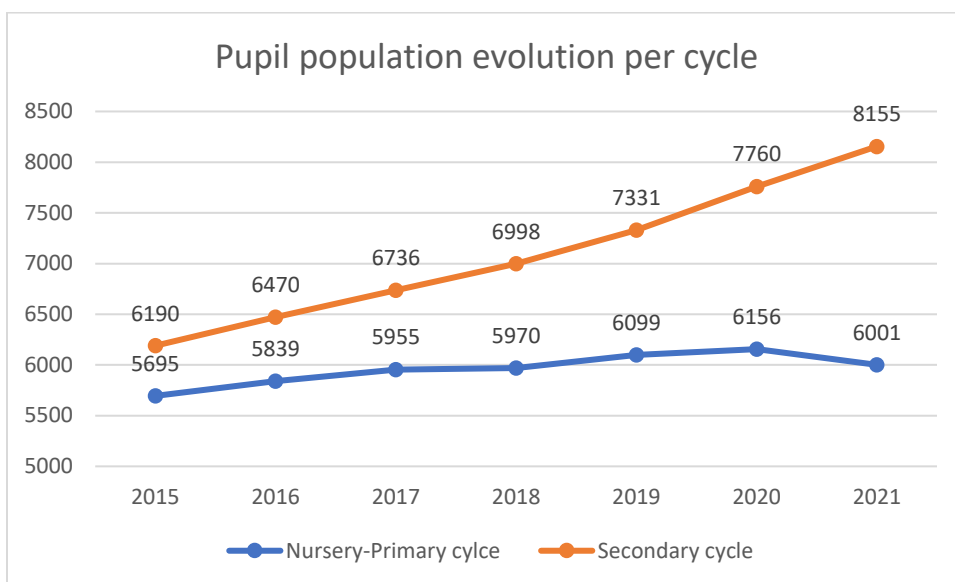
Pupils	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22
ESB1- UCC	3040	3086	3277	3394	3,344	3,421	3,391	3349	3422	3396
ESB1- BK					165	323	562	730	880	840
ESB2- WOL	3144	3088	2961	2998	3056	3101	3073	3,175	3207	3246
ESB2- EVE										278
ESB3	2892	2875	2908	2995	3041	3068	3104	3,202	3307	3294
ESB4	1530	1928	2260	2498	2703	2778	2838	2974	3100	3102
Total	10606	10977	11406	11885	12309	12691	12968	13430	13916	14156

Although the opening of the Evere site at the beginning of the 2021/22 school year helped to address the overcrowding of the Brussels European Schools, it needs to be highlighted that this concerns only the nursery and primary cycles of the four schools while the pressure on the secondary cycles remained or even increased.

⁶ Evere was not subject to the PWC study.

⁷ The estimated population of the Evere site for the coming school year will amount to around 600 pupils.

The following table illustrates the development of pupil numbers in the different cycles:



Some 100 pupils can still be enrolled at Berkendael and more than 1000 pupils can be enrolled at the Evere site for the September 2022 enrolment session; no further increase in pupils could be accommodated on the other sites, which are, without exception, already overcrowded.

2. Fifth School and future of the Berkendael and Evere site

The 5th European School in Brussels should have been made available as of the 2015/16 school year⁸. It was only on 5 October 2018 that the Council of Ministers (*Conseil des Ministres*) of the Belgian Federal Government took a decision on the ESB5's location.

Very recently, on 13 May 2022, the Council of Ministers took the decision to provide the fifth European School Brussels with a maximum capacity of 3.000 pupils as of 1 September 2028 in Neder-Over-Hembeek. Moreover, the Council of Ministers decided positively on the request of the European Schools and to transform the temporary Berkendael and Evere sites into permanent sites.

3. Pupils' forecast

The development of the number of pupils has been subject to different forecasts⁹.

⁸ See also the Decisions of the Board of Governors of 14-16 April 2010 – Written Procedure 2010/17 (Document 2010-D-232-en-2).

⁹ See for example document 2021-03-D-46-en-1

In the past 10 years, the pupils' population has grown in absolute terms on average by nearly 400 pupils per year. The population increased on average by 3.26% per year.

School year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-21	2021-22
Pupil population	10606	10977	11406	11885	12309	12691	12968	13430	13916	14156
Difference		371	429	479	424	382	277	462	486	240
%		3.50	3.91	4.20	3.57	3.10	2.18	3.56	3.62	1.72

As an attempt to project the evolution of the pupil population in European Schools in Brussels, two different methodologies have been applied.

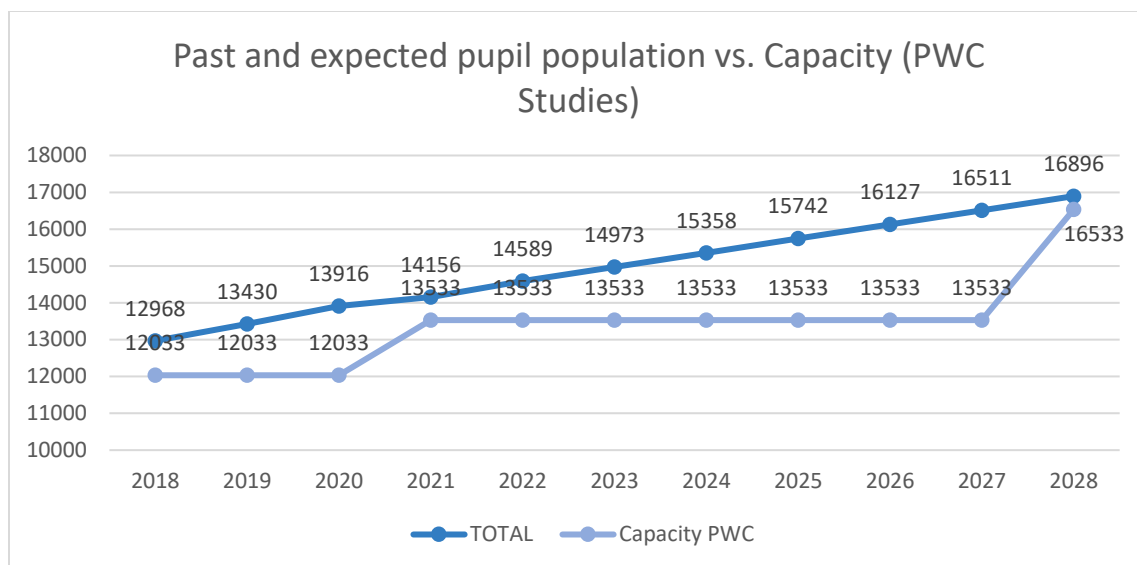
At the workshop held on 29 March, the members of the Enlarged Steering Committee Brussels received a projection, which considered an average growth across year groups in absolute terms. This methodology led to the assumption that the increase of pupils would continue, but to a smaller extent than initially prognosed.¹⁰

However, taking into account the European Commission's projection regarding the upcoming evolution of staff members assigned in the European Institutions in Brussels in the coming years, it becomes evident that a more prudent approach is required. Analysing the relation between the figures of the European Commission's staff members and the figures of the pupil numbers in the European Schools in Brussels in the last five years, it is reasonable to estimate the pupil population to be around 16.000 by 2028.

Therefore, the second time, a linear approach was applied per language cycle and per year level. According to this methodology, the forecast evolution of the pupil population in the European Schools in Brussels for the years from 2021 until 2028 is as follows:

Total	2022	2023	2024	2025	2026	2027	2028
N	1029	1001	972	944	915	887	859
P	5173	5262	5350	5439	5528	5617	5706
S	8387	8711	9035	9359	9683	10007	10331
Total ALL	14589	14973	15358	15742	16127	16511	16896
<i>increase</i>	433	385	385	384	385	384	385
PWC Capacity	13533	13533	13533	13533	13533	13533	16533

¹⁰ The projected number of future pupil population for 2028 was 14640.



4. Current distribution of language sections

The four Brussels Schools currently have **20 language sections¹¹**, breaking down as follows:

Schools	BXL I	BK	BXL II	EVE	BXL III	BXL IV	Total
DE	✓	✓	✓	✓	✓	✓	4+2
EN	✓	✓	✓	✓	✓	✓	4+2
FR	✓	✓	✓	✓	✓	✓	4+2
BG						✓	1
CS					✓		1
DA	✓						1
ET						✓	1
EL		✓			✓		1+1
ES	✓	✓			✓		2+1
FI			✓				1
HU	✓						1
IT	✓	✓	✓	✓		✓	3+2
LT			✓				1
LV		✓					1
NL			✓		✓	✓	3
PL	✓						1
PT			✓				1
RO						✓	1
SK		✓					1
SV			✓				1
total	8	8	9	4	7	7	43

¹¹ In 2011 the number of language sections amounted to 15. Since then sections of BG, ET and RO opened in BXL IV and LV and SK sections nursery and primary cycle opened in BXL I – Berkendael site.

The **DE**, **EN** and **FR** sections are present in the four schools and on all six sites. The **IT** and **NL** sections are present in three schools, with the **IT** section being in total on five sites. The **ES** section can be found in two schools and in total on three sites.

Fourteen language sections (**BG**, **CS**, **DA**, **ET**, **EL**¹², **FI**, **HU**, **LT**, **LV**, **PL**, **PT**, **RO**, **SK** and **SV**) are so-called single sections, as each is present in only one school.

Moreover, it should be noted that the Latvian and the Slovakian language sections in Brussels I on the Berkendael site only cover the nursery and primary cycle¹³. Pupils of these two sections continuing their studies in the European Schools are enrolled in secondary cycle as SWALS in ES Brussels II and ES Brussels III respectively.

As of the 2022/23 school year, it is envisaged that the first pupils of the Estonian language section in the ES Brussels IV will continue their studies in the Estonian section in the secondary cycle of ES Brussels IV¹⁴.

A detailed overview covering the four schools and six sites and illustrating the pupil population in each group at the beginning of the 2021/22 school year can be found in annex 1 and annex 2 of this document.

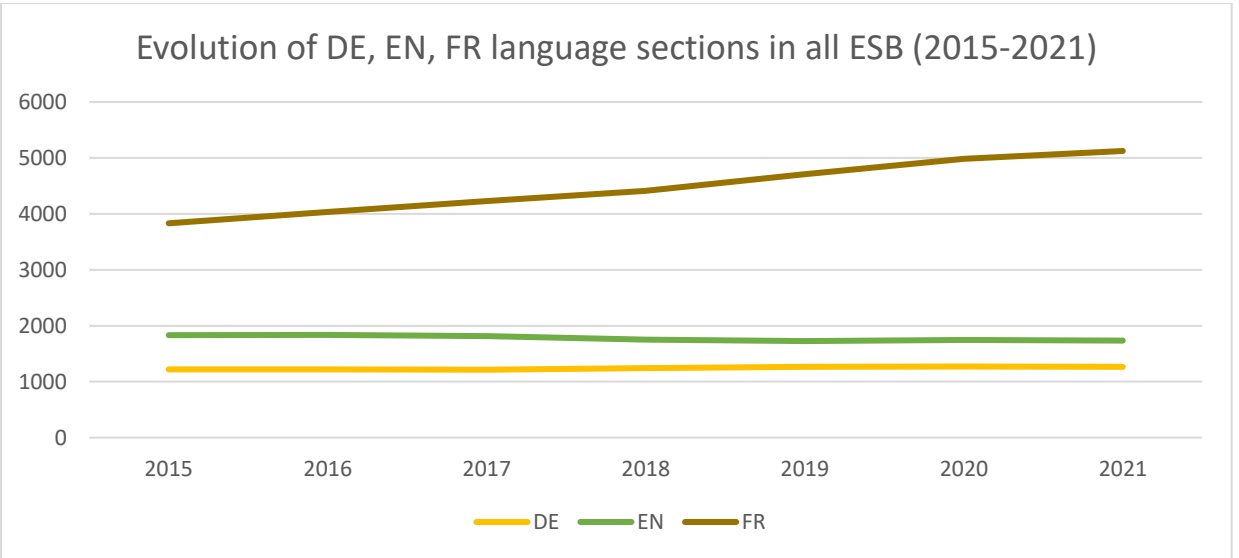
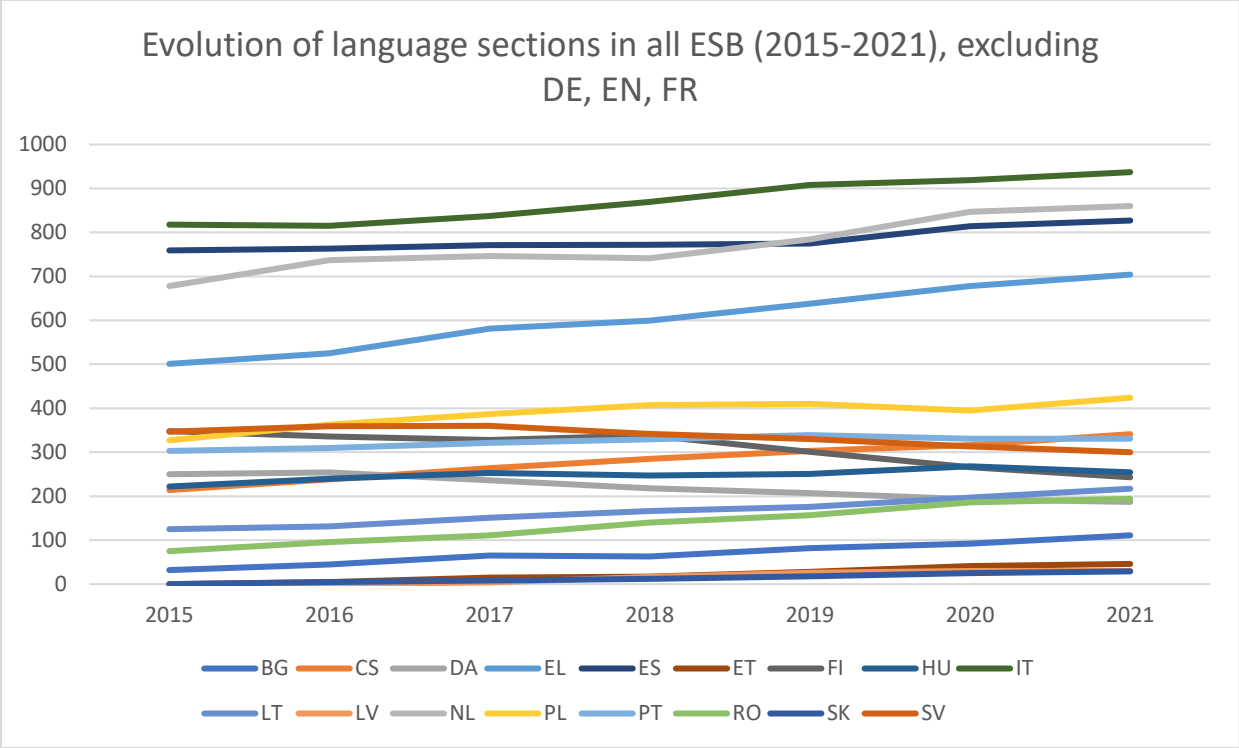
The present linguistic structure of the European Schools is reflected in the current Enrolment Policy and aims at a proper use of the new (temporary) site of Evere¹⁵.

¹² EL has so called 'satellite classes' in the nursery and primary cycles at the ES Brussels I – Berkendael site.

¹³ See document 2015-10-D-26-en-3 and decision of the BoG of 2 February 2016 – document 2015-12-D-8-en-3.

¹⁴ See also document 2014-11-D-7-en-2 and decision of the BoG by Written Procedure 2014/51.

¹⁵ See the Guidelines for the 2022/23 Policy which were approved by the BoG in December 2021 – document 2021-11-D-27-en-1.



5. Use of teaching resources

The number of pupils in the Brussels European Schools increased from 10.606 in the 2012/13 school year up to 14.158 pupils in the 2021/22 school year. This relates to an **increase of the pupil population of 33.47%** over a period of ten school years.

In the same time, the number of teaching staff (full time equivalent) at the Brussels European Schools increased from 777 in the 2012/13 school year up to 1.131 teachers in the 2021/22 school year. This relates to an **increase of the teaching needs of 45.55 %** over a period of ten school years.

This means that over the last ten school years the student/teacher ratio dropped from 13.64 students per teacher to 12.51 students per teacher.

On European School's system level, a similar phenomenon could be observed. On system level, the student/teacher ratio dropped from 12.22 students per teacher in the 2012/13 school year to 11.48 students per teacher in the 2021/22 school year.

	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	total
Pupils	10606	10977	11406	11885	12309	12691	12958	13430	13935	14156	
%		3.5	3.9	4.2	3.6	3.1	2.1	3.6	3.8	1.6	+ 33.47%
Teachers	777	790	824	886	922	947	994	1040	1088	1131	
%		1.67	4.3	7.5	4.06	2.7	4.96	4.6	4.6	3.95	+ 45.55%
Pupils/ teacher ratio BXL	13.64	13.89	13.84	13.41	13.35	13.40	13.03	12.91	12.80	12.51	
Pupils/ teacher ratio ES	12,22	12,39	12,50	12,13	12,17	11,97	11,94	11,91	11,74	11,48	

These figures also indicate that the student/teacher ratio at the Brussels European Schools is still higher than on system level. However, in this context it needs to be recalled that in general smaller schools with less language sections and a higher percentage of SWALS have in relative terms a higher need for teachers.

III. Draft proposal for the future structure of the Brussels European Schools

1. First reflections in the Steering Committee of the European Schools in Brussels

First reflections linked to the future linguistic structure of the Brussels European Schools were discussed in the meeting of the Core Group of the Steering Committee of the European Schools in Brussels at its meeting on 19 November 2021¹⁶.

Already in this meeting, the efficient use of space and human resources was addressed.

In the workshop organised with the members of the Enlarged Group of the Steering Committee of the European Schools in Brussels of 29 March 2022, the members of the Steering Committee were asked to identify in sub-groups “the most important aspects a future structure of European School’s landscape should address”.

Finally, the following aspects were highlighted:

- the need to address the situation of overcrowding as a matter of urgency,
- respect of the maximum capacities of the different school sites to ensure the well-being of pupils and staff,
- efficient use of the space of the different sites,
- efficient use of the human resources (teaching staff),
- ensure continuation of provision of high-level tuition of L2 in the vehicular languages in all five schools,
- continuous reduction of the number of SWALS (**S**tudents **W**ithout **A** Language **S**ection) by opening of new language sections and the continuation of existing language sections in the secondary cycle – long-term goal is the abolition of the SWALS status with all students being integrated into the language sections corresponding to their dominant language,
- respect of current place of enrolment,
- respect of siblings as far as possible or potential replacement of the sibling rule with geographical rule,
- maintaining multilingual environment and diversity within the schools,
- promoting sustainable transport,
- potential creation of a campus for pupils in the upper secondary (S4-S7 or S6-S7).

Based on this collection of different important aspects, the members of the four sub-groups discussed informally potential scenarios for the future structure of the Brussels European Schools as of September 2028 and potential steps towards changing the current structure in order to realise (gradually) the envisaged future structure.

¹⁶ Document 2021-11-D-8-en-1.

Two out of these four sub-groups worked on a concept with a total of five fully-fledged (nursery up to S7) schools ('traditional approach'), while the other two sub-groups had more flexibility and contemplated the possibility of a campus-model for each cycle ('Campus approach').

A summary of the presentation of the groups can be found in annex 3 of this document.

In the following chapters, the two potential scenarios will be illustrated in more detail:

2. Model A: 'Traditional approach'

a) General principles

The 'traditional' approach (Model A) foresees as of September 2028 five fully fledged schools with nursery and primary cycle and a secondary cycle (s1 up to s7).

The two currently temporary sites, Berkendael and Evere, will become permanent sites of the European School Brussels I (Berkendael) and the European School Brussels II (Evere). These sites will host parts of the nursery and primary cycle of the two schools concerned, if necessary. As an alternative, they may only accommodate the nursery and the primary cycles leaving the two other sites (Uccle and Woluwe respectively) entirely for Secondary.

To use in the most efficient way the available resources (space and teaching staff), the following general principles should be applied:

- Schools with two sites should not have the same language section in the same cycle on both sites, which is currently the case. The only exception would be the FR section in Nursery and Primary cycle in Brussels I, which, due to capacity limitations and also to ensure a balanced linguistic structure in Berkendael, should be split between Uccle and Berkendael
- The distribution of 'multiple' language sections over the five schools should follow objective criteria (number of pupils justifying a language section) and – if possible – 'multiple' language sections should be spread over the five schools by respecting, as far as possible, geographical equilibria.
- Each school should have a minimum of five to six different language sections.
- An equal distribution of 'multiple' and 'single' sections should be envisaged.
- The transfer of language sections to another school should be avoided as far as possible.
- The current number of SWALS should be reduced, and ultimately the SWALS status abolished, by extending language sections to the secondary cycle where they are currently only established in the nursery and primary cycle and also by the creation of new language sections not yet established in the Brussels European Schools.

Moreover, and in the interest of parents and pupils, the following additional principles should be applied:

- The enrolment in the current school (not same site of a school) should be maintained as far as possible unless the pupil/parents agree with a transfer. However, the gradual phasing out of a language section might require that this principle only covers the period of enrolment in the current cycle (nursery/primary).
- Siblings should be entitled to be enrolled in the same school (not same site).

The principle to maintain the enrolment (at least for the period of enrolment in the current cycle) in the current school (not same site) requires a gradual approach including a gradual phasing out of current language sections and the gradual building up of new sections.

This process should start as soon as possible, ideally as of the 2023/24 school year and should therefore be addressed in the guidelines for 2023/24 Enrolment Policy which need to be approved by the Board of Governors in December 2022.

b) Concrete proposal for the realisation of Model A

The following proposal for the realisation of 'Model A' respects the 'general principles' illustrated above.

(1) The proposal foresees, in order to achieve the objective of concentration of language sections within the same school:

- In Brussels I in the **nursery/primary cycle**, the concentration of the EN and ES section on the Berkendael site and the **gradual phasing out** of these sections in the nursery/primary cycle on the main site in Uccle. The FR section would have to remain partly on the Uccle sit in order to ensure a balanced language section structure on the Berkendael site.
- In Brussels II in the **nursery/primary cycle** the concentration of the DE, EN and FR and the FI, NL, LT, PT and SV section on the Evere site and the **gradual phasing out** of these sections in the nursery/primary cycle on the main site in Woluwe.

(2) The proposal foresees a minimum number of 550 pupils in order to maintain a 'multiple' language section.

This means that

- French language sections will be established in all five schools.

- English language sections will be established in four schools.
- German language sections will be established in three schools (instead of four schools) with the consequence that one of the existing language sections needs to be faced out gradually.
- Spanish language sections will be established in two schools.
- Greek language sections will be established in two schools (instead of currently one school + 'satellite classes' in Berkendael).
- Italian language sections will be established in two schools (instead of three schools) with the consequence that one of the existing language sections needs to be **faced out gradually**.
- Dutch language sections will be established in two schools (instead of three schools) with the consequence that one existing language sections needs to be **phased out gradually**.
- All other language sections will be 'single' sections and remain in the current school.
- The provision of L2 in the three vehicular languages (FR, EN and DE) and – if introduced in a school – in the host country language Dutch, will be ensured by the seconding Member States.

(3) The proposal foresees the continuation of already existing language sections in the secondary cycle.

This means:

- The gradual creation of a fully-fledged Latvian language section in the fifth school as of 2028 and the gradual phasing out of the section on the Brussels I Berkendael site.
- The gradual creation of a fully-fledged Slovakian language section in the fifth school as of 2028 and the gradual phasing out of the section on the Brussels I Berkendael site.

(4) The proposal foresees the creation of new language sections.

This means:

- The creation of a Croatian language section in Brussels IV (the school where HR pupils are currently enrolled as SWALS).
- The creation of a Slovenian language section in Brussels I (the school where SL pupils are currently enrolled as SWALS).

An overview on the proposed structure of the Brussels European Schools (Model A) can be found in annex 3 of this document.

c) Implementation of Model A:

The discussions in the Enlarged Group of the Steering Committee on 31 May 2022 very much emphasised the need for a gradual approach which needs to be explained in further detail.

A gradual approach **could mean**:

- **BXL I (Uccle and Berkendael site):**
 - No further enrolment in the DA, DE, EN, ES, HU language sections in nursery and primary cycle of the **Uccle site** starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL I (Uccle site) in those sections will continue their schooling in BXL I (Uccle site) up to S7.
 - No further enrolment in the DE language section in secondary cycle starting with S1 **as of 2026/27 school year**. Pupils currently enrolled in BXL I (Uccle site) in those sections will continue their schooling in BXL I (Uccle site) up to s7.
 - No further enrolment in the DE language section in nursery/primary cycle of the **Berkendael site** starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL I (Berkendael site) in those sections will continue their schooling in BXL I (Berkendael site) up to P5 and then be transferred to the Uccle site to continue their schooling up to S7.
 - No further enrolment in the LV and SK language sections in nursery and primary cycle of the Berkendael site **as of 2028/29 school year**.
 - No further enrolment in the EL language section in nursery and primary cycle of the Berkendael site **as of 2028/29 school year**.

- **BXL II (Woluwe and Evere site):**
 - No further enrolment in the DE, EN and FR language sections in nursery and primary cycle of the **Woluwe site** starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL II (Woluwe site) in those sections will continue their schooling in BXL II (Woluwe site) up to S7.
 - No further enrolment in the FI, LT, NL, PT and SV language sections in nursery and primary cycle of the **Woluwe site** starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL II (Woluwe site) in those sections will continue their schooling in BXL II (Woluwe site) up to S7.
 - No further enrolment in the IT language section in nursery and primary cycle of the **Woluwe and the Evere site** starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL II (Woluwe or Evere site) in this section will continue their schooling in BXL II (Woluwe and Evere site in primary and on Woluwe site in secondary) up to S7.

- No further enrolment in the IT language section in secondary cycle starting with S1 **as of 2026/27 school year**. Pupils currently enrolled in BXL II (Woluwe site) in this section will continue their schooling in BXL II (Woluwe site) up to S7.
- **Brussels III:**
- No further enrolment in the EN and NL language sections in nursery/primary cycle starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL III in these sections will continue their schooling in BXL III up to S7.
 - No further enrolment in the EN and NL language sections in secondary cycle starting with S1 **as of 2026/27 school year**. Pupils currently enrolled in BXL III in these sections will continue their schooling in BXL III up to S7.
- **Brussels IV:**
- No further enrolment in the IT language section in nursery and primary cycle starting with N1 and N2 **as of 2023/24 school year**. Pupils currently enrolled in BXL III in this section will continue their schooling in BXL III up to S7.
 - No further enrolment in the IT language section in secondary cycle starting with S1 **as of 2026/27 school year**. Pupils currently enrolled in BXL III in this section will continue their schooling in BXL III up to S7.

The gradual approach illustrated above needs further discussions with respect to the rules for siblings and cases where a pupil will have to repeat a year.

The current sibling rule **could** be amended as follows:

- Right of siblings to be enrolled in the same school, but not necessary on the same site of the school.
- Protection will be limited to the cycle and not cover the continuation of the enrolment in another cycle.
- However, siblings already enrolled at a school could be entitled to a transfer to the school/site of the newly enrolled sibling.

3. Model B: ‘Campus approach’

a) Description of the Campus approach

Leaving the traditional fully-fledged schools’ approach, the Campus model envisions a profound reorganisation of the cycles and the hosting sites relevant to that. The cycles would be as follows: Nursery and Primary (N1-P4), Lower Secondary (P5-S3) and Higher Secondary (S4-S7). The inclusion of P5 in the Lower Secondary cycle is explained by the fact that any other arrangements would result in high level of overcrowding in the N/P cycle (see Annex 4). Furthermore, it would also allow a smoother transition from Primary

to Secondary. Each of the ESB sites would be reserved for one cycle, the table below demonstrates the proposed distribution of students.

Cycle	Site	Theoretical (PWC studies)	capacity	Expected Population
Nursery and Primary (N1-P4)	ESB1 – BK	977	4939	5136
	ESB2 – WOL	2462		
	ESB2 – EVE	1500		
Lower Secondary (P5-S3)	ESB4 – LAE	2800	5900	6212
	ESB1 – UCC	3100		
Higher Secondary (S4-S7)	ESB3 – IXL	2551	5551	5546
	ESB5	3000		

Table 1 Campus model: Redistribution of cycles, version n°1

Higher Secondary, which requires the most amount of space considering student needs is currently dedicated to ESB5 and ESB3. The choice of ESB5 is due to its ease in the proper setting up of the school prior to its activation, whilst the choice of ESB3 is primarily geographical as the assumed location of the future fifth school is on the opposite side of Brussels and the IXL site offers the easiest public transport access, which could be leveraged by Higher S students.

BK and EVE are already fit for N and P cycles, however WOL site would need to go through the necessary infrastructural changes in order to accommodate N/P pupils. The sites in LAE, UCC and IXL would also need to be refurbished with necessary S facilities.

The table in Annex 5 illustrates a possible distribution of language sections across the different campuses. It is important to note that this exercise is meant as a concrete plan, but to demonstrate the feasibility of the model.

Furthermore, Model B – Campus approach requires a deep legal analysis, with special attention to Article 3 of the Convention.

b) Changes required:

- As described above, appropriate refurbishment of the sites based on the needs of the dedicated cycle.
- Removal of the sibling rule to enable the system to control the population numbers at each site.
- In place of the sibling rule, the introduction of a *Geographical rule*, which would give certainty to families on the location of the child’s schooling and simplify the acceptance procedure. This rule would only be available for families whose

children wish to apply to language sections present at multiple sites (i.e. DE, EL, EN, ES, FR, IT, NL).

- Restructured management: The main objective of the division set out below is that it allows Directors to focus all their efforts on one cycle as the needs are different, resulting in overall improvements in student life.

DIRECTOR 1 – Nursery-Primary cycle
Deputy Director Nursery-Primary at Berkendael
Deputy Director Nursery-Primary at Evere
Deputy Director Nursery-Primary at Woluwe
DIRECTOR 2 – Lower Secondary cycle
Deputy Director Lower Secondary at Laeken
Deputy Director Lower Secondary at Uccle
DIRECTOR 3 – Higher Secondary cycle
Deputy Director Higher Secondary at Ixelles
Deputy Director Higher Secondary at ESB5

- Increase in class digitalisation, incorporating online lessons, more prominent for smaller sections.

c) **Benefits of the Campus model**

- As mentioned above, the introduction of the Geographical rule would
 - o give certainty to families as to the location of the child’s future schooling;
 - o simplify the enrolment procedure
 - o allow the system to have better control on the population numbers at each site, increased flexibility to adapt to unexpected changes in the pupil population
- Ensuring sustainability of teaching staff: the plan anticipates a reduction in economic costs related to teaching staff, considering the consolidation of the year groups to specific schools.
 - o Sharing teachers between schools could be also considered: given the limited size of small language sections, the number of teachers required is not significant. Teachers would be able to switch between lower and higher secondary facilities and filling up individual teachers’ timetables would be easier.

- Pedagogical advantage: the separation and grouping of cycles would lead to more choices for students in terms of the S6-S7 Baccalaureate cycle. The benefit would be particularly visible for middle-sized sections such as German, Italian and Dutch. They would all benefit from an increase in options for the S6-S7 cycle, which they currently often lack due to insufficient demand in a given school.
- Maintains multilingual environment and diversity within the schools
- Efficient use of ESBs' capacity provided by the Belgian Federal Government, as the model reduces population strain on each of the sites

d) Disadvantages of the Campus model

- Requires a high number of infrastructural changes. In addition, the ES would not have the means to guarantee that all the necessary changes will be carried out in a timely manner
- Pupils would need to change sites twice during their schooling
- The sibling rule would be replaced by a form of geographical rule, which may be difficult to guarantee in every case, given the capacity limitations of the sites
- Every variation of the possible arrangements of the cycles would still result in a certain level of overcrowding and would not futureproof the system to a sufficient extent
- The model might bring about a series of issues in terms of organisation of teachers and timetabling
- Inclusion of P5 into lower S might have repercussions on organisation of subjects such as L2, European Hours, PE, Art and Music in case they are not instructed by the class teacher

e) Implementation

The implementation needs to be immediate in 2028:

- Students of all cycles would need to be rearranged and shifted into the new facilities catering to their respective cycle
- Infrastructure would need to be updated on most of the sites
- Teachers would need to be reallocated to select schools
- Timetabling would need to be planned and created prior to the launch of the schools.

It is apparent that proper, detailed planning needs to happen should this project be brought forward. Notably for current enrolments, parents would need to be made aware that students would be reallocated to different schools from 2028 given the reorganisation of cycles.

In addition, the necessary infrastructural changes would need to take place directly at the end of the 2026-2027 academic year to facilitate the introduction of Secondary students into primary-equipped facilities in ESB1, ESB3 and ESB4. The infrastructure would also need to reflect the cycles to which it will be reserved for.

IV. Proposal

The members of the Enlarged Group of the Brussels Steering Committee are invited to discuss the revised reflection document which will be further revised in the light of these discussions.

Annex 1

Brussels Schools population on 24 September 2021¹⁷

EEB1-UCC

		DA	DE	EN	ES	FR	HU	IT	PL	Total
N	1	9	2	5	10	26	1	7	7	67
	2	8	15	12	9	39	10	8	14	115
N	<i>Total</i>	17	17	17	19	65	11	15	21	182
P	1	10	16	16	20	30	9	20	18	139
	2	14	19	21	25	69	10	18	20	196
	3	13	19	20	20	68	20	16	21	197
	4	15	21	24	29	57	16	20	39	221
	5	16	20	40	28	86	15	26	33	264
P	<i>Total</i>	68	95	121	122	310	70	100	131	1,017
S	1	12	27	52	27	142	26	25	48	359
	2	17	26	28	24	133	19	26	54	327
	3	18	25	38	29	143	30	25	36	344
	4	14	27	31	26	110	29	30	40	307
	5	16	19	43	26	100	28	26	42	300
	6	12	25	26	25	109	11	26	26	260
	7	11	20	43	42	95	26	30	27	294
S	<i>Total</i>	100	169	261	199	832	169	188	273	2,191
TOTAL		185	281	399	340	1,207	250	303	425	3,390

EEB1-BK

		DE	EL	EN	ES	FR	IT	LV	SK	Total
N	1	4	14	3	8	20	9	3	3	64
	2	14	17	9	8	45	8	3	4	108
N	<i>Total</i>	18	31	12	16	65	17	6	7	172
P	1	12	15	13	8	67	13	8	7	143
	2	22	20	17	24	67	19	6	5	180
	3	18	11	22		72	10	5	4	142
	4	11				90		3	4	108
	5	19				67		2	2	90
P	<i>Total</i>	82	46	52	32	363	42	24	22	663
TOTAL		100	77	64	48	428	59	30	29	835

¹⁷ Review of the 2021-2022 Enrolment Policy on 1 October 2021

EEB2-WOL

		DE	EN	FI	FR	IT	LT	NL	PT	SV	Total
N	1	5	9	8	12	6	7	7	9	15	78
	2	14	8	11	22	7	17	11	15	10	115
N	<i>Total</i>	19	17	19	34	13	24	18	24	25	193
P	1	17	19	15	36	20	14	18	21	12	172
	2	20	20	21	52	19	16	13	28	21	210
	3	21	21	10	55	18	15	21	27	19	207
	4	20	40	16	58	24	21	26	21	23	249
	5	21	27	23	57	24	17	18	30	23	240
P	<i>Total</i>	99	127	85	258	105	83	96	127	98	1,078
S	1	26	25	16	126	22	19	22	24	17	297
	2	28	29	21	117	24	17	30	21	23	310
	3	23	27	17	101	24	19	23	25	23	282
	4	20	25	21	101	27	18	21	26	36	295
	5	17	48	18	94	25	10	22	27	19	280
	6	22	25	26	83	27	16	25	28	35	287
	7	25	19	22	51	28	11	19	29	22	226
S	<i>Total</i>	161	198	141	673	177	110	162	180	175	1,977
TOTAL		279	342	245	965	295	217	276	331	298	3,248

EEB2-EVE

		DE	EN	FR	IT	Total
N	1	13	14	49	5	81
	2	3	7	19	4	33
N	<i>Total</i>	16	21	68	9	114
P	1	8	10	45		63
	2			15		15
	3			30		30
	4			27		27
	5			27		27
P	<i>Total</i>	8	10	144	0	162
TOTAL		24	31	212	9	276

EEB3

		CS	DE	EL	EN	ES	FR	NL	Total
N	1	12	5	14	3	9	13	8	64
	2	17	12	27	11	12	21	9	109
N	<i>Total</i>	29	17	41	14	21	34	17	173
P	1	21	14	26	10	21	33	18	143
	2	34	21	27	22	28	43	15	190
	3	29	24	29	22	21	55	20	200
	4	39	18	46	24	38	63	20	248
	5	29	20	58	28	49	58	19	261
P	<i>Total</i>	152	97	186	106	157	252	92	1,042
S	1	43	28	47	30	45	98	25	316
	2	24	26	61	31	29	85	27	283
	3	24	23	60	29	32	103	24	295
	4	21	27	57	49	35	100	25	314
	5	19	23	57	28	44	99	29	299
	6	17	25	50	39	48	106	19	304
	7	12	26	67	19	26	88	27	265
S	<i>Total</i>	160	178	399	225	259	679	176	2,076
TOTAL:		341	292	626	345	437	965	285	3,291

EEB4

		BG	DE	EN	ET	FR	IT	NL	RO	Total
N	1	4	8	7	2	21	3	4	5	54
	2	4	13	14	5	57	9	9	9	120
N	<i>Total</i>	8	21	21	7	78	12	13	14	174
P	1	8	16	19	5	51	17	16	14	146
	2	11	17	25	12	71	11	20	13	180
	3	10	24	25	5	95	12	11	25	207
	4	15	20	40	8	87	24	21	16	231
	5	10	24	51	9	101	23	11	21	250
P	<i>Total</i>	54	101	160	39	405	87	79	89	1,014
S	1	14	27	45		135	27	29	29	306
	2	12	27	76		137	15	31	22	320
	3	14	21	52		136	21	32	27	303
	4		25	55		132	29	43	13	297
	5	8	28	48		124	27	22		257
	6		23	50		109	22	25		229
	7		14	39		93	29	26		201
S	<i>Total</i>	48	165	365		866	170	208	91	1,913
TOTAL		110	287	546	46	1,349	269	300	194	3,101

Annex 2

Updated structure of the schools/sites for the 2021-2022 school year¹⁸

EEB1-UCC

	DA	DE	EN	ES	FR	HU	IT	PL	Total
Nursery (N1 + N2)	1	1	1	1	3	1	1	1	10
P1	1	1	1	1	2	1	1	1	9
P2	1	1	1	1	3	1	1	1	10
P3	1	1	1	1	3	1	1	1	10
P4	1	1	1	1	2	1	1	2	10
P5	1	1	2	1	3	1	1	2	12
<i>Subtotal</i>	5	5	6	5	13	5	5	7	51
S1	1	1	2	1	5	1	1	2	14
S2	1	1	1	1	5	1	1	2	13
S3	1	1	2	1	5	1	1	2	14
S4	1	1	1	1	4	1	1	2	12
S5	1	1	2	1	4	1	1	2	13
S6	1	1	1	1	4	1	1	1	11
S7	1	1	2	2	4	1	1	1	13
<i>Subtotal</i>	7	7	11	8	31	7	7	12	90
Total	13	13	18	14	47	13	13	20	151

Legend: Creation of an additional class (CEA's decision)

Reduced number of classes

EEB1-BK

	FR	LV	SK	Total	Satellite classes					Total	
					DE	EL	EN	ES	IT		Total
Nursery (N1 + N2)	3	1	1	5	1	2	1	1	1	6	11
P1	3	1	1	5	1	1	1	1	1	5	10
P2	3	1	1	5	1	1	1	1	1	5	10
P3	3	1	1	5	1	1	1		1	4	9
P4	4	1	1	6	1					1	7
P5	3	1	1	5	1					1	6
<i>Subtotal</i>	16	5	5	26	5	3	3	2	3	16	42
Total	19	6	6	31	6	5	4	3	4	22	53

Legend: Creation of an additional class (CEA's decision)

¹⁸ Review of the 2021-2022 Enrolment Policy on 1 October 2021

EEB2-WOL

	DE	EN	FI	FR	IT	LT	NL	PT	SV	Total
Nursery (N1 + N2)	1	1	1	2	1	1	1	1	1	10
P1	1	1	1	2	1	1	1	1	1	10
P2	1	1	1	2	1	1	1	1	1	10
P3	1	1	1	2	1	1	1	1	1	10
P4	1	2	1	2	1	1	1	1	1	11
P5	1	1	1	2	1	1	1	1	1	10
<i>Subtotal</i>	5	6	5	10	5	5	5	5	5	51
S1	1	1	1	5	1	1	1	1	1	13
S2	1	1	1	5	1	1	1	1	1	13
S3	1	1	1	4	1	1	1	1	1	12
S4	1	1	1	4	1	1	1	1	2	13
S5	1	2	1	4	1	1	1	1	1	13
S6	1	1	1	3	1	1	1	1	2	12
S7	1	1	1	2	1	1	1	1	1	10
<i>Subtotal</i>	7	8	7	27	7	7	7	7	9	86
Total	13	15	13	39	13	13	13	13	15	147

Legend: Reduced number of classes

EEB2-EVE

Updated structure at the beginning of the 2021-2022 school year

	DE	EN	FR	IT	Total
Nursery (N1 + N2)	1	1	3	1	6
P1	1	1	2		4
P2			1		1
P3			2		2
P4			1		1
P5			1		1
<i>Subtotal</i>	1	1	7		9
Total	2	2	10	1	15

EEB3

	CS	DE	EL	EN	ES	FR	NL	Total
Nursery (N1 + N2)	1	1	2	1	1	2	1	9
P1	1	1	1	1	1	2	1	8
P2	2	1	1	1	1	2	1	9
P3	1	1	1	1	1	2	1	8
P4	2	1	2	1	2	3	1	12
P5	1	1	2	1	2	2	1	10
<i>Subtotal</i>	7	5	7	5	7	11	5	47
S1	2	1	2	1	2	4	1	13
S2	1	1	2	2	1	3	1	11
S3	1	1	2	1	2	4	1	12
S4	1	1	3	2	2	4	1	14
S5	1	1	3	1	2	4	1	13
S6	1	1	2	2	2	4	1	13
S7	1	1	3	1	1	3	1	11
<i>Subtotal</i>	8	7	17	10	12	26	7	87
Total	16	13	26	16	20	39	13	143

Legende :

- Increased number of classes
- Creation of an additional class (CEA's decision)
- Reduced number of classes

EEB4

	BG	DE	EN	ET	FR	IT	NL	RO	Total
Nursery (N1 + N2)	1	1	1	1	3	1	1	1	10
P1	1	1	1	1	2	1	1	1	9
P2	1	1	1	1	3	1	1	1	10
P3	1	1	1	1	4	1	1	1	11
P4	1	1	2	1	3	1	1	1	11
P5	1	1	2	1	4	1	1	1	12
<i>Subtotal</i>	5	5	7	5	16	5	5	5	53
S1	1	1	2		5	1	1	1	12
S2	1	1	3		5	1	2	1	14
S3	1	1	2		6	1	2	1	14
S4	1	1	2		5	1	2	1	13
S5	1	1	2		5	1	1		11
S6		1	2		4	1	1		9
S7		1	2		4	1	1		9
<i>Subtotal</i>	5	7	15		34	7	10	4	82
Total	11	13	23	6	53	13	16	10	145

Legend: Creation of an additional class (CEA's decision)

Reduced number of classes

Annex 3

Model A

BXL I	BK	BXL II	EVE	BXL III	BXL IV	BXL V	remarks
					BG		
				CS			
DA (S)	DA (N/P)						
(DE)	(DE)	DE (S)	DE (N/P)	DE	DE		Out-phasing in BXL I
	(EL)			EL		EL	as of 2028 and out-phasing in BXL I BK
EN (S)	EN (N/P)	EN (S)	EN (N/P)	(EN)	EN	EN	Out phasing in BXL III
ES (S)	ES (N/P)			ES			
					ET		
		FI (S)	FI (N/P)				
FR	FR (N/P)	FR (S)	FR (N/P)	FR	FR	FR	
HU (S)	HU (N/P)						
IT		(IT)			(IT)	IT	Reduction by one and out-phasing on 2 sites (BXL II and BXL IV)
		LT (S)	LT (N/P)				
	(LV)					LV	Fully fledged section and out-phasing in BXL I BK as of 2028
		NL (S)	NL (N/P)	(NL)	NL		Out-phasing in BXL III
PL							
		PT (S)	PT (N/P)				
					RO		
	(SK)					SK	Fully fledged section and out-phasing in BXL I BK as of 2028
		SV (S)	SV (N/P)				
					HR		New section
SL (S)	SL (N/P)						New section
8	6	8	8	5	8	6	Total number of sections per school
3100	977	2462	1500	2551	2800	2943	Capacity (PWC) 16333

Red: gradual phasing out of language sections

Green: new language sections

Orange: gradual transfer of language sections

Model A – distribution of the forecasted student population

	est. pop. 2028	ESB1- UCC	BK (N/P)	ESB2 (S)	EVE (N/P)	ESB3	ESB4	ESB5	total
BG	131						131		131
CS	486					486			486
DA	99	50	49						99
DE	1321			230	210	440	440		1320
EL	951					475		475	950
EN	1367	210	133	210	133		341	341	1368
ES	894	236	210			447			893
ET	122						122		122
FI	136			99	35				134
FR	6574	1199	516	1039	686	812	902	1420	6574
HU	301	262	40						301
IT	1099	550						550	1100
LT	247			150	97				247
LV	198							198	198
NL	1058			354	177		530		1060
PL	523	523							523
PT	375			189	186				375
RO	360						360		360
SK	116							116	116
SV	242			187	55				242
SL*	175	124	52						175
HR*	121						121		121
TOTAL	16896	3154	1000	2457.5	1578.5	2660	2947	3100	16895
PwC capacity	16390	3100	977	2462	1500	2551	2800	3000	
difference:	-506	-54	-23	5	-79	-109	-147	-100	

*SL and HR would be newly created language sections

Annex 4 – Model B – Campus approach - Possible distributions of cycles to sites in terms of capacity

Scenario 1				
cycle	site	PWC cap.	Est. pop.	difference
N-P4	BK	977		
	WOL	2462		
	EVE	1500		
		4939	5136	-197
P5-S3	LAE	2800		
	UCC	3100		
		5900	6212	-312
S4-S7	IXL	2551		
	ESB5	3000		
		5551	5546	5

Scenario 2				
cycle	site	PWC cap.	Est. pop.	difference
N-P4	BK	977		
	WOL	2462		
	EVE	1500		
		4939	5136	-197
P5-S3	IXL	2551		
	ESB5	3000		
		5551	6212	-661
S4-S7	LAE	2800		
	UCC	3100		
		5900	5546	354

Scenario 3				
cycle	site	PWC cap.	Est. pop.	difference
N-P5	BK	977		
	WOL	2462		
	EVE	1500		
		4939	6563	-1624
S1-S3	LAE	2800		
	UCC	3100		
		5900	4784	1116
S4-S7	IXL	2551		
	ESB5	3000		
		5551	5546	5

Scenario 4				
cycle	site	PWC cap.	Est. pop.	difference
N-P5	BK	977		
	WOL	2462		
	EVE	1500		
		4939	6563	-1624
S1-S3	IXL	2551		
	ESB5	3000		
		5551	4784	767
S4-S7	LAE	2800		
	UCC	3100		
		5900	5546	354

Scenario 5				
cycle	site	PWC cap.	Est. pop.	difference
N-P5	BK	977		
	EVE	1500		
	UCC	3100		
		5577	6563	-986
S1-S3	LAE	2800		
	WOL	2462		
		5262	4784	478
S4-S7	IXL	2551		
	ESB5	3000		
		5551	5546	5

Annex 5 – Model B – Campus approach - Possible distributions of language sections across sites in terms of capacity (Scenario 1)

	est. Pop. 2028	BK	WOL	EVE	UCC	LAE	IXL	ESB5
BG	131	67			43		21	
CS	486			180	185		121	
DA	99			49		37		14
DE	1321	101	254	155	217	196	184	216
EL	951	60	152	93	168	152	150	176
EN	1367	81	204	124	267	242	206	242
ES	894	68	170	103	134	121	137	160
ET	122			39*		68		54
FI	136	28			23		83	
FR	6574	412	1037	632	1306	1181	923	1084
HU	301	10			155		136	
IT	1099	68	172	105	173	157	195	229
LT	247		71			114		62
LV	198			22	111		65	
NL	1058	58	146	89	190	172	185	217
PL	523			34		279		210
PT	375		162			91		122
RO	360		88		156		116	
SK	116		9			82		25
SV	242	54			43			144
SL*	175		31		97			48
HR*	121		48			51	21	
TOTAL	16896	1008	2544	1624	3268	2943	2543	3003
PWC capacity	16390	977	2462	1500	3100	2800	2551	3000
difference:	-506	-31	-82	-124	-168	-143	8	-3

*The methodology used for forecasting pupil population gives an extremely low number for ET N/P, therefore the table uses the section's preliminary number for the school year 2022/23.