

Study related to school capacity

European School – EEB1

Final report

September 2021



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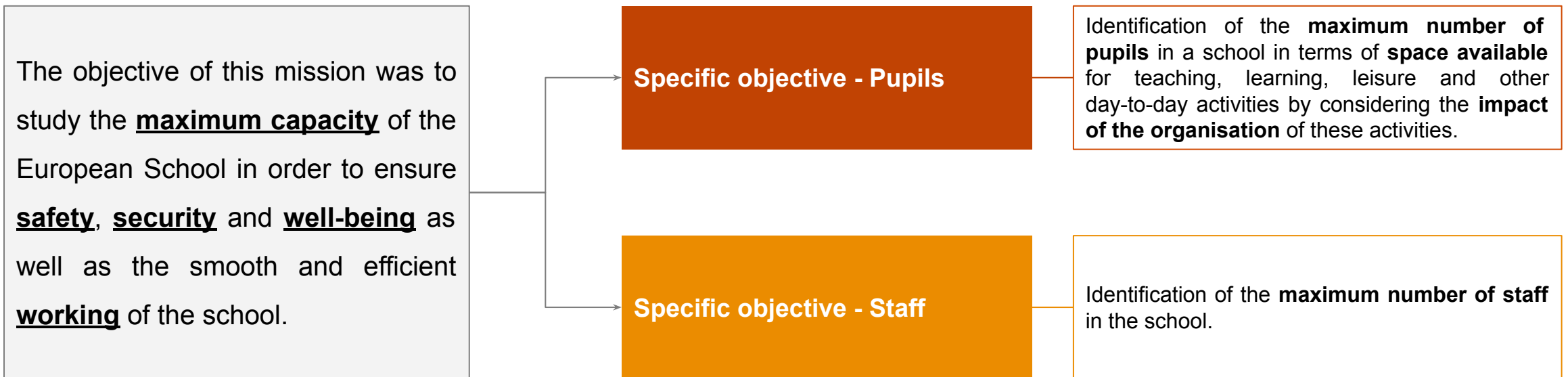
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Introduction

1. Introduction

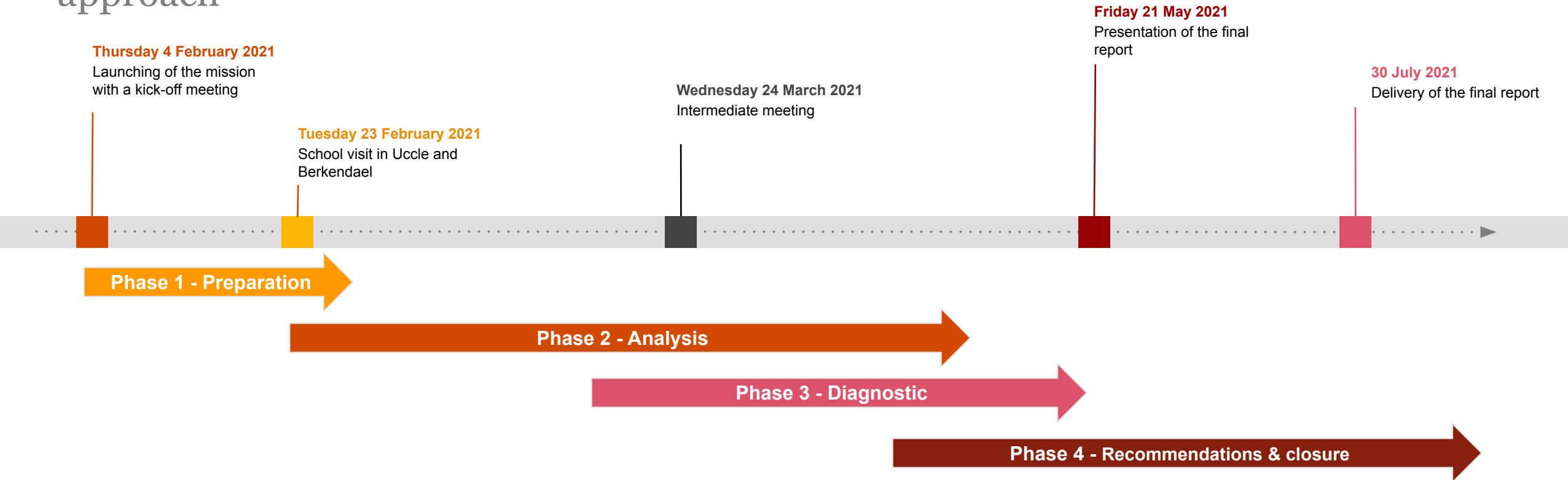
The mission was aimed at identifying the maximum capacity of the school both in terms of pupils and staff



Disclaimer: There are various ways in which school capacity can be evaluated. The methodology used to compute school capacity is that approved by the contracting authority as set out in PwC's tender. The outcome of this study results of the most optimal solutions and/or combination of solutions possible to compute school capacity. Additionally, the objective of this study is not to carry out an organisational audit of the school's operations, nor to provide a dynamic vision of school capacity. The school capacity is computed at a specific point in time based on the latest data available and it does not consider any potential evolution of school population, organization and/or infrastructure.

1. Introduction

The mission lasted six months and was carried out according to an integrated approach



The mission was launched on **Thursday 4 February 2021** with a kick-off meeting. A school visit was organised on **Tuesday 23 February 2021**. The end of the mission was marked by the delivery of a first version of the final report on **30 July 2021**.

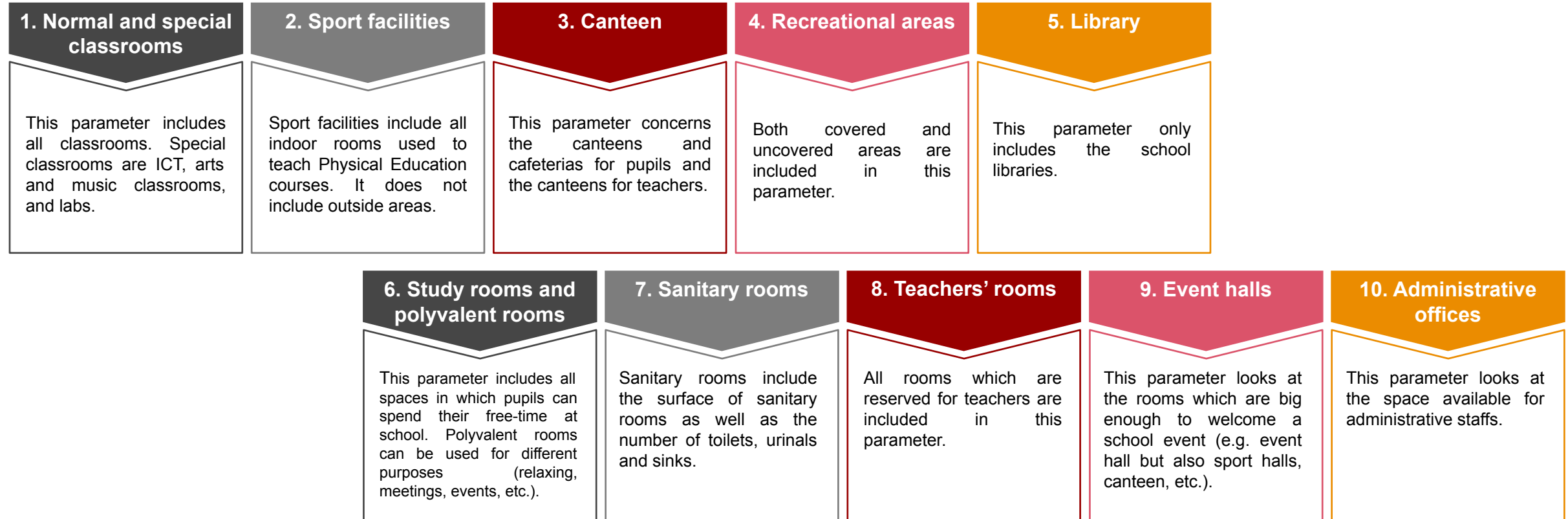
The mission was carried out according to an integrated approach in successive phases.

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Methodology

2. Overview of the methodology

The capacity of the school was studied for 10 well-chosen parameters

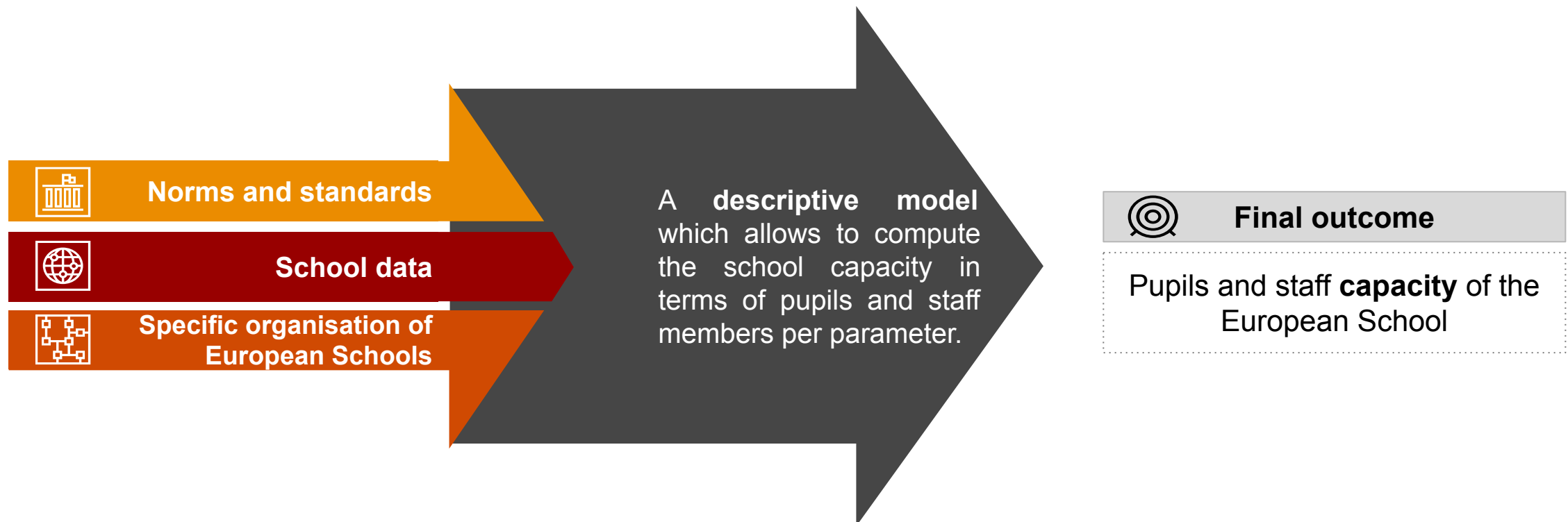


Other parameters may be taken into consideration (buses, entrances, etc.), but their influence on the effective capacity of the infrastructure is limited because it is external to the school.

2. Overview of the methodology

The calculation model is based on standards and norms, data made available to us by the school, and specific school organizational information.

In order to compute the maximum capacity of the European School, PwC has built a descriptive Excel model (provided in the Annexes of the final report). This model evaluates school capacity based on three inputs: (1) **norms and standards** applying to educational infrastructure and organisation at different government levels (i.e. European, national, regional) ; (2) **data on infrastructure, population and organisation** that was provided by the school ; (2) **specific organisational structure of European Schools** (i.e. language section, size constraints of groups, special education needs).



2. Overview of the methodology

The sources and the scope of norms and standards are various

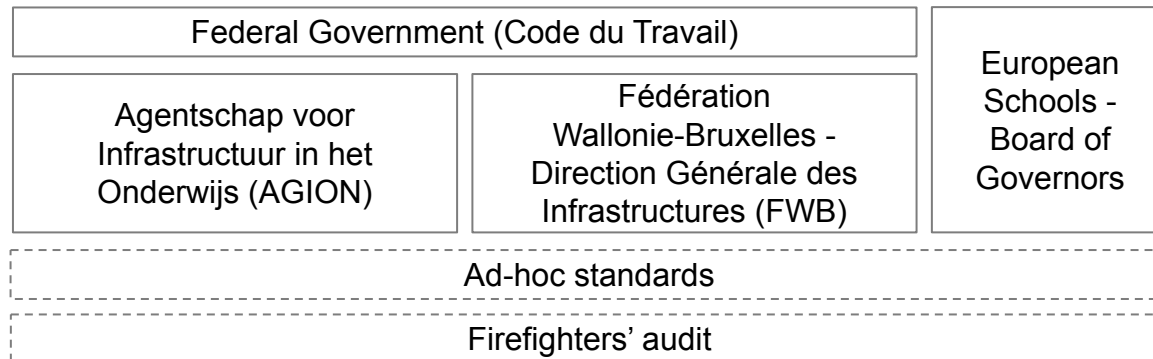
As mentioned previously, the school capacity was computed using norms and standards applying to educational infrastructure and organisation at different government levels. Three government levels were identified:

- (1) Norms implemented by **European Schools** which relate specifically to the organisation and structure of education;
- (2) Norms implemented by the **Federal government** which provide a framework to ensure workers' well-being;
- (3) Norms implemented by the **regional governments** (Fédération Wallonie-Bruxelles & Agentschap voor Infrastructuur in het Onderwijs) which relate to infrastructure and organisation in schools.

In addition, several **ad-hoc standards** concerning pupils' and staff's well-being were used to compute the maximum capacity of the school.

Finally, the school capacity is limited by **firefighters limitations** (if applicable) to ensure pupils' and staffs' safety and security.

Different levels of norms



	European Schools	Federal Government	FWB	AGION	Ad-hoc	Firefighters audit
Normal classrooms	✓	✓	✓	✓		✓
Special classrooms	✓	✓	✓	✓		✓
Sport facilities	✓	✓	✓	✓		✓
Canteen				✓	✓	✓
Recreation areas			✓	✓	✓	
Library			✓	✓		✓
Study/polyvalent rooms		✓	✓	✓		✓
Sanitary		✓		✓		
Teachers room		✓		✓		✓
Event hall		✓		✓		✓
Administrative offices				✓		✓

When several norms apply to a single parameter, the model computes a **range** of the smallest to the largest maximum school capacity.

The smallest maximum capacity is defined by a combination of the **most demanding norms**¹ and the largest maximum is defined by a combination of the **least demanding norms**².

¹ In the model, the combination of most demanding norms is called the *upper boundary*.

² In the model, the combination of least demanding norms is called the *lower boundary*.

2. Overview of the methodology

The sources and the scope of norms and standards are various

As this study could be used by the school as a decision-making tool, a distinction has been made between pedagogical, well-being, and safety and security norms and standards. This ensures that the school can take knowledgeable choices.

These categories of norms will allow to distinguish: (1) school capacity limitations which are due to the non-respect of well-being, safety and security of pupils and staff from (2) school capacity limitations which prevent the school from achieving its primary objective (i.e. pupils' education).

Pedagogical norms and standards

Pedagogical norms and standards relate to aspects which are essential to ensure the **smooth and efficient working of a school** and the achievement of its **key objective** (i.e. pupils' education).

For example, norms and standards on the minimum surface/pupil needed in a classroom, or the maximum number of pupils per class are both pedagogical norms and standards.

Well-being norms and standards

Well-being norms and standards **ensure that the well-being of pupils and staff members is respected**.

For example, the time needed to eat at lunch, or the respect of pupils' biological rhythm.


Safety and security norms and standards


Safety and security norms and standards relate to any recommendation or limitation that has been made by an entity which is **accredited to give an opinion on technical aspects regarding security and safety**.


For example, firefighters limitations are safety and security norms and standards.

2. Overview of the methodology

Data used to compute school capacity relate to school infrastructure, school organization and school population (staff and pupils)

 School population
Number of pupils <ul style="list-style-type: none">- Per grade- Per language group- Per type of course (primary and secondary)
Staff <ul style="list-style-type: none">- Per grade- Per type- Per hour of course taught

 School organisation
School buses ¹ <ul style="list-style-type: none">- Time of arrival and departure
Canteen: <ul style="list-style-type: none">- Lunch time per grade- Number of pupils enrolled at canteen
Typical schedules <ul style="list-style-type: none">- Per grade
Courses <ul style="list-style-type: none">- Per type and timing- Per grade

 School infrastructure
Total surface of each building/room per pupil and staff <ul style="list-style-type: none">- Per type- Per grade
Number of sanitarities <ul style="list-style-type: none">- Per type (changing room, shower, toilet, sinks)- Per grade- Per pupil or staff
Total surface of external spaces <ul style="list-style-type: none">- Covered and uncovered- Parking lots

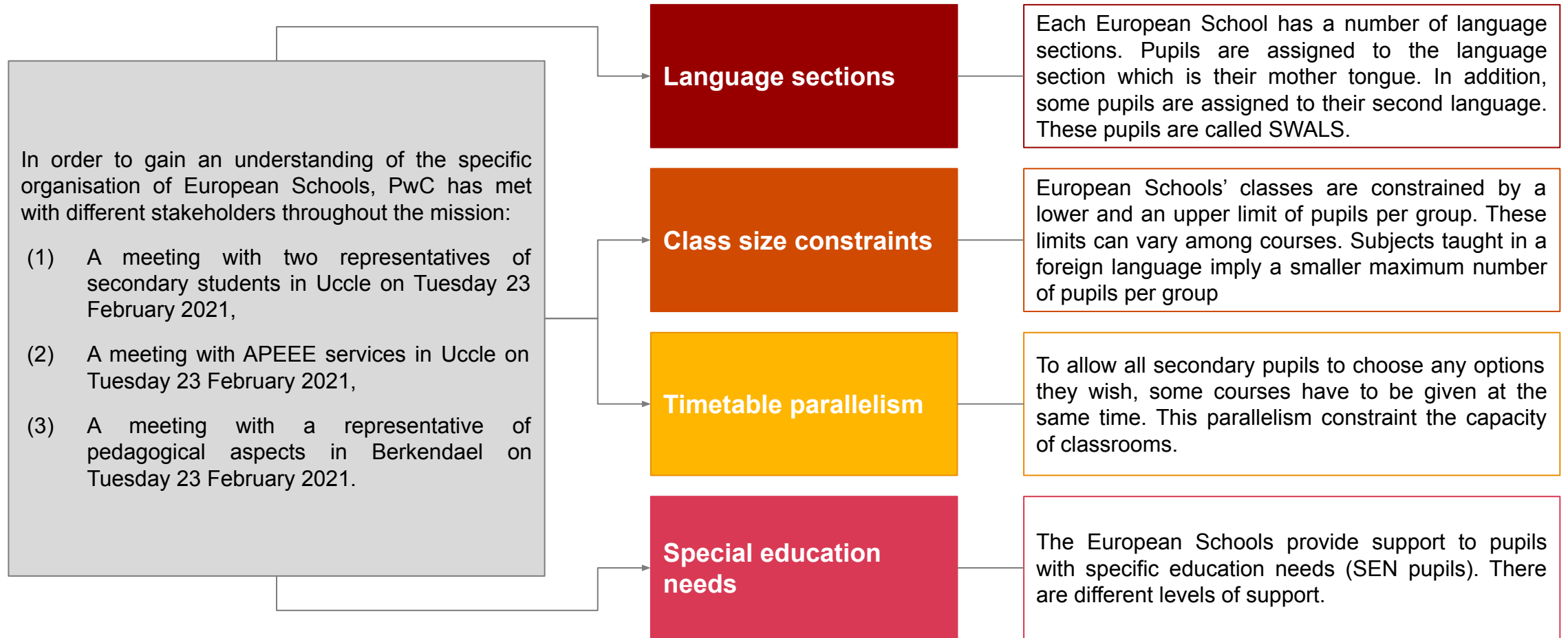
The data used to compute the capacity of the European School covers the Academic School year 2020 - 2021.

In addition to data received from the school, a **school visit** was organised on Tuesday 23 February 2021 from 7:30am to 5pm in Uccle and Berkendael. This visit was aimed at getting a general understanding of the school organisation and visualising school infrastructure.

Disclaimer: The objective of the visit was not to conduct an audit of each individual building and room of the school.

2. Overview of the methodology

The study on school capacity takes into account the specific organisation of European Schools



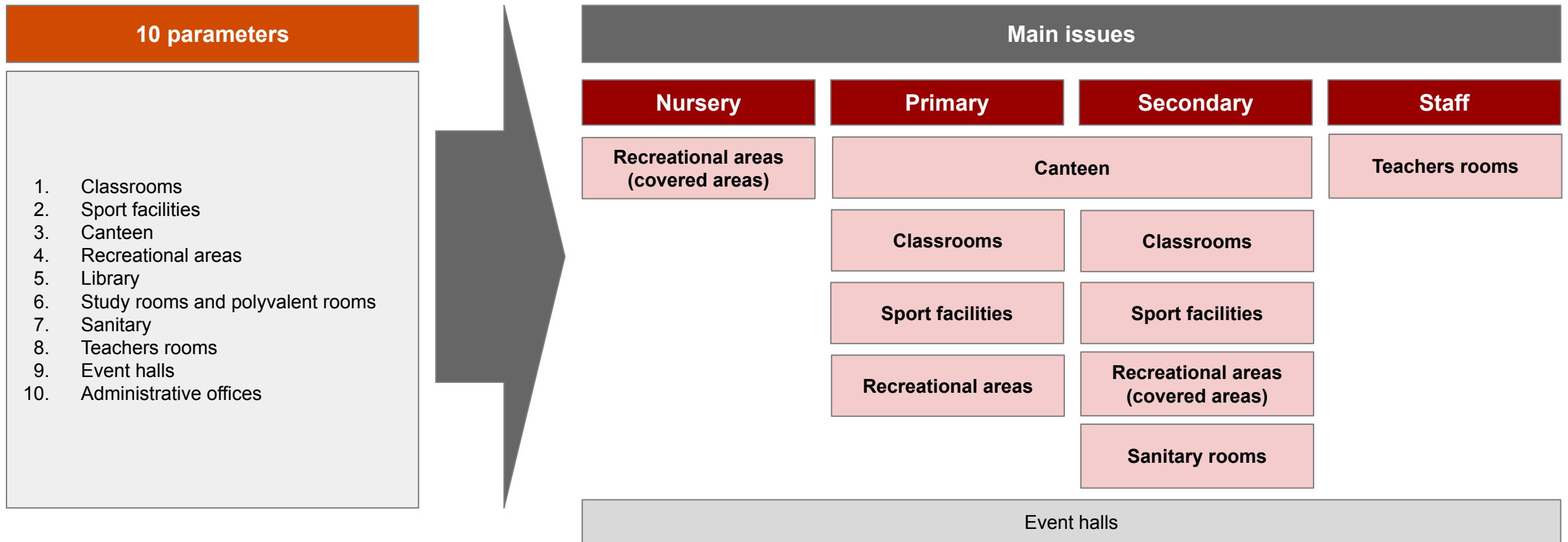
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Uccle - School capacity overview

3. School capacity overview

7 out of 10 parameters present capacity issues

In order to assess the capacity of the school ten parameters are analysed catching different aspects of a school functioning. These analysis show that 7 out of 10 ten parameters experience a capacity issue.



3. School capacity overview

The school currently respects safety and security aspects but not pedagogical and well-being needs of pupils and staff

Pedagogical school capacity

To ensure the achievement of the school's primary objective (i.e. pupils' education), the most limiting parameter are:

- Nursery classrooms and sport facilities which can only host **210 pupils**, which represents a gap of **0 pupils**
- Primary recreation areas which can only host **851 pupils**, which represents a gap of **264 pupils**
- Secondary classrooms which can only host **2.041 pupils**, which represents a gap of **57 pupils**

In total, the school can host 3.102 pupils and 325 staff members.

Well-being school capacity

To ensure pupils' and staffs' well-being, the most limiting parameter are covered recreation areas, which can only host **124 nursery pupils, 743 primary pupils and 431 secondary pupils**. This gap is mainly caused by the respect of pupils' well-being when weather conditions are unfavourable.

The most limiting parameter for teachers are teachers' rooms which can only host **172 teachers**, which represents a gap of **41 teachers**. As a result the maximum number of staff members the school could host while ensuring teachers' well-being would be **284 staff members** (172 teachers and 112 other staff).

Another important limiting factor for pupils is the canteen which can only host **2.902 pupils**.

Classrooms
Sport facilities
Canteen
Recreation areas
Covered recreation areas
Library
Study and polyvalent rooms
Sanitary
Teachers' rooms
Event hall
Administrative offices

Pupils		
Nursery	Primary	Secondary

Staff members			
Nursery	Primary	Secondary	Other

4

Uccle - School
capacity through
each parameter

4.1

Classrooms




4. School capacity through each parameter

4.1 Classrooms

Parameter 1	Classrooms						
Definitions	<p>Classrooms include normal classrooms, special classrooms and labs:</p> <ul style="list-style-type: none"> - Normal classrooms are <i>classrooms in which no specific material/equipment is needed to teach. These classrooms contain chairs and desks for all pupils and for the teacher and a black/white board.</i> - Special classrooms are <i>classrooms in which specific material/equipment is needed to teach. Special classrooms, include ICT classrooms, arts classrooms and music classrooms.</i> - Labs are <i>classrooms specifically designed to teach science courses (biology, chemistry and physics). Labs contain special equipment which allow to perform scientific experiments.</i> 						
Norms and standards	<p>The capacity of classrooms is limited by two different pedagogical norms :</p> <p>(1) The minimum surface needed per pupil/staff (pedagogical norm on infrastructure). For pupils, these norms are defined by the two regional entities: FWB & AGION. For staff, norms are defined by the Federal Government.</p>	Minimum classroom surface per pupil/staff					Pedagogical norm
			European Schools	Federal Government	FWB	AGION	Ad-hoc
		Normal classrooms		✓	✓	✓	FWB/AGION
		Special classrooms		✓	✓	✓	AGION
		Maximum number of pupils per class					Pedagogical norm
	<p>(2) The maximum number of pupils per class (pedagogical norm on education). In Belgium, these norms are defined by regional entities (FWB). However, European Schools have their own norms on the maximum number of pupils per class. The maximum number pupils per class varies among courses.</p>		European Schools	Federal Government	FWB	AGION	Ad-hoc
		Normal classrooms	✓		✓		European Schools
		Special classrooms	✓		✓		European Schools

4. School capacity through each parameter

4.1 Classrooms

Parameter 1	Classrooms			
Key data	The capacity of classrooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each classroom
		Number of teachers	Typical schedules	
			Courses	
		General assumptions	<ul style="list-style-type: none">- The surface of classrooms is decreased to take into account the space needed for teachers (and nursery assistants).- There is one teacher (and one assistant in nursery) per classroom.- The capacity of classrooms is computed based on a static depiction of optimised occupancy given current school population and room availability. It does not take into account any potential evolutions in school population, organisation and/or infrastructure.- The analysis does not take into account the potential distance children would have to cross between classrooms when they change classrooms/buildings.	

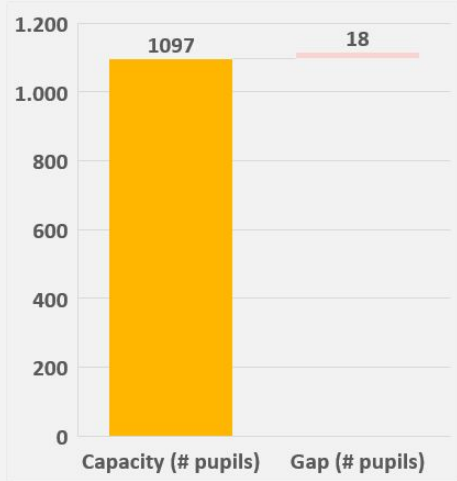
4. School capacity through each parameter

4.1 Classrooms - Nursery

Parameter 1.A	Nursery classrooms		At maximum capacity
Specific assumptions	<div><div>- Nursery pupils always stay in the same classroom. This means that each nursery group is assigned to one classroom for an entire year.</div><div>- According to the school data, there are only 8 nursery classrooms. However, during the school visit, PwC has observed that all nursery groups could be hosted by nursery infrastructures. Therefore, PwC added two rooms to the data (M10 and M11). The size of these rooms is equal to the average sizes of nursery classrooms. These rooms have been tagged in orange in the datasheet 'Rooms'.</div></div>		
Outcome of the analysis	Quantitative	Qualitative	
	<div><div><div><div><div>250</div><div>200</div><div>150</div><div>100</div><div>50</div><div>0</div></div><div><div><div>210</div><div>0</div></div></div></div><div><div>Capacity (# pupils)</div><div>Gap (# pupils)</div></div></div><div><div><div>Current population</div><div>School capacity</div><div>Gap</div></div><div><div>210</div><div>210</div><div>0</div></div></div></div>	<div><div>The school has enough classrooms of the right size to host all nursery groups. This means that there is no capacity issue identified, when using the least demanding norms. However, the school could not host any more nursery groups.</div><div>When using the most demanding norms, there is however one nursery groups which is too large to fit into any classroom.</div></div>	

4. School capacity through each parameter

4.1 Classrooms - Primary

Parameter 1.B	Primary classrooms	Exceeding population					
Specific assumptions	<ul style="list-style-type: none">- Language 2 classrooms and religion/ethics classrooms are considered to be ‘normal classrooms’ (i.e. classrooms in which no specific equipment/material is needed to teach) (see definition in slide 18).- Each classroom can host pupils for a certain period of time during the week. This time period is equal to the maximum time spent at school per week by primary pupils, subtracted by recreation time. In EEB1 (Uccle site), this time period equal to 24 hours and 45 minutes.- Pupils have a limited of hours per week taught in their first language. For P1-P2 this equals to 16 hours and 50 minutes and for P3-P5 this equals to 17 hours.						
Outcome of the analysis	Quantitative	Qualitative					
	 <table><tr><td>Capacity (# pupils)</td><td>1.097</td></tr><tr><td>Gap (# pupils)</td><td>18</td></tr></table>	Capacity (# pupils)	1.097	Gap (# pupils)	18	<p>The study results show that all primary groups do not comply with European Schools’ norms on the maximum number of pupils per course. There are five groups in which the number of pupils exceeds the maximum number of pupils according to European Schools’ norms:</p> <ul style="list-style-type: none">- Two religion/ethics groups of 29 pupils (instead of the maximum of 28 pupils/class in religion/ethics courses);- Three European Hours groups of 26 or 27 pupils (instead of the maximum of 25 pupils/class in European Hours courses) <p>When P3-P5 groups have religion/ethics courses, P1-P2 groups do not all fit in remaining available classrooms. In that case, the combination that allows to fit the maximum number of pupils into available classrooms (i.e. the most optimum combination) is when P1-P2 groups have Language 1 at the same time.</p> <p>With this combination, there are two groups of P3-P5 for which there are no remaining classroom anymore (i.e. two ‘extra groups’) and one group for which the only remaining classroom is too small. This represents a surplus of 18 pupils.</p> <p>If the most demanding norms were used, there would be an additional 5 ‘extra groups’, which would bring the surplus of pupils to 260.</p>	
	Capacity (# pupils)	1.097					
Gap (# pupils)	18						
<table><tr><td>Current population</td><td>1.115</td></tr><tr><td>School capacity</td><td>1.097</td></tr><tr><td>Gap</td><td>18</td></tr></table>	Current population	1.115	School capacity	1.097	Gap	18	
Current population	1.115						
School capacity	1.097						
Gap	18						


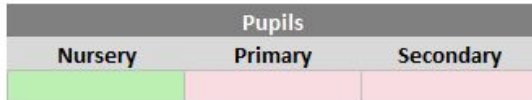
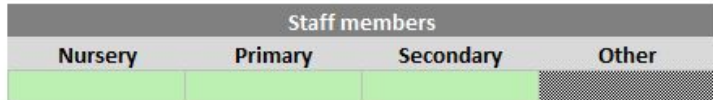
4. School capacity through each parameter

4.1 Classrooms - Secondary

Parameter 1.C	Secondary classrooms		Exceeding population											
Specific assumptions	<ul style="list-style-type: none">- Norms for special classrooms are applied to the following classrooms: special classrooms, art classrooms, ICT classrooms, music classrooms and labs.- Labs are used for all sciences courses (integrated sciences, chemistry, biology and physics) from S1 to S7.- Each classroom can host pupils for a certain period of time during the week. This time period is equal to the maximum time spent in class by secondary pupils. In EEB1 (Uccle site), this time period equal to 37 periods of courses.													
Outcome of the analysis	Quantitative	Qualitative												
	<div><p>Utilization rate of each type of classrooms</p><table><thead><tr><th>Classroom Type</th><th>Utilization Rate</th></tr></thead><tbody><tr><td>Classroom</td><td>87.2%</td></tr><tr><td>ICT classroom</td><td>81.1%</td></tr><tr><td>Labs</td><td>86.2%</td></tr><tr><td>Music classroom</td><td>73.9%</td></tr><tr><td>Art classroom</td><td>63.1%</td></tr></tbody></table><p>← Parallelism effect</p><div><p>Even though classrooms are not used at 100%, the school is almost reaching its full capacity due to the parallelism effect.</p><p>The threshold is located between 80% and 100%. However, the exact value cannot be determined.</p></div></div> <td colspan="2"><p>The parallelism effect refers to the particular organisation of European School. In order to allow secondary pupils to choose any options they would like to take, some courses must be given at the same time. As a result, there are moments during which some types of classrooms cannot be used because all pupils follow other courses.</p><p>Some rooms host groups which are above their capacity. Here are the shares of courses provided in too small classrooms :</p><ul style="list-style-type: none">- Classroom : 0% (lower limit), 17,2% (upper limit)- ICT classroom : 0% (lower limit), 0% (upper limit)- Labs : 4,3% (lower limit), 37,6% (upper limit)- Music classroom : 4,9% (lower limit), 56,1% (upper limit)- Art classroom : 30% (lower limit), 41,4% (upper limit)<p>Currently, the school does not respect norms in terms of well-being and pedagogical aspects for pupils as some groups of secondary pupils are too large regarding the norms and the infrastructure capacity. This is mainly the case for art classrooms which have capacity issues whether the most or least demanding norms is taken into account. Using the least demanding norms, courses given in art classrooms present an exceeding population of 57 secondary pupils. As a conclusion, there is a capacity issue in secondary classrooms due to a lack of large art classrooms (i.e. art classrooms which are able to host large groups).</p><p>Moreover, the utilization rate of each type of classrooms shows that the remaining capacity of normal classrooms and labs is very limited. The parallelism effect might lead to a saturation of secondary classrooms.</p></td>	Classroom Type	Utilization Rate	Classroom	87.2%	ICT classroom	81.1%	Labs	86.2%	Music classroom	73.9%	Art classroom	63.1%	<p>The parallelism effect refers to the particular organisation of European School. In order to allow secondary pupils to choose any options they would like to take, some courses must be given at the same time. As a result, there are moments during which some types of classrooms cannot be used because all pupils follow other courses.</p> <p>Some rooms host groups which are above their capacity. Here are the shares of courses provided in too small classrooms :</p> <ul style="list-style-type: none">- Classroom : 0% (lower limit), 17,2% (upper limit)- ICT classroom : 0% (lower limit), 0% (upper limit)- Labs : 4,3% (lower limit), 37,6% (upper limit)- Music classroom : 4,9% (lower limit), 56,1% (upper limit)- Art classroom : 30% (lower limit), 41,4% (upper limit) <p>Currently, the school does not respect norms in terms of well-being and pedagogical aspects for pupils as some groups of secondary pupils are too large regarding the norms and the infrastructure capacity. This is mainly the case for art classrooms which have capacity issues whether the most or least demanding norms is taken into account. Using the least demanding norms, courses given in art classrooms present an exceeding population of 57 secondary pupils. As a conclusion, there is a capacity issue in secondary classrooms due to a lack of large art classrooms (i.e. art classrooms which are able to host large groups).</p> <p>Moreover, the utilization rate of each type of classrooms shows that the remaining capacity of normal classrooms and labs is very limited. The parallelism effect might lead to a saturation of secondary classrooms.</p>
Classroom Type	Utilization Rate													
Classroom	87.2%													
ICT classroom	81.1%													
Labs	86.2%													
Music classroom	73.9%													
Art classroom	63.1%													

4. School capacity through each parameter

4.1 Classrooms

Parameter 1	Classrooms			
Conclusion				
	<p>As a conclusion, the school experiences a capacity issue linked to primary and secondary classrooms. The capacity issue for primary pupils is due to a lack of available classrooms when P3-P5 pupils have religion/moral courses. The capacity issue for secondary pupils is due to a lack of classrooms and labs, as well as large art classrooms.</p> <p>The school does not experience any capacity issue linked to nursery classrooms. However, all nursery classrooms are currently in use.</p>			
Recommendations and possible solutions*	Nursery	Primary	Secondary	Staff
	/	A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...	A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...	/

4. School capacity through each parameter

4.1 Classrooms

Parameter 1	Classrooms		
Guidelines - Excel model	1.1 Classrooms	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	1.2.1 Nursery Classrooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	1.2.2 Nursery Classrooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of classrooms needed to host the school population while ensuring people's well-being. The smallest limitation results to be the maximum capacity of the school.	Semi - automated
	1.3.1 Primary Classrooms	The objective of this sheet is to check whether the number of pupils per group of each type of courses complies with the maximum number of pupils per group allowed under European School norms.	Fully - automated
	1.3.2 Primary Classrooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	1.3.3 Primary Classrooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of classrooms needed to host the school population while ensuring people's well-being. The smallest limitation results to be the maximum capacity of the school.	Not automated
	1.4.1 Secondary Classrooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	1.4.2 Secondary Classrooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of classrooms needed to host the school population while ensuring people's well-being. The smallest limitation results to be the maximum capacity of the school.	Fully - automated
	1.4.2 Secondary Classrooms	The objective of this sheet is to compute school capacity of the parameter. The idea behind the computation is to check whether the school has enough classrooms of each size and each type to host all secondary groups.	Fully - automated

4.2

Indoor sport facilities




4. School capacity through each parameter

4.2 Indoor sport facilities

Parameter 2	Indoor sport facilities						
Definitions	<p>Sport facilities include <i>all indoor rooms and/or spaces in which Physical Education can be taught</i>.</p> <p>Outdoor sport facilities are not included in the analysis. To ensure well-being, pupils' should be able to have class indoors when weather conditions are unfavourable.</p>						
Norms and standards	<p>The capacity of sport facilities is limited by two different pedagogical norms :</p> <p>(1) The minimum surface needed for a school's sport facilities (pedagogical norm on infrastructure). These norms are defined by the two regional entities: FWB & AGION.</p> <p>(2) The maximum number of pupils per class (pedagogical norm on education). In Belgium, these norms are defined by regional entities (FWB). However, European Schools have their own norms on the maximum number of pupils per class. The maximum number pupils per class varies among courses.</p>	Minimum surface of total sport facilities					Pedagogical norm
			European Schools	Federal Government	FWB	AGION	Ad-hoc
		Sport facilities			✓	✓	
							Lower boundary
							FWB/AGION
	Maximum number of pupils per class					Pedagogical norm	
		European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
	Sport facilities	✓		✓			European Schools

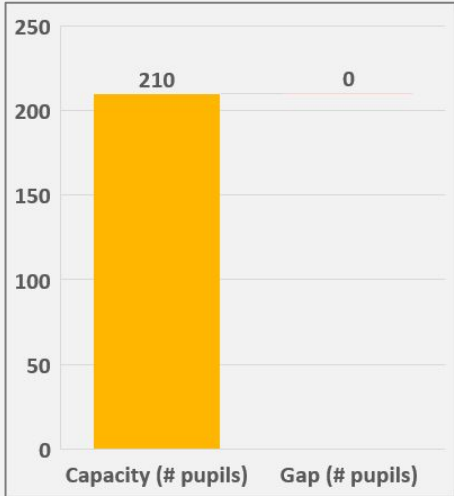
4. School capacity through each parameter

4.2 Indoor sport facilities

Parameter 2	Indoor sport facilities			
Key data	The capacity of sport facilities was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each sport facility
		Number of teachers	Typical schedules	
			Courses	
		General assumptions	<ul style="list-style-type: none">- In order to ensure pupils' well-being, the school must be able to host all sport courses inside in case of unfavourable weather conditions- When a Physical Education course is organized, there is always a teacher in the sport rooms	

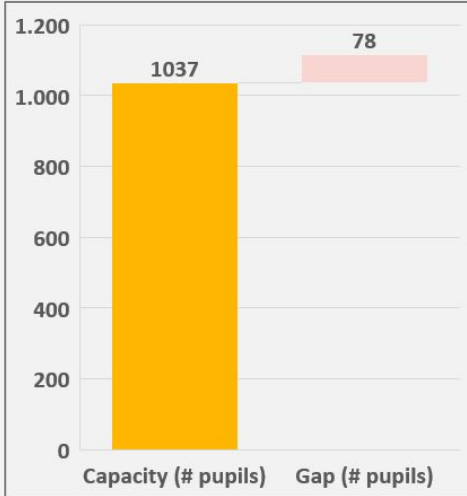
4. School capacity through each parameter

4.2 Indoor sport facilities - Nursery

Parameter 2.A	Nursery indoor sport facilities		At maximum capacity				
Specific assumptions	<ul style="list-style-type: none">- Each sport facility can host pupils for a certain period of time during the week. This time period is equal to the total time spent in class per week by nursery pupils. In EEB1 (Uccle), this time period is equal to 22 hours and 40 minutes- Each nursery group uses the sport room for 1 hour and 30 minutes/week.- The number of groups that can be hosted at the same time in sport facilities is limited (see Excel model for more details).- The sport rooms dedicated to primary pupils are used by nursery pupils, except the primary swimming pool.						
Outcome of the analysis	Quantitative		Qualitative				
			<p>The school responds to norms in terms of minimum surface needed for sport facilities in nursery grades. Moreover, it is sufficient to host all nursery groups for one hour and a half per week.</p> <p>It is important to indicate that sport rooms are shared with primary pupils:</p> <ul style="list-style-type: none">- When trying to fit all primary groups into the shared sport rooms first, there is not enough place for both nursery and primary groups.- When trying to fit all nursery groups into the shared sport rooms first, there is enough place for nursery groups but not for primary groups. <p>For these reasons, we conclude that the capacity issue comes from primary grades rather than nursery grades. Additionally, we also conclude that the school cannot host any more nursery groups as it would only increase the capacity issue of primary sport facilities. The maximum number of nursery pupils sport facilities can host is <u>210 pupils</u>.</p>				
	<table><tr><td>Current population</td><td>210</td></tr><tr><td>School capacity</td><td>210</td></tr><tr><td>Gap</td><td>0</td></tr></table>			Current population	210	School capacity	210
Current population	210						
School capacity	210						
Gap	0						

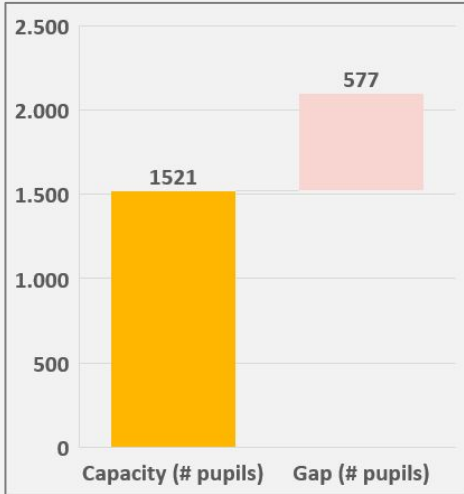
4. School capacity through each parameter

4.2 Indoor sport facilities - Primary

Parameter 2.B	Primary indoor sport facilities		Exceeding population
Specific assumptions	<ul style="list-style-type: none">- Each sport facility can host pupils for a certain period of time during the week. This time period is equal to the total time spent in class per week by primary pupils. In EEB1 (Uccle site), this time period is equal to 24 hours and 45 minutes- Pupils have a limited number of hours of Physical Education per week. P1-P2 pupils have an average of 1 hour and 40 minutes/week and P3-P5 have an average of 1 hour/week.- The number of groups that can be hosted at the same time in sport facilities is limited (see Excel model for more details).		
Outcome of the analysis	Quantitative		Qualitative
			<p>The school responds to norms in terms of minimum surface needed for sport facilities in primary grades. However, the school infrastructure does not allow to provide enough sport facilities to host all primary groups during their Physical Education courses.</p> <p>It is important to indicate that sport rooms are shared with nursery pupils:</p> <ul style="list-style-type: none">- When trying to fit all primary groups into the shared sport rooms first, there is not enough place for both nursery and primary groups.- When trying to fit all nursery groups into the shared sport rooms first, there is enough place for nursery groups but not for primary groups. <p>For these reasons, we conclude that the capacity issue comes from primary grades rather than nursery grades. The most optimal combination of ‘extra groups’ (i.e. groups that cannot be hosted by sport facilities) is the following:</p> <ul style="list-style-type: none">- Two groups of P1-P2- Four groups of P3-P5 <p>This combination gives a surplus of 78 pupils in primary.</p> <p>It is important to indicate that if <u>at least one outdoor sport facility</u> could be used at full-time, all primary groups could be hosted by the schools’ infrastructure. Nonetheless, this could potentially impact pupils’ well-being as Physical Education courses would also have to take place when weather conditions are unfavourable. Moreover, outdoor facilities should have the necessary material and equipment to teach Physical Education courses.</p>
	Current population	1.115	
	School capacity	1.037	
Gap	78		


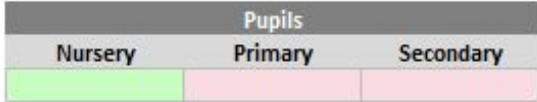

4. School capacity through each parameter

4.2 Indoor sport facilities - Secondary

Parameter 2.C	Secondary indoor sport facilities		Exceeding population	
Specific assumptions	<ul style="list-style-type: none">- Each sport facility can host pupils for a certain period of time during the week. This time period is equal to the maximum number of periods in secondary grades. In EEB1 (Uccle site), this time period is equal to 37 periods of courses.- The number of groups that can be hosted at the same time in sport facilities is limited (see Excel model for more details).- Secondary pupils have between 2 periods (from S4 to S7) and 3 (from S1 to S3) periods of physical activity per week			
Outcome of the analysis	Quantitative		Qualitative	
			<p>The school responds to norms in terms of minimum surface needed for sport facilities in secondary grades.</p> <p>However, the school infrastructure does not allow to provide enough indoor sport facilities to host all secondary groups during their Physical Education courses.</p> <p>The most optimal combination of ‘extra groups’ (i.e. groups that cannot be hosted by sport facilities) is the following :</p> <ul style="list-style-type: none">- Thirty groups of S1-S3- One group of S4-S7 <p>This combination gives a surplus of 577 pupils in secondary.</p> <p>It is important to indicate that if <u>at least three outdoor sport facility</u> could be used at full-time, all secondary groups could be hosted by the schools’ infrastructure. Nonetheless, this could potentially impact pupils’ well-being as Physical Education courses would also have to take place when weather conditions are unfavourable. Moreover, outdoor facilities should have the necessary material and equipment to teach Physical Education courses.</p>	
	Current population			2.098
	School capacity			1.521
Gap		577		

4. School capacity through each parameter

4.2 Indoor sport facilities

Parameter 2	Indoor sport facilities			
Conclusion				
	<p>As a conclusion, the school experiences a capacity issue linked to primary and secondary sport facilities. The capacity issue for primary and secondary pupils is due to a lack of availability of sport facilities. There is no issue of capacity for nursery sport facilities.</p> <p>It is important to emphasize that this parameter only includes indoor sport facilities. However, the school also has several outdoor spaces which are dedicated to Physical Education courses. Outdoor facilities are however unavailable during bad weather conditions and must have the necessary material and equipment to teach Physical Education courses.</p>			
Recommendations and possible solutions*	Nursery	Primary	Secondary	Staff
	/	<p>Two possible solutions would be:</p> <ul style="list-style-type: none"> - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it... - A possible solution to resolve the capacity issue of sport facilities is to bend pupils' well-being by using outdoor sport facilities even when weather conditions are unfavourable. 	<p>Two possible solutions would be:</p> <ul style="list-style-type: none"> - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it... - A possible solution to resolve the capacity issue of sport facilities is to bend pupils' well-being by using outdoor sport facilities even when weather conditions are unfavourable. 	/

4. School capacity through each parameter

4.2 Indoor sport facilities

Parameter 2	Indoor sport facilities		
Guidelines - Excel model	2.1 Sport facilities	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	2.2.1 Nursery Sport facilities	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	2.2.2 Nursery Sport facilities	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by checking whether the school infrastructure respects the minimum surface needed to ensure pupils' well-being. Thirdly, by computing the number of facilities needed to host all groups of pupils.	Semi - automated
	2.3.1 Primary Sport facilities	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	2.3.2 Primary Sport facilities	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by checking whether the school infrastructure respects the minimum surface needed to ensure pupils' well-being. Thirdly, by computing the number of facilities needed to host all groups of pupils.	Semi - automated
	2.4.1 Secondary Sport facilities	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	2.4.2 Secondary Sport facilities	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by checking whether the school infrastructure respects the minimum surface needed to ensure pupils' well-being. Thirdly, by computing the number of facilities needed to host all groups of pupils.	Semi - automated

4.3

Canteen




4. School capacity through each parameter

4.3 Canteen

Parameter 3	Canteen							
Definitions	Canteen include all rooms which are designed to host pupils and staff during lunch: canteens, cafeterias...							
	The time spent at the canteen should be divided into effective lunch time and preparation time :							
	<ul style="list-style-type: none">- Effective lunch time represents <i>the time needed to eat per pupil. This time does not include preparation time before (walking to the canteen, washing hands, distribute food, find a place to sit, etc.) and after (cleaning seat, cleaning dishes, walking out of the canteen, etc.) eating.</i>¹- Preparation time represents <i>the time needed for all activities which prepare pupils before (walking to the canteen, washing hands, distribute food, find a place to sit, etc.) and after (cleaning seat, cleaning dishes, walking out of the canteen, etc.) eating.</i>¹							
Norms and standards	The capacity of canteen is limited by both pedagogical and well-being norms: (1) The minimum surface needed for a school's canteen/cafeteria (pedagogical norm on infrastructure). For pupils, norms are defined by the two regional entities (FWB & AGION). For staff, norms are defined by the Federal government. (2) Norms which ensure pupils' well-being during lunch (well-being norms on education) including: biological rhythm of pupils and minimum lunch time needed per grade.	Minimum surface of canteen					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Canteen		✓	✓	✓		FWB/AGION
		Norms on well-being during lunch					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Canteen					✓	/

4. School capacity through each parameter

4.3 Canteen

Parameter 3	Canteen			
Key data	The capacity of canteens was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each canteen
		Number of staff	Typical schedules	Surface of each cafeteria
General assumptions	<ul style="list-style-type: none"> - To respect the biological rhythm of pupils (from nursery to secondary grades), lunch should take place between 11:30am and 2:00pm.¹ - A minimum amount of effective lunch time is needed in order to ensure pupils' and staffs' well-being. This time varies in primary and nursery grades. PwC assumes that secondary pupils need the same amount of time as primary pupils: <ul style="list-style-type: none"> - Nursery pupils need 45 minutes² - Primary pupils need 30 minutes² - Secondary pupils need 30 minutes² - Staff need 35 minutes³ - The amount needed to prepare for eating time is around 15 minutes. This time includes preparation before (walking to the canteen, washing hands, distribute food, find a place to sit, etc.) and after (cleaning seat, cleaning dishes, walking out of the canteen, etc.) eating.⁴ - In order to take into account the specific organisation of European Schools and the schedule constraints it implies, all pupils of the same level must eat at the same time. Since nursery levels are mixed in nursery groups, both levels must eat at the same time. - A share of secondary pupils of S4 to S7 have the authorization to leave the school during lunch. 			

¹ Fédération des Associations de Parents de l'Enseignement Officiel (2008). Le sens du rythme - Rythmes scolaires, biologiques et psychologiques de l'enfant et de l'adolescent.

<https://www.yumpu.com/fr/document/view/17082745/le-sens-du-rythme-rythmes-scolaires-biologiques-et-fapeo>

² AFNOR (2011). Norme de service - Service de la restauration scolaire. NF X50-220 Octobre 2011.

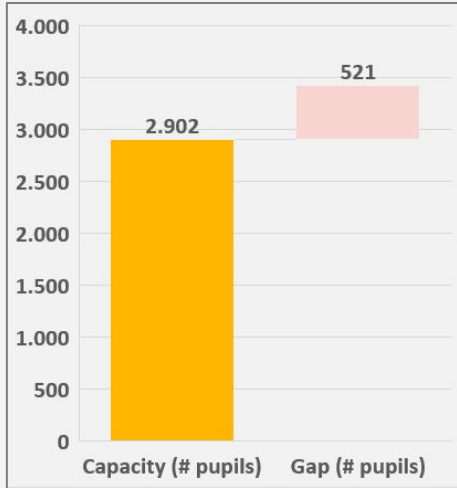
³ Enseignement.be (2020). Circulaire 7512 - Règlement de travail cadres, enseignements fondamental et secondaire, ordinaires et spécialisées.

⁴ COCOF (2016). Enquête sur le temps de midi dans les établissements de l'enseignement fondamental ordinaire de la région bruxelloise.

https://sites.uclouvain.be/reso/opac_css/doc_num.php?explnum_id=7083

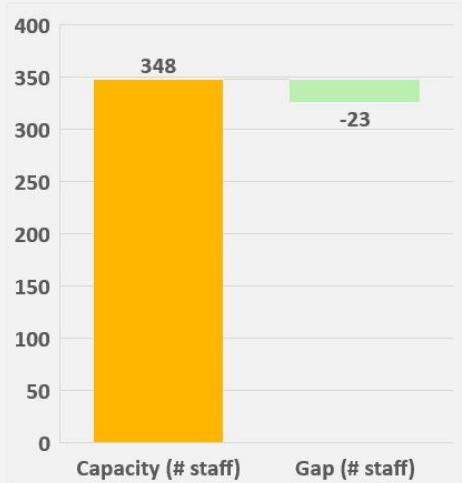
4. School capacity through each parameter

4.3 Canteen

Parameter 3.A	Pupils' canteen	Exceeding population						
Specific assumptions	<ul style="list-style-type: none">- The share of the canteen dedicated to self-service is 15%. Therefore, the surface available for pupils to eat is decreased by this amount.- Nursery and P1 pupils eat in a canteen located in the Fabiola building.- P2 to P5 pupils eat either in the canteen located in the Van Houtte building, or in the cafeteria located in the Erasme building.- Secondary pupils eat either in the canteen located in the Van Houtte building, or in one of the two cafeterias (Platon and Van Houtte).							
Outcome of the analysis	Quantitative	Qualitative						
	<div><table><tr><th>Category</th><th>Value</th></tr><tr><td>Capacity (# pupils)</td><td>2.902</td></tr><tr><td>Gap (# pupils)</td><td>521</td></tr></table></div>	Category	Value	Capacity (# pupils)	2.902	Gap (# pupils)	521	<p>Currently, the school does not respect pupils' well-being in terms of lunch time:</p> <ul style="list-style-type: none">- P1, P2 and P4 pupils eat too early (before 11:30am) which goes against their biological rhythm. Moreover, they do not have enough time to eat.- Nursery, P3 and P5 pupils do not have enough time to eat.- Secondary pupils eat too late (after 14:00pm) which goes against their biological rhythm. Moreover, they do not have enough time to eat. <p>In addition, the current organisation of lunch in secondary does not allow the school to organise the necessary number of shifts to provide lunch for all secondary pupils while ensuring well-being. There are only two course periods of 50 minutes included between 11:30 and 14:00 (period 6 and period 7). However, to ensure pupils' well-being a total of 135 minutes of lunch would be needed (i.e. 3 shifts of 45 minutes).</p> <p>The most optimal combination of groups (pupils and staff) and shifts allows to provide lunch in the canteen/cafeteria for 2.902 people. If at least 83% of pupils from S6 and S7 eat outside the school, the canteen could accommodate all pupils.</p> <p>It is important to indicate the capacity issue of the canteen is due to a lack of space in the canteen and cafeterias reserved for primary (P2 - P5) and secondary pupils (exceeding population of 580 pupils). Indeed, the canteen located in the Fabiola building can accommodate all nursery and P1 pupils, with a remaining capacity of 59 pupils. The total gap is therefore equal to 521 pupils (i.e. exceeding population of primary and secondary canteens/cafeterias increased by the remaining space in the Fabiola canteen).</p>
	Category	Value						
Capacity (# pupils)	2.902							
Gap (# pupils)	521							
<div><div>Current population</div><div>School capacity</div><div>Gap</div></div>	<div><div>3.423</div><div>2.902</div><div>521</div></div>							

4. School capacity through each parameter

4.3 Canteen

Parameter 3.B	Staff canteen	Remaining capacity									
Specific assumptions	<ul style="list-style-type: none">- The share of the canteen dedicated to self-service is 15%. Therefore, the surface available for staff to eat is decreased by this amount.- Staff members eat in a canteen reserved for staff located in the Van Houtte building										
Outcome of the analysis	Quantitative	Qualitative									
	<div><table><tr><td>Capacity (# staff)</td><td>348</td></tr><tr><td>Gap (# staff)</td><td>-23</td></tr></table></div> <div><table><tr><td>Current population</td><td>325</td></tr><tr><td>School capacity</td><td>348</td></tr><tr><td>Gap</td><td>23</td></tr></table></div>	Capacity (# staff)	348	Gap (# staff)	-23	Current population	325	School capacity	348	Gap	23
Capacity (# staff)	348										
Gap (# staff)	-23										
Current population	325										
School capacity	348										
Gap	23										

4. School capacity through each parameter

4.3 Canteen

Parameter 3	Canteen																											
Conclusion	<table><tr><td></td></tr><tr><td></td></tr><tr><td>Canteen</td></tr></table>			Canteen	<table><tr><td colspan="3">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td><td>Secondary</td></tr><tr><td></td><td></td><td></td></tr></table>	Pupils			Nursery	Primary	Secondary				<table><tr><td colspan="4">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Secondary</td><td>Other</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Staff members				Nursery	Primary	Secondary	Other					
	Canteen																											
Pupils																												
Nursery	Primary	Secondary																										
Staff members																												
Nursery	Primary	Secondary	Other																									
	<p>As a conclusion, the school experiences a capacity issue linked to the primary (P2 - P5) and secondary canteen. This issue is mainly caused by the respect of norms' on pupils' well-being.</p> <p>The nursery and P1 canteen does not experience any capacity issue. However, the remaining space does not allow to accommodate an entire additional primary group from P2 to P5.</p> <p>Finally, the staff canteen does not experience any capacity issue.</p>																											
Recommendations and possible solutions	<table><tr><td>Nursery</td></tr><tr><td>/</td></tr></table>	Nursery	/	<table><tr><td>Primary</td></tr><tr><td>A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...</td></tr></table>	Primary	A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...	<table><tr><td>Secondary</td></tr><tr><td>A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...</td></tr></table>	Secondary	A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...	<table><tr><td>Staff</td></tr><tr><td>/</td></tr></table>	Staff	/																
	Nursery																											
/																												
Primary																												
A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...																												
Secondary																												
A possible solution would be: - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...																												
Staff																												
/																												

4. School capacity through each parameter

4.3 Canteen

Parameter 3	Canteen		
Guidelines - Excel model	3.1 Canteen	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	3.2 Canteen	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	3.3 Canteen	The objective of this sheet is to perform a series of checks on safety, security and well-being compliance before computing school capacity of the parameter. Firstly, firefighters limitations are presented. Secondly, compliance with well-being norms and standards is checked. Finally, the number of shifts needed to host all pupils while respecting their well-being are computed.	Fully - automated
	3.4 Canteen	The objective of this sheet is to compute the optimal usage of the canteen while respecting safety, security and well-being of nursery and P1 pupils.	Fully - automated
	3.5 Canteen	The objective of this sheet is to compute the optimal usage of the canteen while respecting safety, security and well-being of primary (P2-P5) and secondary pupils.	Fully - automated
	3.6 Canteen	The objective of this sheet is to compute the optimal usage of the canteen while respecting safety, security and well-being of staff members.	Fully - automated

4.4

Recreation areas




4. School capacity through each parameter

4.4 Recreation areas

Parameter 4	Recreation areas							
Definitions	Recreation areas include total recreation areas and covered recreation areas:							
	<ul style="list-style-type: none">- Total recreation areas are all <i>external areas which are accessible to pupils during breaks (covered and uncovered). Recreation areas should allow the organisation of diverse activities for short time periods.</i>¹- Covered recreation areas are all external spaces which are <i>accessible to pupils and are covered by a roof. Covered recreation areas allow pupils to cover themselves from unfavourable weather conditions. Covered recreation areas can also be replaced by polyvalent rooms located inside the building and which are accessible to pupils during breaks (excl. study rooms, libraries, relaxation rooms and canteens/cafeterias).</i>¹							
Norms and standards	<p>The capacity of recreation areas is limited by two different types of norms :</p> <p>(1) The minimum fixed surface needed for a school's recreation areas (pedagogical norm on infrastructure). These norms are defined by the two regional entities: FWB & AGION.</p> <p>(2) The minimum variable surface needed for a school's recreation areas (well-being norm on infrastructure). These norms are defined by the two regional entities: FWB & AGION</p> <p>Whereas norms on total recreation areas relate to a pedagogical necessity, norms on covered recreation areas concern pupils well-being,</p>	Total recreation areas					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Min fixed surface			✓	✓		AGION
		Min variable surface			✓	✓		FWB
		Covered recreation areas					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Min fixed surface			✓	✓		AGION
		Min variable surface			✓	✓		AGION

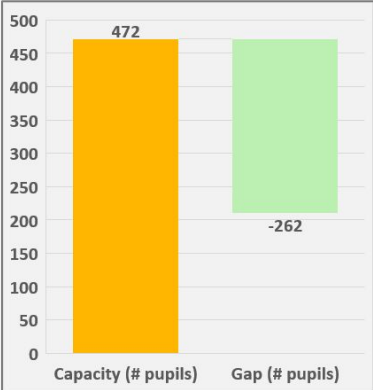
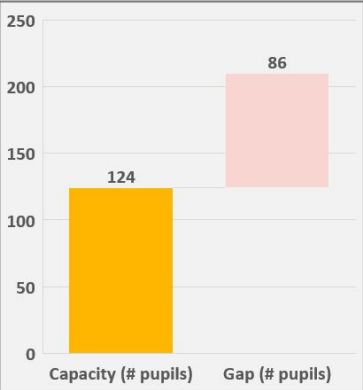
4. School capacity through each parameter

4.4 Recreation areas

Parameter 4	Recreation areas			
Key data	The capacity of recreation areas was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Aggregate surface per grade of recreation area
General assumptions	- In order to ensure pupils' well-being, the school must be able to host all pupils in covered recreation areas in case of unfavourable weather conditions ¹		Typical schedules	Aggregate surface per grade of covered recreation area

4. School capacity through each parameter

4.4 Recreation areas - Nursery

Parameter 4.A	Nursery recreation areas		Exceeding population										
Specific assumptions	<div>- Nursery pupils have access to :<ul style="list-style-type: none">- An outdoor recreational area directly linked to classrooms- A polyvalent room used as a covered recreational area also directly linked to the outside recreational area</div>												
Outcome of the analysis	Quantitative		Qualitative										
	<div><div><div>Total</div></div><div><div>Covered</div></div></div>		<p>Whereas the surface of total recreation areas is sufficient to ensure compliance with pedagogical norms and standards, the surface of covered recreation areas is insufficient to comply with well-being norms and standards.</p> <p>Covered recreation areas should increase by 70% in order to comply with norms and standards. However, it is important to note that an increase in covered recreation areas could potentially have an impact of pupils well-being and should be studied by the school.</p>										
	<table><tr><th></th><th>Total</th><th>Covered</th></tr><tr><td>Current population</td><td>210</td><td></td></tr><tr><td>School capacity</td><td>472</td><td>124</td></tr><tr><td>Gap</td><td>262</td><td>86</td></tr></table>				Total	Covered	Current population	210		School capacity	472	124	Gap
	Total	Covered											
Current population	210												
School capacity	472	124											
Gap	262	86											

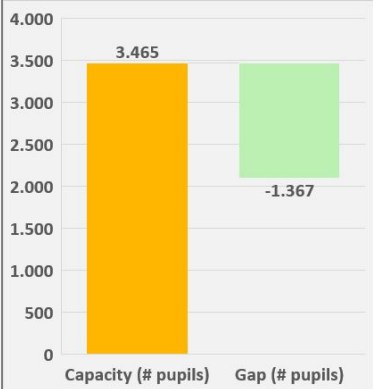
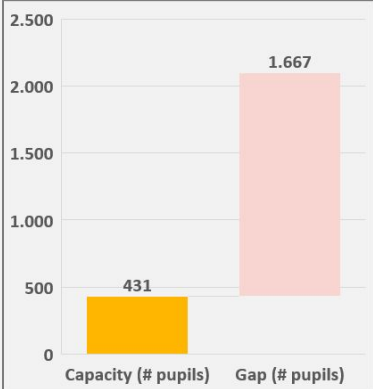
4. School capacity through each parameter

4.4 Recreation areas - Primary

Parameter 4.B	Primary recreation areas		Exceeding population
Specific assumptions	<div>- Primary pupils have access to :<div>- Recreational areas around their buildings</div><div>- A covered area close to their outside recreational areas</div></div>		
Outcome of the analysis	Quantitative	Qualitative	
	<div><div><div>Total</div><div><div><div><div>1.200</div><div>1.000</div><div>800</div><div>600</div><div>400</div><div>200</div><div>0</div></div><div><div>Capacity (# pupils)</div><div>Gap (# pupils)</div></div></div><div><div>851</div><div>264</div></div></div><div><div>Covered</div><div><div><div><div>1.200</div><div>1.000</div><div>800</div><div>600</div><div>400</div><div>200</div><div>0</div></div><div><div>Capacity (# pupils)</div><div>Gap (# pupils)</div></div></div><div><div>743</div><div>372</div></div></div></div><div><div><div>Total</div><div>Covered</div></div><div><div>Current population</div><div>1.115</div></div><div><div>School capacity</div><div>851</div><div>743</div></div><div><div>Gap</div><div>264</div><div>372</div></div></div></div></div>	<div>The surface of both total and covered recreation areas is insufficient to comply with pedagogical and well-being norms and standards.</div>	

4. School capacity through each parameter

4.4 Recreation areas - Secondary

Parameter 4.C	Secondary recreation areas		Exceeding population												
Specific assumptions	<div>- Secondary pupils have access to :<div>- Large outside recreational areas around their buildings</div><div>- A covered area close to their outside recreational areas</div></div>														
Outcome of the analysis	Quantitative		Qualitative												
	<div><div><div>Total</div><div>Covered</div></div><table><tr><th></th><th>Total</th><th>Covered</th></tr><tr><td>Current population</td><td>2.098</td><td></td></tr><tr><td>School capacity</td><td>3.465</td><td>431</td></tr><tr><td>Gap</td><td>1.367</td><td>1667</td></tr></table></div>			Total	Covered	Current population	2.098		School capacity	3.465	431	Gap	1.367	1667	<p>Whereas the surface of total recreation areas is sufficient to ensure compliance with pedagogical norms and standards, the surface of covered recreation areas is insufficient to comply with well-being norms and standards.</p> <p>Covered recreation areas should increase by 286% in order to comply with norms and standards. However, it is important to note that an increase in covered recreation areas could potentially have an impact of pupils well-being and should be studied by the school.</p>
		Total	Covered												
Current population	2.098														
School capacity	3.465	431													
Gap	1.367	1667													

4. School capacity through each parameter

4.4 Recreation areas

Parameter 4	Recreation areas																																			
Conclusion	<table><tr><th></th></tr><tr><td></td></tr><tr><td>Recreation areas</td></tr><tr><td>Covered recreation areas</td></tr></table>			Recreation areas	Covered recreation areas	<table><tr><th colspan="3">Pupils</th></tr><tr><th>Nursery</th><th>Primary</th><th>Secondary</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Pupils			Nursery	Primary	Secondary							<table><tr><th colspan="4">Staff members</th></tr><tr><th>Nursery</th><th>Primary</th><th>Secondary</th><th>Other</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Staff members				Nursery	Primary	Secondary	Other									
Recreation areas																																				
Covered recreation areas																																				
Pupils																																				
Nursery	Primary	Secondary																																		
Staff members																																				
Nursery	Primary	Secondary	Other																																	
	<p>As a conclusion, the school experiences a capacity issue for covered areas in all grades (nursery, primary and secondary). The surface of total recreation areas of primary pupils does not comply with pedagogical norms.</p> <p>Nursery and secondary total recreation areas comply with pedagogical norms.</p>																																			
Recommendations and possible solutions	<table><tr><th>Nursery</th></tr><tr><td><p><u>Covered recreation areas</u></p><p>Two possible solutions to ensure pupils’ well-being in when weather conditions are unfavourable would be to:</p><ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways and other similar spaces...)</td></tr></table>	Nursery	<p><u>Covered recreation areas</u></p> <p>Two possible solutions to ensure pupils’ well-being in when weather conditions are unfavourable would be to:</p> <ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways and other similar spaces...)	<table><tr><th>Primary</th></tr><tr><td><p><u>Recreation areas</u></p><p>A possible solution would be:</p><ul style="list-style-type: none">- Extend the primary playground to the secondary areas (remaining capacity)<p><u>Covered recreation areas</u></p><p>Two possible solutions to ensure pupils’ well-being in when weather conditions are unfavourable would be to:</p><ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways and other similar spaces...)</td></tr></table>	Primary	<p><u>Recreation areas</u></p> <p>A possible solution would be:</p> <ul style="list-style-type: none">- Extend the primary playground to the secondary areas (remaining capacity) <p><u>Covered recreation areas</u></p> <p>Two possible solutions to ensure pupils’ well-being in when weather conditions are unfavourable would be to:</p> <ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways and other similar spaces...)	<table><tr><th>Secondary</th></tr><tr><td><p><u>Covered recreation areas</u></p><p>Two possible solutions to ensure pupils’ well-being in when weather conditions are unfavourable would be to:</p><ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways, study rooms and other similar spaces...)</td></tr></table>	Secondary	<p><u>Covered recreation areas</u></p> <p>Two possible solutions to ensure pupils’ well-being in when weather conditions are unfavourable would be to:</p> <ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways, study rooms and other similar spaces...)	<table><tr><th>Staff</th></tr><tr><td>/</td></tr></table>	Staff	/																								
	Nursery																																			
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Staff																																				
/																																				

4. School capacity through each parameter

4.4 Recreation areas

Parameter 4	Recreation areas		
Guidelines - Excel model	4.1 Recreation areas	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	4.2 Recreation areas	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	4.3 Recreation areas	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

4.5

Library




4. School capacity through each parameter

4.5 Library

Parameter 5	Library							
Definitions	Libraries are rooms in which all school books are placed. It should provide the following infrastructures: places to sit and work quietly, spaces to meet with a group, book shelves and a front desk.							
Norms and standards	<p>The capacity of library is limited by two different pedagogical norms :</p> <p>(1) The minimum surface required in a library for facilities and for pupil (pedagogical norm). In Belgium, these norms are defined by regional entities (AGION).</p> <p>(2) The minimum surface needed per pupil/staff (infrastructural norm). For pupils, these norms are defined by the two regional entities: Fédération Wallonie - Bruxelles (FWB) & Agentschap Voor Infrastructuur in het Onderwijs (AGION).</p>	Minimum library surface					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil				✓		AGION
		Surface for facilities				✓		AGION
		Minimum surface per pupil (at the same time)					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Classrooms			✓	✓		FWB/AGION

4. School capacity through each parameter

4.5 Library

Parameter 5	Library			
Key data	The capacity of library was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils Number of teachers	Typical schedules	Surface of each library
General assumptions	<ul style="list-style-type: none">- Nursery pupils do not use the library as they cannot yet read books.- Groups of pupils also use libraries during courses with their teacher.- Secondary pupils have between 0 and 6 hours of free-time per week. Three different scenarios of the percentage of pupils per hours of free-time will be evaluated.<ul style="list-style-type: none">➤ Scenario 1 : Normal distribution➤ Scenario 2 : Pedagogical optimisation of the number of free-time periods per week➤ Scenario 3 : Worst-case distribution (all pupils have the maximum amount of free-time)			

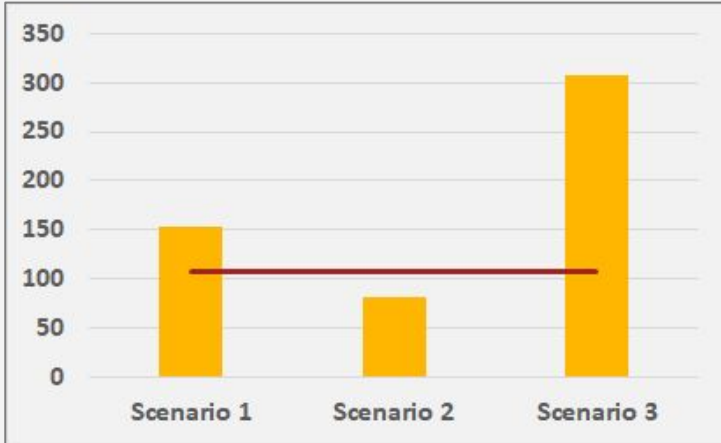
4. School capacity through each parameter

4.5 Library - Primary

Parameter 5.A	Library - Primary		Remaining capacity					
Specific assumptions	<div>- Pupils might use the library during lunch or courses but peak-times are during breaks. Therefore use of library during breaks is analysed to assess capacity.</div>							
Outcome of the analysis	Quantitative	Qualitative						
	<div><table><caption>Library Capacity Data</caption><tr><th>Category</th><th>Value (Approximate)</th></tr><tr><td># pupils in break / hour</td><td>135</td></tr><tr><td>Maximum occupancy of library</td><td>145</td></tr></table></div>	Category	Value (Approximate)	# pupils in break / hour	135	Maximum occupancy of library	145	<div><p>The school infrastructure is sufficient to provide space in the library for pupils wishing to spend their free-time in the library while maintaining safety, security and well-being. This conclusion is based on the following statements :</p><div><div>- Going to library is an alternative to recreational times. Primary pupils tend to spend more time in the recreational areas during breaks.</div><div>- It is not common that pupils spend one hour of their weekly recreation time in the library.</div></div><p>If the demand for using the library is linear amongst primary pupils, 92,5% of primary pupils could spend one hour of their weekly recreation time in the library.</p></div>
Category	Value (Approximate)							
# pupils in break / hour	135							
Maximum occupancy of library	145							

4. School capacity through each parameter

4.5 Library - Secondary

Parameter 5.B	Library - Secondary		Remaining capacity							
Specific assumptions	<ul style="list-style-type: none">- Pupils might use the library during lunch or courses but peak-times are during breaks. Therefore use of library during breaks is analysed to assess capacity.- As the number of free-periods are variable in European Schools (between 0 and 6 periods per week), three scenarios are evaluated :<ul style="list-style-type: none">(1) Scenario 1: normal distribution of the number of pupils between free-periods (most pupils have 3 free-periods/week)(2) Scenario 2 : pedagogical optimisation of the number of free-periods (most pupils have zero free-period/week)(3) Scenario 3 : worst-case scenario (all pupils have 6 free-periods/week)									
Outcome of the analysis	Quantitative	Qualitative								
	<div><table><thead><tr><th>Scenario</th><th># pupils in free-time/period</th></tr></thead><tbody><tr><td>Scenario 1</td><td>150</td></tr><tr><td>Scenario 2</td><td>80</td></tr><tr><td>Scenario 3</td><td>310</td></tr></tbody></table><div><div># pupils in free-time/period</div><div>Maximum occupancy of library</div></div></div>	Scenario	# pupils in free-time/period	Scenario 1	150	Scenario 2	80	Scenario 3	310	<p>The school infrastructure is largely sufficient to provide space in the library for pupils wishing to spend their free-time in the library while maintaining safety, security and well-being.</p> <p>At each point in time, the library allow to host:</p> <ul style="list-style-type: none">- Scenario 1: 70% of pupils who are in a free-period- Scenario 2: 131% of pupils who are in a free-period- Scenario 3: 35% of pupils who are in a free-period
Scenario	# pupils in free-time/period									
Scenario 1	150									
Scenario 2	80									
Scenario 3	310									

4. School capacity through each parameter

4.5 Library

Parameter 5	Library			
Conclusion	<div><div></div><div><div>Pupils</div><div>NurseryPrimarySecondary</div></div><div><div>Staff members</div><div>NurseryPrimarySecondaryOther</div></div></div>			
	As a conclusion, the school does not experience a capacity issue linked to primary and secondary library facilities.			
Recommendations and possible solutions	Nursery	Primary	Secondary	Staff
	/	/	/	/

4. School capacity through each parameter

4.5 Library

Parameter 5	Library		
Guidelines - Excel model	5.1 Library	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	5.2 Library	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	5.3 Library	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

4.6

Study rooms and
polyvalent rooms




4. School capacity through each parameter

4.6 Study rooms and polyvalent rooms

Parameter 6	Study rooms and polyvalent rooms							
Definitions	<p>Study rooms are spaces which can be used by pupils in order to study. In the case of secondary pupils, study rooms are spaces in which pupils can spend their free-time.</p> <p>Polyvalent rooms welcome different type of activities such as extra-curricular activities, inside games, occasional events. In the case of secondary pupils, polyvalent rooms are spaces in which pupils can spend their free-time.</p>							
Norms and standards	<p>The capacity of study rooms and polyvalent rooms is limited by different norms :</p> <p>(1) The minimum surface required in polyvalent rooms for pupils (pedagogical norm). In Belgium, these norms are defined by regional entities (AGION).</p> <p>(2) The minimum surface needed per pupil/staff (infrastructural norm). For pupils, these norms are defined by the two regional entities: Fédération Wallonie - Bruxelles (FWB) & Agentschap Voor Infrastructuur in het Onderwijs (AGION). For the staff, the norm is defined at the federal level (Codex).</p>	Minimum surface for polyvalent rooms					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil				✓		AGION
		Minimum surface per pupil (at the same time)					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Classrooms norms			✓	✓		FWB/AGION
		Minimum surface per worker					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per staff		✓				Codex
Study related to school capacity – EEB1 – Final report								

4. School capacity through each parameter

4.6 Study rooms and polyvalent rooms

Parameter 6	Study rooms and polyvalent rooms			
Key data	The capacity of study and polyvalent rooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils Number of teachers	Typical schedules	Surface of study rooms and polyvalent rooms
General assumptions	<ul style="list-style-type: none"> - The norms and standards concerning polyvalent rooms (in m²/pupil) takes into account that all pupils are never at the same time in the library. The minimum surface needed is computed on the total number of pupils (0.5m²/pupil). - The number of pupils that can be hosted at the same time in each polyvalent room is computed by using norms and standards of classrooms. - The surface of study and polyvalent rooms is decreased to take into account the space needed for surveillance staff. We assume there is one surveillance staff per room. - Nursery and primary pupils do not use the study rooms and polyvalent rooms as they do not study. - Secondary pupils have between 0 and 6 hours of free-time per week. Three different scenarios of the percentage of pupils per hours of free-time will be evaluated. <ul style="list-style-type: none"> ➤ Scenario 1 : Normal distribution ➤ Scenario 2 : Pedagogical optimisation of the number of free-time periods per week ➤ Scenario 3 : Worst-case distribution (all pupils have the maximum amount of free-time) 			

4. School capacity through each parameter

4.6 Study rooms and polyvalent rooms - Secondary

Parameter 6	Study rooms and polyvalent rooms - Secondary		Remaining capacity
Specific assumptions	<div><div><div>- Pupils do not use study and polyvalent rooms when they have other occupation (e.g. lunch, courses...). Peak-times are during free-periods.</div><div>- As the number of free-periods are variable in European Schools (between 0 and 6 periods per week), three scenarios are evaluated :<div><div>(1) Scenario 1: normal distribution of the number of pupils between free-periods (most pupils have 3 free-periods/week)</div><div>(2) Scenario 2 : pedagogical optimisation of the number of free-periods (most pupils have zero free-period/week)</div><div>(3) Scenario 3 : worst-case scenario (all pupils have 6 free-periods/week)</div></div></div></div></div>		
Outcome of the analysis	Quantitative	Qualitative	
	<div><div><div><div><div><div></div><div>350</div></div><div><div></div><div>300</div></div><div><div></div><div>250</div></div><div><div></div><div>200</div></div><div><div></div><div>150</div></div><div><div></div><div>100</div></div><div><div></div><div>50</div></div><div><div></div><div>0</div></div></div><div><div>Scenario 1</div><div>Scenario 2</div><div>Scenario 3</div></div></div></div><div><div><div># pupils in free-time/period</div><div>Maximum occupancy of library</div></div></div></div>	<div><div>The school infrastructure is largely sufficient to provide space in study and polyvalent rooms for pupils wishing to spend their free-time in study and polyvalent rooms while maintaining safety, security and well-being.</div><div>The computations below allow to conclude the following statements. At each point in time, study and polyvalent rooms allow to host :<div><div>- Scenario 1: 132% of secondary pupils in free-time</div><div>- Scenario 2: 248% of secondary pupils in free-time</div><div>- Scenario 3: 66% of secondary pupils in free-time</div></div></div></div>	

4. School capacity through each parameter

4.6 Study rooms and polyvalent rooms

Parameter 6	Study rooms and polyvalent rooms			
Conclusion	<div><div><div></div><div></div><div>Study and polyvalent rooms</div></div><div><div>Pupils</div><div>NurseryPrimarySecondary</div><div></div></div><div><div>Staff members</div><div>NurseryPrimarySecondaryOther</div><div></div></div></div>			
	As a conclusion, the school does not experience a capacity issue regarding the study rooms and polyvalents rooms.			
Recommendations and possible solutions	Nursery	Primary	Secondary	Staff
	/	/	/	/

4. School capacity through each parameter

4.6 Study rooms and polyvalent rooms

Parameter 6	Study rooms and polyvalent rooms		
Guidelines - Excel model	6.1 Study and polyvalent rooms	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	6.2 Study and polyvalent rooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	6.3 Study and polyvalent rooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

4.7

Sanitary rooms




4. School capacity through each parameter

4.7 Sanitary rooms

Parameter 7	Sanitary rooms							
Definitions	Sanitary facilities refer to the infrastructure dedicated to toilets.							
Norms and standards	The capacity of sanitary is limited by two different norms : (1) The minimum surface required in sanitary for pupils (well-being norm). In Belgium, these norms are defined by regional entities (AGION). (2) The minimum supply of facilities (toilets, urinals, sinks) per pupil/staff (well-being norm). For pupils, these norms are defined by the regional entities: Agentschap Voor Infrastructuur in het Onderwijs (AGION). For the staff, the norm is defined at the federal level (Codex).	Minimum surface for sanitary facilities					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil				✓		AGION
		Minimum supply of facilities					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Number of toilets/sinks per pupil/staff		✓		✓		AGION/Codex

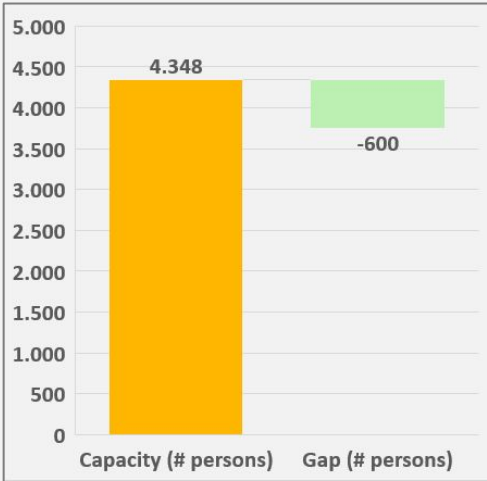
4. School capacity through each parameter

4.7 Sanitary rooms

Parameter 7	Sanitary rooms			
Key data	The capacity of sanitary rooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	Typical schedules	Surface of sanitary facilities
		Number of staff		Number of toilets (and sinks) per grade
General assumptions	<ul style="list-style-type: none">- Female population account for 49.6% of school population, based on the worldwide ratio.- The school must provide toilets for people with reduced mobility (PMR).- Common toilets are assigned to primary and secondary pupils, in proportion of their respective population. Common urinals are only assigned to primary boys.			

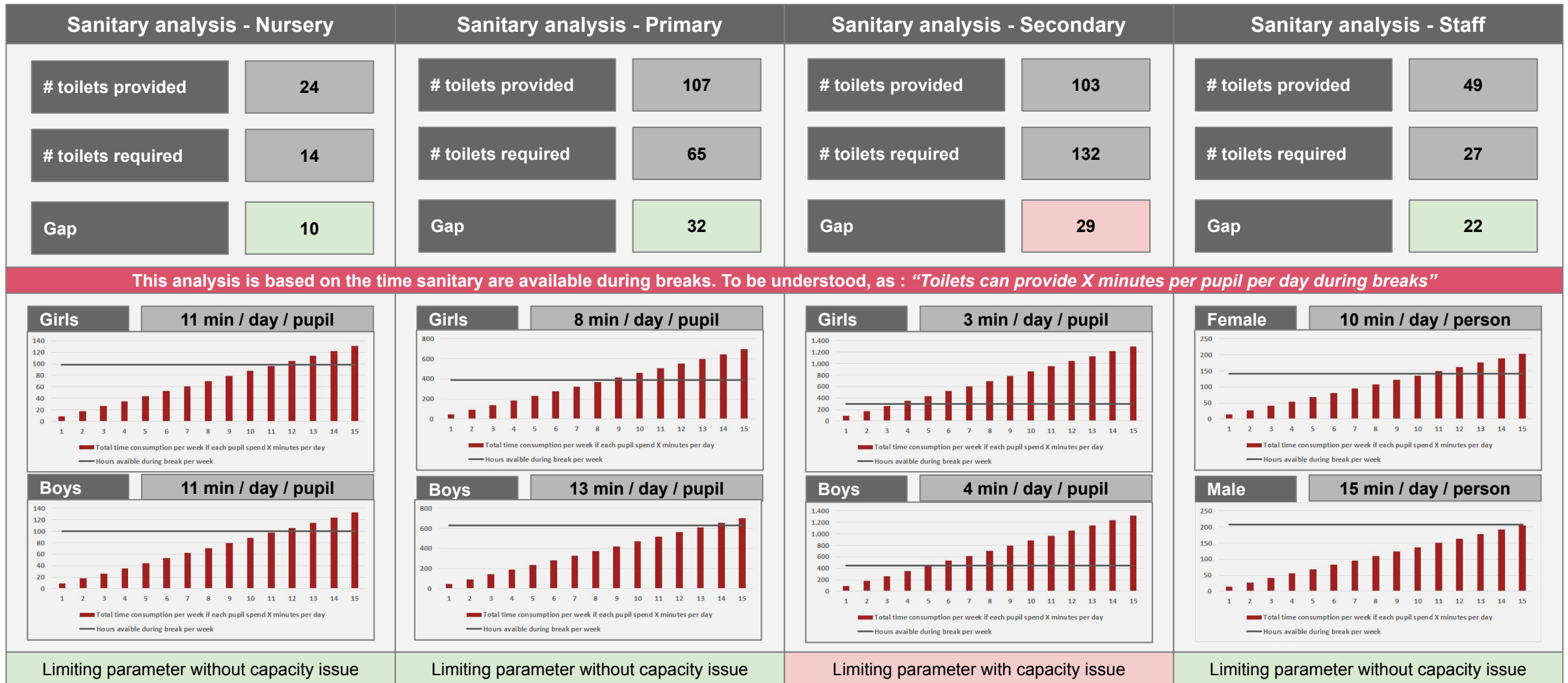
4. School capacity through each parameter

4.7 Sanitary rooms

Parameter 7	Sanitary rooms		Remaining capacity											
Specific assumptions	<ul style="list-style-type: none">- Each toilet in the school is assigned to a grade* (a detailed analysis per grade is presented on the next slide)													
Outcome of the analysis	Quantitative	Qualitative												
	<div><table><tr><th>Category</th><th>Value</th></tr><tr><td>Capacity (# persons)</td><td>4.348</td></tr><tr><td>Gap (# persons)</td><td>-600</td></tr></table></div> <div><table><tr><td>Current population</td><td>3.748</td></tr><tr><td>School capacity</td><td>4.348</td></tr><tr><td>Gap</td><td>600</td></tr></table></div>	Category	Value	Capacity (# persons)	4.348	Gap (# persons)	-600	Current population	3.748	School capacity	4.348	Gap	600	<p>The schools provides enough toilets to pupils and staff in order to comply with the norms.</p> <p>Complementary constraints are checked and fulfilled</p> <ul style="list-style-type: none">- The school provides toilets for people with reduced mobility (PMR) for primary and secondary pupils.- Based on the norms requirements, some sinks are missing compared to the number of toilets for nursery and secondary toilets.
Category	Value													
Capacity (# persons)	4.348													
Gap (# persons)	-600													
Current population	3.748													
School capacity	4.348													
Gap	600													

4. School capacity through each parameter

4.7 Sanitary rooms



4. School capacity through each parameter

4.7 Sanitary rooms

Parameter 7	Sanitary rooms																											
Conclusion	<table><tr><td></td></tr><tr><td></td></tr><tr><td>Sanitary</td></tr></table>			Sanitary	<table><tr><td colspan="3">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td><td>Secondary</td></tr><tr><td></td><td></td><td></td></tr></table>	Pupils			Nursery	Primary	Secondary				<table><tr><td colspan="4">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Secondary</td><td>Other</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Staff members				Nursery	Primary	Secondary	Other					
Sanitary																												
Pupils																												
Nursery	Primary	Secondary																										
Staff members																												
Nursery	Primary	Secondary	Other																									
	As a conclusion, the school does not experience any capacity issue regarding sanitary facilities for nursery, primary and staff members. But sanitary facilities are lacking for secondary pupils.																											
Recommendations and possible solutions	Nursery	Primary	Secondary	Staff																								
	<div>/</div>	<div>/</div>	<div>Two possible solutions would be: - Study the possibility of assigning toilets of primary pupils and/or staff members to secondary pupils. For example, in buildings which are shared between primary and secondary. - Build additional toilets facilities. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...</div>	<div>/</div>																								

4. School capacity through each parameter

4.7 Sanitary rooms

Parameter 7	Sanitary rooms		
Guidelines - Excel model	7.1 Sanitary	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	7.2 Sanitary	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	7.3 Sanitary	The objective of this sheet is to compute school capacity of the parameter by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated
	7.4 Sanitary	The objective of this sheet is to compute school capacity of the parameter by assessing the amount of time each pupil / staff can use sanitary facilities during breaks.	Fully - automated

4.8

Teachers' rooms




4. School capacity through each parameter

4.8 Teachers' rooms

Parameter 8	Teachers' rooms							
Definitions	Teachers rooms are rooms exclusively reserved for the teaching body of the school (teachers and assistants). These rooms should allow different usages: eating, working, preparing courses and stimulating exchanges between teachers.							
Norms and standards	The capacity of teachers' rooms is limited by different norms : (1) The minimum surface required in teachers' rooms for staff (well-being norm). In Belgium, these norms are defined by regional (AGION) and federal (Codex) entities .	Minimum surface for teachers' rooms					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per teacher		✓		✓		Codex

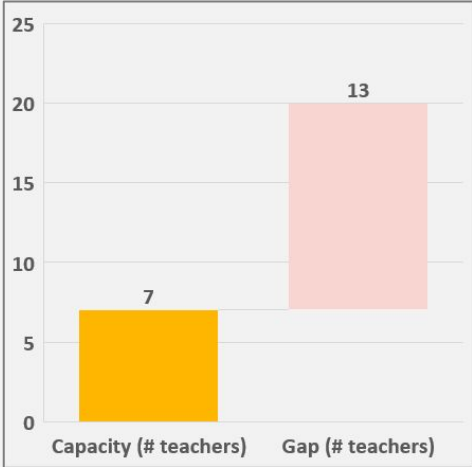
4. School capacity through each parameter

4.8 Teachers' rooms

Parameter 8	Teachers' rooms			
Key data	The capacity of teachers' rooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of teachers and assistants	Typical schedules	Surface of teachers' rooms
General assumptions	<ul style="list-style-type: none">- Nursery assistants also use the teachers' room (in Fabiola building)- Some teachers do not work on a full time basis, but we consider the whole population of teachers. All teachers have at least a partial usage of the teachers' room.			

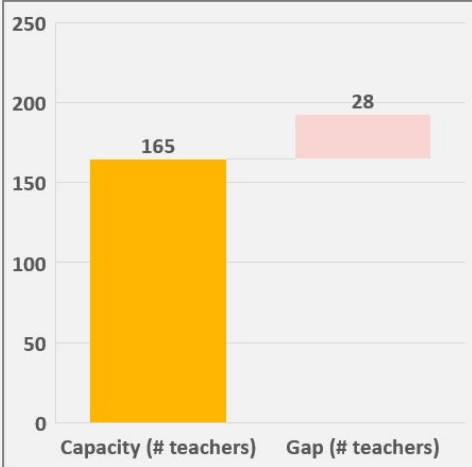
4. School capacity through each parameter

4.8 Teachers' rooms - Nursery

Parameter 8.A	Teachers' rooms - Nursery		Exceeding population									
Specific assumptions	<ul style="list-style-type: none">- Teachers' rooms are used both by teachers and assistants- Nursery teachers' rooms include the teachers' room located in the nursery building (Fabiola building)											
Outcome of the analysis	Quantitative	Qualitative										
	<div><table><tr><td>Capacity (# teachers)</td><td>7</td></tr><tr><td>Gap (# teachers)</td><td>13</td></tr></table></div> <div><table><tr><td>Current population</td><td>20</td></tr><tr><td>School capacity</td><td>7</td></tr><tr><td>Gap</td><td>13</td></tr></table></div>	Capacity (# teachers)	7	Gap (# teachers)	13	Current population	20	School capacity	7	Gap	13	<p>The school does not provide enough space in teachers' rooms to ensure nursery teachers' well-being during peak-times (e.g. lunch, breaks).</p> <p>The space available for nursery teachers and assistants is large enough to accommodate the following percentage of teachers and assistants (off-peak times):</p> <ul style="list-style-type: none">- 30% when using both least and most demanding norms ; <p>As teachers' rooms experience capacity issues, it means that the school cannot accept anymore teachers. Moreover, the number of nursery groups must be decreased.</p> <p>When applying the least demanding norms, an additional surface of 26 m² should be provided to nursery teachers and assistants in order to guarantee well-being.</p>
Capacity (# teachers)	7											
Gap (# teachers)	13											
Current population	20											
School capacity	7											
Gap	13											

4. School capacity through each parameter

4.8 Teachers' rooms - Primary & Secondary

Parameter 8.B	Teachers' rooms - Primary & secondary		Exceeding population									
Specific assumptions	<div>- Primary and secondary teachers share the same teachers' room located in the Erasme building.</div>											
Outcome of the analysis	Quantitative	Qualitative										
	<div><table><tr><td>Capacity (# teachers)</td><td>165</td></tr><tr><td>Gap (# teachers)</td><td>28</td></tr></table></div> <div><table><tr><td>Current population</td><td>193</td></tr><tr><td>School capacity</td><td>165</td></tr><tr><td>Gap</td><td>28</td></tr></table></div>	Capacity (# teachers)	165	Gap (# teachers)	28	Current population	193	School capacity	165	Gap	28	<div>The school does not provide enough space in teachers' rooms to ensure primary and secondary teachers' well-being during peak-times (e.g. lunch, breaks).</div> <div>The space available for primary and secondary teachers is large enough to accommodate the following percentage of teachers (off-peak times):<ul style="list-style-type: none">- 80% when using least demanding norms ;- 60% when using most demanding norms.</div> <div>As teachers' rooms experience capacity issues, it means that the school cannot accept anymore teachers. Moreover, the number of primary and secondary groups must be decreased.</div> <div>When applying the least demanding norms, an additional surface of 56 m² should be provided to primary and secondary teachers in order to guarantee well-being.</div>
Capacity (# teachers)	165											
Gap (# teachers)	28											
Current population	193											
School capacity	165											
Gap	28											

4. School capacity through each parameter

4.8 Teachers rooms

Parameter 8	Teachers rooms			
Conclusion	<div> <div></div> <div>Teachers' rooms</div> </div>	<div> <div>Pupils</div> <div> <div>Nursery</div> <div>Primary</div> <div>Secondary</div> </div> </div>	<div> <div>Staff members</div> <div> <div>Nursery</div> <div>Primary</div> <div>Secondary</div> <div>Other</div> </div> </div>	
	<p>As a conclusion, the school experiences a capacity issue linked to teachers' rooms of nursery, primary and secondary teachers. This issue is mainly caused by the lack of spaces provided by the school as teachers' rooms.</p>			
Recommendations and possible solutions	Nursery	Primary	Secondary	Staff
	<div>/</div>	<div>/</div>	<div>/</div>	<div> Two possible solutions would be: <ul style="list-style-type: none"> - Transforming administrative offices into rooms dedicated to teachers. - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it... </div>

4. School capacity through each parameter

4.8 Teachers' rooms

Parameter 8	Teachers' rooms		
Guidelines - Excel model	8.1 Teachers rooms	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	8.2 Teachers rooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	8.3 Teachers rooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

4.9

Event halls




4. School capacity through each parameter

4.9 Event halls

Parameter 9	Event halls							
Definitions	Event halls welcome different type of activities such as extra-curricular activities, occasional events and exams. It should also allow the invitation of external people (parents, families, etc.).							
Norms and standards	The capacity of event halls is limited by one norm : (1) The minimum surface required in polyvalent rooms for pupils (well-being norm). In Belgium, these norm is defined by regional entities (AGION).	Minimum surface for polyvalent rooms					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil		✓		✓		AGION

4. School capacity through each parameter

4.9 Event halls

Parameter 9	Event halls			
Key data	The capacity of event halls was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils Number of teachers and assistants	Typical use of event halls	Surface of rooms which can be used as an event hall
General assumptions	<ul style="list-style-type: none">- Event halls should provide enough space to give the opportunity to the school to organize at least one event for each level of each grade (nursery, primary and secondary).- Each pupil should be allowed to bring two relatives/parents with him.- A particular event cannot be split into two different sites/rooms. Therefore, we will only consider the room which can host the largest number of people.			

4. School capacity through each parameter

4.9 Event halls

Parameter 9	Event halls	Exceeding population
Specific assumptions	<div><div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div></div><div></div></div><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4. School capacity through each parameter

4.9 Event halls

Parameter 9	Event halls																										
Conclusion	<div><table><tr><th></th></tr><tr><td>Event hall</td></tr></table></div> <div><table><tr><th colspan="3">Pupils</th></tr><tr><th>Nursery</th><th>Primary</th><th>Secondary</th></tr><tr><td></td><td></td><td></td></tr></table></div> <div><table><tr><th colspan="4">Staff members</th></tr><tr><th>Nursery</th><th>Primary</th><th>Secondary</th><th>Other</th></tr><tr><td></td><td></td><td></td><td></td></tr></table></div>					Event hall	Pupils			Nursery	Primary	Secondary				Staff members				Nursery	Primary	Secondary	Other				
Event hall																											
Pupils																											
Nursery	Primary	Secondary																									
Staff members																											
Nursery	Primary	Secondary	Other																								
	As a conclusion, the school experiences a capacity issue linked to event halls. The school infrastructure does not allow to organise school event regrouping several groups of pupils, or when pupils invite their relatives. However, the school is able organize smaller events gathering one level without or with one relative.																										
Recommendations and possible solutions	<div>Nursery</div> <div>Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.</div>	<div>Primary</div> <div>Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.</div>	<div>Secondary</div> <div>Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.</div>	<div>Staff</div> <div>/</div>																							

4. School capacity through each parameter

4.9 Event halls

Parameter 9	Event halls		
Guidelines - Excel model	9.1 Event halls	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	9.2 Event halls	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	9.3 Event halls	The objective of this sheet is to compute school capacity of the parameter. The capacity of event halls however does not restrict school capacity. It only gives an appreciation of the ability of the school to organise school events.	Fully - automated

4.10 Administrative offices

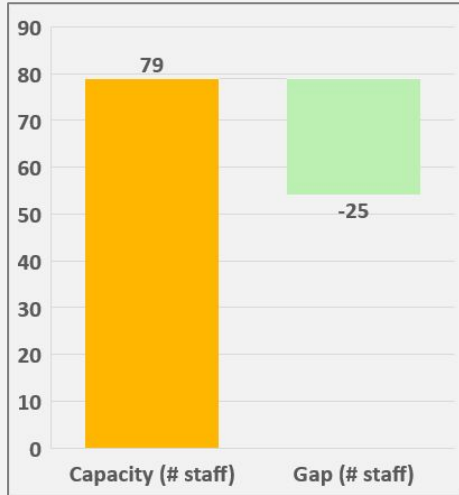
4. School capacity through each parameter

4.10 Administrative offices

Parameter 10	Administrative offices							
Definitions	Administrative offices include all rooms used for the management of school activities: direction offices, secretariat, psychologists offices and other educational staff offices.							
Norms and standards	The capacity of administrative offices is limited by one norm : (1) The minimum surface required in offices for staff (well-being norm). In Belgium, these norm is defined by regional entities (AGION).	Minimum surface for offices					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per staff				✓		AGION

4. School capacity through each parameter

4.10 Administrative offices

Parameter 10	Administrative offices		Remaining capacity									
Specific assumptions	<div>- The capacity of administrative offices is computed for administrative staff on an aggregate basis among all grades (nursery/primary/secondary).</div>											
Outcome of the analysis	Quantitative	Qualitative										
	<div><table><tr><td>Capacity (# staff)</td><td>79</td></tr><tr><td>Gap (# staff)</td><td>-25</td></tr></table><div><table><tr><td>Current population</td><td>54</td></tr><tr><td>School capacity</td><td>79</td></tr><tr><td>Gap</td><td>25</td></tr></table></div></div>	Capacity (# staff)	79	Gap (# staff)	-25	Current population	54	School capacity	79	Gap	25	<div>The school respects the minimum surface needed for administrative offices. This means that the administrative functioning of the school can be provided while ensuring safety, security and well-being of staff members.</div>
Capacity (# staff)	79											
Gap (# staff)	-25											
Current population	54											
School capacity	79											
Gap	25											

4. School capacity through each parameter

4.10 Administrative offices

Parameter 10	Administrative offices																											
Conclusion	<table><tr><td></td></tr><tr><td></td></tr><tr><td>Administrative offices</td></tr></table>			Administrative offices	<table><tr><td colspan="3">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td><td>Secondary</td></tr><tr><td></td><td></td><td></td></tr></table>	Pupils			Nursery	Primary	Secondary				<table><tr><td colspan="4">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Secondary</td><td>Other</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Staff members				Nursery	Primary	Secondary	Other					
Administrative offices																												
Pupils																												
Nursery	Primary	Secondary																										
Staff members																												
Nursery	Primary	Secondary	Other																									
	As a conclusion, the school globally does not experience a capacity issue regarding administrative offices.																											
Recommendations and possible solutions	Nursery	Primary	Secondary	Staff																								
	<div>/</div>	<div>/</div>	<div>/</div>	<div>/</div>																								

4. School capacity through each parameter

4.10 Administrative offices

Parameter 10	Administrative offices		
Guidelines - Excel model	10.1 Administrative offices	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	10.2 Administrative offices	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Semi - automated
	10.3 Administrative offices	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

5

Uccle -
Conclusion and
recommendations

5. Conclusion and recommendations

Pedagogical school capacity is limited by nursery classrooms, primary recreation areas and secondary classrooms whereas well-being school capacity is limited by covered recreation areas and teachers' rooms

Maximum school capacity to ensure the school's primary objective		Maximum school capacity to ensure pupils' and staff well-being	
Pupils	3.102 people	Pupils	1.298 people
Staff	325 people	Staff	284 people

5. Conclusion and recommendations

Several recommendations allow to partially solve pedagogical and well-being school capacity issues

Recommendations			
Nursery	Primary	Secondary	Staff
<p><u>Sport facilities</u></p> <ul style="list-style-type: none">- Use outdoor sport facilities even when weather conditions are unfavourable. <p><u>Covered recreation areas</u></p> <ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways, study rooms, and other similar spaces...)	<p><u>Classrooms</u></p> <ul style="list-style-type: none">- Building extension or new construction (under certain conditions) <p><u>Sport facilities</u></p> <ul style="list-style-type: none">- Building extension or new construction (under certain conditions)- Use outdoor sport facilities even when weather conditions are unfavourable <p><u>Canteen</u></p> <ul style="list-style-type: none">- Building extension or new construction (under certain conditions) <p><u>Recreation areas</u></p> <ul style="list-style-type: none">- Use a share of the secondary recreation areas <p><u>Covered recreation areas</u></p> <ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways, study rooms, and other similar spaces...)	<p><u>Classrooms</u></p> <ul style="list-style-type: none">- Building extension or new construction (under certain conditions) <p><u>Sport facilities</u></p> <ul style="list-style-type: none">- Building extension or new construction (under certain conditions)- Use outdoor sport facilities even when weather conditions are unfavourable <p><u>Canteen</u></p> <ul style="list-style-type: none">- Building extension or new construction (under certain conditions) <p><u>Covered recreation areas</u></p> <ul style="list-style-type: none">- Extend covered recreation areas- Extend/use indoor spaces (hallways, study rooms, and other similar spaces...) <p><u>Sanitary facilities</u></p> <ul style="list-style-type: none">- Assign primary or staff toilets to secondary- Build additional sanitary facilities	<p><u>Teachers' rooms</u></p> <ul style="list-style-type: none">- Transform administrative offices into rooms dedicated to teachers- Building extension or new construction (under certain conditions)
<p><u>Event hall:</u> Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.</p>			

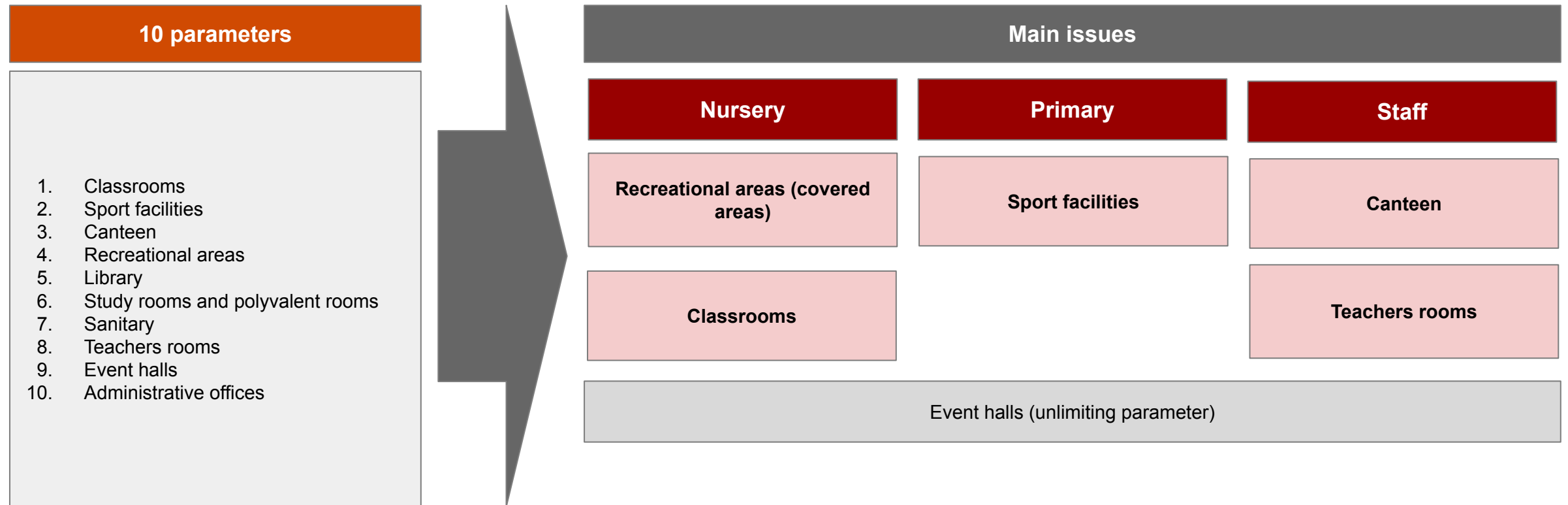
6

Berkendael - School capacity overview

6. School capacity overview

6 out of 10 parameters present capacity issues

In order to assess the capacity of the school ten parameters are analysed catching different aspects of a school functioning. These analysis show that 6 out of 10 ten parameters experience a capacity issue.



6. School capacity overview

The school currently respects safety and security aspects but not pedagogical and well-being needs of pupils and staff

Pedagogical school capacity

To ensure the achievement of the school's primary objective (i.e. pupils' education), the most limiting parameter are:

- Nursery classrooms which can only host **209 pupils**, which represents a gap of **21 pupils**
- Primary classrooms which can host **768 pupils**, which represents a gap of **118 pupils**

In total, the school can host 977 pupils and 119 staff members.

Well-being school capacity

To ensure pupils' well-being, the most limiting parameter are :

- Nursery covered recreation areas, which can only host **116 nursery pupils**. This gap is mainly caused by the respect of pupils' well-being when weather conditions are unfavourable.
- Primary indoor sport facilities, which can only host **490 primary pupils**. This gap is mainly caused by the lack of space in indoor sport facilities.

The most limiting parameter for staff is the canteen which is nonexistent and can therefore not host any staff member.

Classrooms
Sport facilities
Canteen
Recreation areas
Covered recreation areas
Library
Study and polyvalent rooms
Sanitary
Teachers' rooms
Event hall
Administrative offices

Pupils	
Nursery	Primary

[illegible]

7

Berkendael -
School capacity
through each
parameter

7.1

Classrooms




7. School capacity through each parameter

7.1 Classrooms

Parameter 1	Classrooms						
Definitions	Classrooms include normal classrooms , special classrooms and labs : <ul style="list-style-type: none"> - Normal classrooms are <i>classrooms in which no specific material/equipment is needed to teach. These classrooms contain chairs and desks for all pupils and for the teacher and a black/white board.</i> - Special classrooms are <i>classrooms in which specific material/equipment is needed to teach. Special classrooms, include ICT classrooms, arts classrooms and music classrooms.</i> - Labs are <i>classrooms specifically designed to teach science courses (biology, chemistry and physics). Labs contain special equipment which allow to perform scientific experiments.</i> 						
Norms and standards	The capacity of classrooms is limited by two different pedagogical norms : (1) The minimum surface needed per pupil/staff (pedagogical norm on infrastructure). For pupils, these norms are defined by the two regional entities: FWB & AGION. For staff, norms are defined by the Federal Government.	Minimum classroom surface per pupil/staff					Pedagogical norm
			European Schools	Federal Government	FWB	AGION	Ad-hoc
		Normal classrooms		✓	✓	✓	FWB/AGION
		Special classrooms		✓	✓	✓	AGION
		Maximum number of pupils per class					Pedagogical norm
	(2) The maximum number of pupils per class (pedagogical norm on education). In Belgium, these norms are defined by regional entities (FWB). However, European Schools have their own norms on the maximum number of pupils per class . The maximum number pupils per class varies among courses.		European Schools	Federal Government	FWB	AGION	Ad-hoc
		Normal classrooms	✓		✓		European Schools
		Special classrooms	✓		✓		European Schools

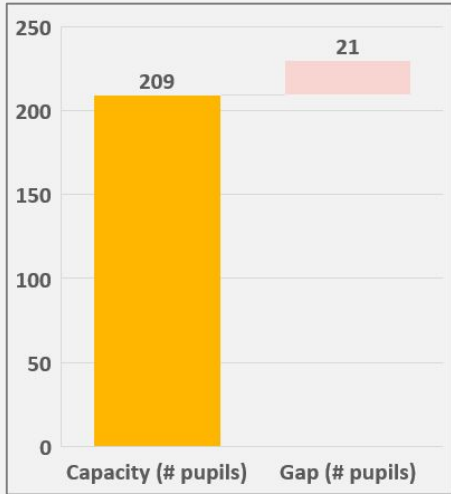
7. School capacity through each parameter

7.1 Classrooms

Parameter 1	Classrooms			
Key data	The capacity of classrooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each classroom
		Number of teachers	Typical schedules	
			Courses	
		General assumptions	<ul style="list-style-type: none">- The surface of classrooms is decreased to take into account the space needed for teachers (and nursery assistants).- There is one teacher (and one assistant in nursery) per classroom.- The capacity of classrooms is computed based on a static depiction of optimised occupancy given current school population and room availability. It does not take into account any potential evolutions in school population, organisation and/or infrastructure.- The analysis does not take into account the potential distance children would have to cross between classrooms when they change classrooms/buildings.	

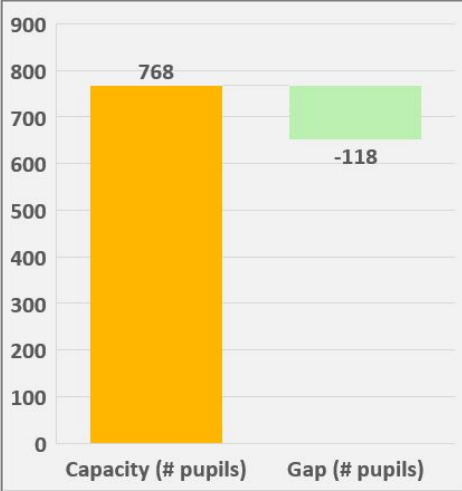
7. School capacity through each parameter

7.1 Classrooms - Nursery

Parameter 1.A	Nursery classrooms		Exceeding population							
Specific assumptions	<div>- Nursery pupils always stay in the same classroom. This means that each nursery group is assigned to one classroom for an entire year.</div>									
Outcome of the analysis	Quantitative		Qualitative							
	<div><table><tr><th>Category</th><th>Value</th></tr><tr><td>Capacity (# pupils)</td><td>209</td></tr><tr><td>Gap (# pupils)</td><td>21</td></tr></table></div>		Category	Value	Capacity (# pupils)	209	Gap (# pupils)	21	<div>Although the school has enough classrooms to accommodate all nursery groups, these classrooms are too small compared to the number of pupils per group.</div> <div>When trying to fit all groups of into remaining classrooms (using the least demanding norms), the surplus of pupils is 21 pupils.</div>	
	Category	Value								
Capacity (# pupils)	209									
Gap (# pupils)	21									
<div><div>Current population</div><div>230</div></div> <div><div>School capacity</div><div>209</div></div> <div><div>Gap</div><div>21</div></div>										

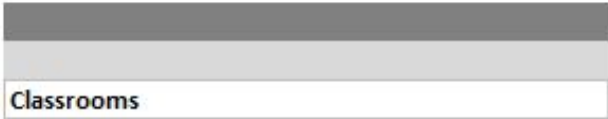
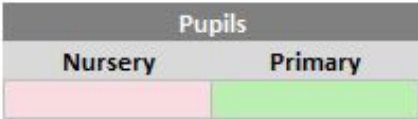
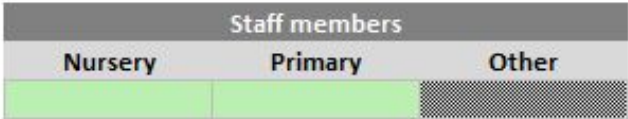
7. School capacity through each parameter

7.1 Classrooms - Primary

Parameter 1.B	Primary classrooms	Remaining capacity											
Specific assumptions	<ul style="list-style-type: none">- Language 2 classrooms and religion/ethics classrooms are considered to be ‘normal classrooms’ (i.e. classrooms in which no specific equipment/material is needed to teach) (see definition in slide 18).- Each classroom can host pupils for a certain period of time during the week. This time period is equal to the maximum time spent at school per week by primary pupils, subtracted by recreation time. In EEB1 (Berkendael site), this time period equal to 24 hours and 45 minutes.- Pupils have a limited of hours per week taught in their first language. For P1-P2 this equals to 16 hours and 50 minutes and for P3-P5 this equals to 17 hours.												
Outcome of the analysis	Quantitative	Qualitative											
	<div><table><tr><th>Category</th><th>Value</th></tr><tr><td>Capacity (# pupils)</td><td>768</td></tr><tr><td>Gap (# pupils)</td><td>-118</td></tr></table></div> <div><table><tr><td>Current population</td><td>650</td></tr><tr><td>School capacity</td><td>768</td></tr><tr><td>Gap</td><td>118</td></tr></table></div>	Category	Value	Capacity (# pupils)	768	Gap (# pupils)	-118	Current population	650	School capacity	768	Gap	118
Category	Value												
Capacity (# pupils)	768												
Gap (# pupils)	-118												
Current population	650												
School capacity	768												
Gap	118												

7. School capacity through each parameter

7.1 Classrooms

Parameter 1	Classrooms		
Conclusion			
	<p>As a conclusion, the school experiences a capacity issue linked to nursery classrooms. The capacity issue for nursery pupils is due to a lack of large classrooms.</p> <p>The school does not experience any capacity issue linked to primary classrooms.</p>		
Recommendations and possible solutions	Nursery	Primary	Staff
	<p>Two possible solutions would be:</p> <ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...- Use primary classrooms which can host large groups of students. However, this is only a partial solution as the number of remaining large primary classrooms is limited.	/	/

7. School capacity through each parameter

7.1 Classrooms

Parameter 1	Classrooms		
Guidelines - Excel model	1.1 Classrooms	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	1.2.1 Nursery Classrooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	1.2.2 Nursery Classrooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of classrooms needed to host the school population while ensuring people's well-being. The smallest limitation results to be the maximum capacity of the school.	Semi - automated
	1.3.1 Primary Classrooms	The objective of this sheet is to check whether the number of pupils per group of each type of courses complies with the maximum number of pupils per group allowed under European School norms.	Fully - automated
	1.3.2 Primary Classrooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	1.3.3 Primary Classrooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of classrooms needed to host the school population while ensuring people's well-being. The smallest limitation results to be the maximum capacity of the school.	Not automated

7.2

Indoor sport
facilities




7. School capacity through each parameter

7.2 Indoor sport facilities

Parameter 2	Indoor sport facilities						
Definitions	<p>Sport facilities include <i>all indoor rooms and/or spaces in which Physical Education can be taught</i>.</p> <p>Outdoor sport facilities are not included in the analysis. To ensure well-being, pupils' should be able to have class indoors when weather conditions are unfavourable.</p>						
Norms and standards	<p>The capacity of sport facilities is limited by two different pedagogical norms :</p> <p>(1) The minimum surface needed for a school's sport facilities (pedagogical norm on infrastructure). These norms are defined by the two regional entities: FWB & AGION.</p> <p>(2) The maximum number of pupils per class (pedagogical norm on education). In Belgium, these norms are defined by regional entities (FWB). However, European Schools have their own norms on the maximum number of pupils per class. The maximum number pupils per class varies among courses.</p>	Minimum surface of total sport facilities					Pedagogical norm
			European Schools	Federal Government	FWB	AGION	Ad-hoc
		Sport facilities			✓	✓	
							Lower boundary
							FWB/AGION
	Maximum number of pupils per class					Pedagogical norm	
		European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
	Sport facilities	✓		✓			European Schools

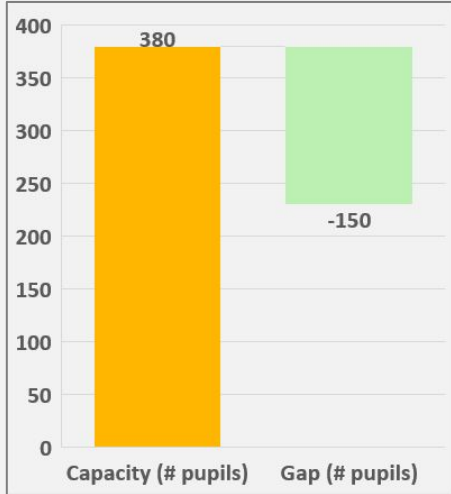
7. School capacity through each parameter

7.2 Indoor sport facilities

Parameter 2	Indoor sport facilities			
Key data	The capacity of sport facilities was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each sport facility
		Number of teachers	Typical schedules	
			Courses	
		General assumptions	<ul style="list-style-type: none">- In order to ensure pupils' well-being, the school must be able to host all sport courses inside in case of unfavourable weather conditions- When a Physical Education course is organized, there is always a teacher in the sport rooms	

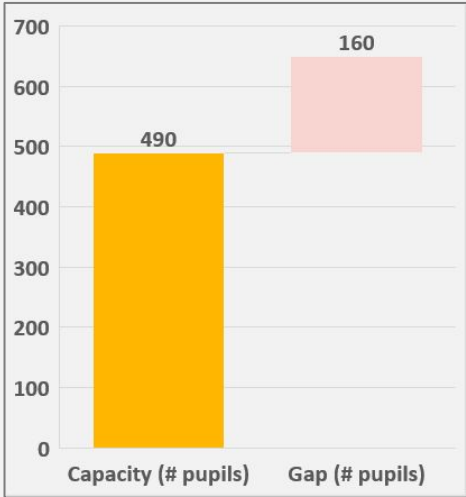
7. School capacity through each parameter

7.2 Indoor sport facilities - Nursery

Parameter 2.A	Nursery indoor sport facilities		Remaining capacity
Specific assumptions	<ul style="list-style-type: none">- Each sport facility can host pupils for a certain period of time during the week. This time period is equal to the total time spent in class per week by nursery pupils. In EEB1 (Berkendael site), this time period is equal to 20 hours and 15 minutes- Each nursery group uses the sport room for 1 hour/week.- The number of groups that can be hosted at the same time in sport facilities is limited (see Excel model for more details).		
Outcome of the analysis	Quantitative		Qualitative
			<p>The school responds to norms in terms of minimum surface needed for sport facilities in nursery grades.</p> <p>It is important to indicate that sport rooms are shared with primary pupils. There are enough sport facilities to provide all nursery and primary groups for the necessary amount of hours per week (i.e. 1 hour for nursery, one hour and 40 minutes for P1-P2 and 1 hour for P3-P4).</p> <p>However, the school does not respond to norms in terms of minimum surface needed for sport facilities in primary grades. Therefore, a capacity issue has been identified for primary pupils and the total remaining availability of sport facilities have been allocated to nursery pupils.</p> <p>The school sport rooms could host an additional number of <u>150 nursery pupils</u>.</p>
	Current population	230	
	School capacity	380	
Gap	150		

7. School capacity through each parameter

7.2 Indoor sport facilities - Primary

Parameter 2.B	Primary indoor sport facilities	Exceeding population					
Specific assumptions	<ul style="list-style-type: none">- Each sport facility can host pupils for a certain period of time during the week. This time period is equal to the total time spent in class per week by primary pupils. In EEB1 (Berkendael site), this time period is equal to 24 hours and 45 minutes- Pupils have a limited number of hours of Physical Education per week. P1-P2 pupils have an average of 1 hour and 40 minutes/week and P3-P5 have an average of 1 hour/week.- The number of groups that can be hosted at the same time in sport facilities is limited (see Excel model for more details).						
Outcome of the analysis	Quantitative	Qualitative					
	<div><table><tr><td>Capacity (# pupils)</td><td>490</td></tr><tr><td>Gap (# pupils)</td><td>160</td></tr></table></div>	Capacity (# pupils)	490	Gap (# pupils)	160	<p>The school does not respond to norms in terms of minimum surface needed for sport facilities in primary grades.</p> <p>It is important to indicate that sport rooms are shared with primary pupils. There are enough sport facilities to provide all nursery and primary groups for the necessary amount of hours per week (i.e. 1 hour for nursery, one hour and 40 minutes for P1-P2 and 1 hour for P3-P4).</p> <p>However, the school does not respond to norms in terms of minimum surface needed for sport facilities in primary grades. Therefore, a capacity issue has been identified for primary pupils and the total remaining availability of sport facilities have been allocated to nursery pupils.</p> <p>Due to the lack of space available in sport facilities, the school has an exceeding primary population of <u>160 pupils</u>.</p>	
	Capacity (# pupils)	490					
Gap (# pupils)	160						
<table><tr><td>Current population</td><td>650</td></tr><tr><td>School capacity</td><td>490</td></tr><tr><td>Gap</td><td>160</td></tr></table>	Current population	650	School capacity	490	Gap	160	
Current population	650						
School capacity	490						
Gap	160						

7. School capacity through each parameter

7.2 Indoor sport facilities

Parameter 2	Indoor sport facilities		
Conclusion	<p>The diagram consists of three horizontal bars. The first bar, labeled 'Sport facilities', has a single green segment. The second bar, labeled 'Pupils', has two segments: a green one for 'Nursery' and a pink one for 'Primary'. The third bar, labeled 'Staff members', has three segments: a green one for 'Nursery', a green one for 'Primary', and a grey hatched one for 'Other'.</p>	<p>The diagram shows a single horizontal bar labeled 'Pupils' with two segments: a green one for 'Nursery' and a pink one for 'Primary'.</p>	<p>The diagram shows a single horizontal bar labeled 'Staff members' with three segments: a green one for 'Nursery', a green one for 'Primary', and a grey hatched one for 'Other'.</p>
	<p>As a conclusion, the school experiences a capacity issue linked to primary sport facilities. The capacity issue for primary pupils is due to a lack of space in sport facilities.</p> <p>It is important to emphasize that this parameter only includes indoor sport facilities. However, the school also has several outdoor spaces which are dedicated to Physical Education courses. Outdoor facilities are however unavailable during bad weather conditions and must have the necessary material and equipment to teach Physical Education courses.</p>		
Recommendations and possible solutions	<p>Nursery</p> <p>/</p>	<p>Primary</p> <p>A possible solution would be:</p> <ul style="list-style-type: none"> - Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it... - A possible solution to resolve the capacity issue of sport facilities is to bend pupils' well-being by using outdoor sport facilities even when weather conditions are unfavourable. 	<p>Staff</p> <p>/</p>

7. School capacity through each parameter

7.2 Indoor sport facilities

Parameter 2	Indoor sport facilities		
Guidelines - Excel model	2.1 Sport facilities	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	2.2.1 Nursery Sport facilities	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	2.2.2 Nursery Sport facilities	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by checking whether the school infrastructure respects the minimum surface needed to ensure pupils' well-being. Thirdly, by computing the number of facilities needed to host all groups of pupils.	Semi - automated
	2.3.1 Primary Sport facilities	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data. On the left-hand side, school infrastructure data (supply) is presented. On the right-hand side, school population data (demand) is presented.	Fully - automated
	2.3.2 Primary Sport facilities	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by checking whether the school infrastructure respects the minimum surface needed to ensure pupils' well-being. Thirdly, by computing the number of facilities needed to host all groups of pupils.	Semi - automated

7.3

Canteen




7. School capacity through each parameter

7.3 Canteen

Parameter 3	Canteen							
Definitions	Canteen include all rooms which are designed to host pupils and staff during lunch: canteens, cafeterias...							
	The time spent at the canteen should be divided into effective lunch time and preparation time :							
	<ul style="list-style-type: none">- Effective lunch time represents <i>the time needed to eat per pupil. This time does not include preparation time before (walking to the canteen, washing hands, distribute food, find a place to sit, etc.) and after (cleaning seat, cleaning dishes, walking out of the canteen, etc.) eating.</i>¹- Preparation time represents <i>the time needed for all activities which prepare pupils before (walking to the canteen, washing hands, distribute food, find a place to sit, etc.) and after (cleaning seat, cleaning dishes, walking out of the canteen, etc.) eating.</i>¹							
Norms and standards	The capacity of canteen is limited by both pedagogical and well-being norms: (1) The minimum surface needed for a school's canteen/cafeteria (pedagogical norm on infrastructure). For pupils, norms are defined by the two regional entities (FWB & AGION). For staff, norms are defined by the Federal government. (2) Norms which ensure pupils' well-being during lunch (well-being norms on education) including: biological rhythm of pupils and minimum lunch time needed per grade.	Minimum surface of canteen					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Canteen		✓	✓	✓		FWB/AGION
		Norms on well-being during lunch					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Canteen					✓	/

7. School capacity through each parameter

7.3 Canteen

Parameter 3	Canteen			
Key data	The capacity of canteens was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each canteen
		Number of staff	Typical schedules	Surface of each cafeteria
General assumptions	<ul style="list-style-type: none"> - To respect the biological rhythm of pupils (from nursery to secondary grades), lunch should take place between 11:30am and 2:00pm.¹ - A minimum amount of effective lunch time is needed in order to ensure pupils' and staffs' well-being. This time varies in primary and nursery grades. PwC assumes that secondary pupils need the same amount of time as primary pupils: <ul style="list-style-type: none"> - Nursery pupils need 45 minutes² - Primary pupils need 30 minutes² - Staff need 35 minutes³ - The amount needed to prepare for eating time is around 15 minutes. This time includes preparation before (walking to the canteen, washing hands, distribute food, find a place to sit, etc.) and after (cleaning seat, cleaning dishes, walking out of the canteen, etc.) eating.⁴ - In order to take into account the specific organisation of European Schools and the schedule constraints it implies, all pupils of the same level must eat at the same time. Since nursery levels are mixed in nursery groups, both levels must eat at the same time. 			

¹ Fédération des Associations de Parents de l'Enseignement Officiel (2008). Le sens du rythme - Rythmes scolaires, biologiques et psychologiques de l'enfant et de l'adolescent.

<https://www.yumpu.com/fr/document/view/17082745/le-sens-du-rythme-rythmes-scolaires-biologiques-et-fapeo>

² AFNOR (2011). Norme de service - Service de la restauration scolaire. NF X50-220 Octobre 2011.

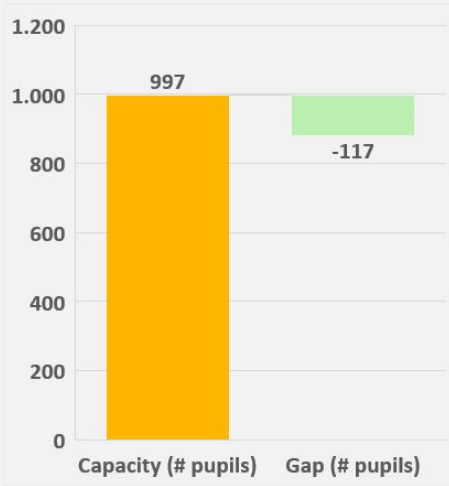
³ Enseignement.be (2020). Circulaire 7512 - Règlement de travail cadres, enseignements fondamental et secondaire, ordinaires et spécialisées.

⁴ COCOF (2016). Enquête sur le temps de midi dans les établissements de l'enseignement fondamental ordinaire de la région bruxelloise.

https://sites.uclouvain.be/reso/opac_css/doc_num.php?explnum_id=7083


7. School capacity through each parameter

7.3 Canteen - Pupils

Parameter 3.A	Pupils' canteen		Remaining capacity						
Specific assumptions	<div>- The share of the canteen dedicated to self-service is 15%. Therefore, the surface available for pupils to eat is decreased by this amount.</div>								
Outcome of the analysis	Quantitative	Qualitative							
	<div><table><tr><th>Category</th><th>Value</th></tr><tr><td>Capacity (# pupils)</td><td>997</td></tr><tr><td>Gap (# pupils)</td><td>-117</td></tr></table></div>	Category	Value	Capacity (# pupils)	997	Gap (# pupils)	-117	<div><p>Currently, the school does not respect pupils' well-being in terms of lunch time:</p><ul style="list-style-type: none">Nursery A, P1 and P2 pupils eat too early (before 11:30am) which goes against their biological rhythm. Moreover, they do not have enough time to eat.Nursery B, P3, P4 and P5 pupils do not have enough time to eat.<p>In addition, the current organisation of the school infrastructure (i.e. assigning one canteen to nursery pupils and one canteen to primary pupils) does not allow to organise the necessary number of shifts to provide lunch for all nursery pupils while ensuring well-being.</p><p>The most optimal combination of groups (nursery and primary pupils) and shifts allows to provide lunch in the canteen/cafeteria for <u>to all nursery and primary pupils</u>. Moreover, there is a remaining capacity of 117 pupils. It is important to note that this combination considers that the two canteens are not assigned to a particular school grade (nursery or primary).</p></div>	
	Category	Value							
Capacity (# pupils)	997								
Gap (# pupils)	-117								
<div><div>Current population</div><div>School capacity</div><div>Gap</div></div>	<div><div>880</div><div>997</div><div>117</div></div>								

7. School capacity through each parameter

7.3 Canteen - Staff

Parameter 3.B	Staff canteen		Exceeding population	
Specific assumptions	<div>- The school does not provide any canteen for teachers.</div>			
Outcome of the analysis	Quantitative	Qualitative		
	<div></div>	<div>The school does not provide any canteen infrastructure for staff members. As a result, the school cannot provide lunch to all staff members while ensuring their well-being, safety and security.</div> <div>Currently, staff members eat in the teachers’ room or in the pupils’ canteen.</div>		
	<div><div>Current population</div><div>School capacity</div><div>Gap</div></div>			<div><div>119</div><div>0</div><div>119</div></div>

7. School capacity through each parameter

7.3 Canteen

Parameter 3	Canteen																				
Conclusion	<table><tr><td></td></tr><tr><td></td></tr><tr><td>Canteen</td></tr></table>			Canteen	<table><tr><td colspan="2">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td></tr><tr><td></td><td></td></tr></table>	Pupils		Nursery	Primary			<table><tr><td colspan="3">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Other</td></tr><tr><td></td><td></td><td></td></tr></table>	Staff members			Nursery	Primary	Other			
Canteen																					
Pupils																					
Nursery	Primary																				
Staff members																					
Nursery	Primary	Other																			
	<p>As a conclusion, the school experiences capacity issues related to the staff canteen. This is mainly due to the fact that there is no infrastructure that is specifically dedicated to staff members.</p> <p>There is no issue of capacity in the pupils canteen. However, the current organisation of lunch shifts does not ensure pupils’ well-being.</p>																				
Recommendations and possible solutions	<table><tr><td>Nursery</td></tr><tr><td>/</td></tr></table>	Nursery	/	<table><tr><td>Primary</td></tr><tr><td>/</td></tr></table>	Primary	/	<table><tr><td>Staff</td></tr><tr><td>Two possible solutions would be:<ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings’ organization allows it...- Use the pupils’ canteen. However, this does not represent a viable situation if the school continues to grow in the future.</td></tr></table>	Staff	Two possible solutions would be: <ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings’ organization allows it...- Use the pupils’ canteen. However, this does not represent a viable situation if the school continues to grow in the future.												
	Nursery																				
/																					
Primary																					
/																					
Staff																					
Two possible solutions would be: <ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings’ organization allows it...- Use the pupils’ canteen. However, this does not represent a viable situation if the school continues to grow in the future.																					

7. School capacity through each parameter

7.3 Canteen

Parameter 3	Canteen		
Guidelines - Excel model	3.1 Canteen	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	3.2 Canteen	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	3.3 Canteen	The objective of this sheet is to perform a series of checks on safety, security and well-being compliance before computing school capacity of the parameter. Firstly, firefighters limitations are presented. Secondly, compliance with well-being norms and standards is checked. Finally, the number of shifts needed to host all pupils while respecting their well-being are computed.	Fully - automated
	3.4 Canteen	The objective of this sheet is to compute the optimal usage of the canteen while respecting safety, security and well-being of pupils and staff members.	Fully - automated

7.4

Recreation areas




7. School capacity through each parameter

7.4 Recreation areas

Parameter 4	Recreation areas							
Definitions	Recreation areas include total recreation areas and covered recreation areas:							
	<ul style="list-style-type: none">- Total recreation areas are all <i>external areas which are accessible to pupils during breaks (covered and uncovered). Recreation areas should allow the organisation of diverse activities for short time periods.</i>¹- Covered recreation areas are all external spaces which are <i>accessible to pupils and are covered by a roof. Covered recreation areas allow pupils to cover themselves from unfavourable weather conditions. Covered recreation areas can also be replaced by polyvalent rooms located inside the building and which are accessible to pupils during breaks (excl. study rooms, libraries, relaxation rooms and canteens/cafeterias).</i>¹							
Norms and standards	<p>The capacity of recreation areas is limited by two different types of norms :</p> <p>(1) The minimum fixed surface needed for a school's recreation areas (pedagogical norm on infrastructure). These norms are defined by the two regional entities: FWB & AGION.</p> <p>(2) The minimum variable surface needed for a school's recreation areas (well-being norm on infrastructure). These norms are defined by the two regional entities: FWB & AGION</p> <p>Whereas norms on total recreation areas relate to a pedagogical necessity, norms on covered recreation areas concern pupils well-being,</p>	Total recreation areas					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Min fixed surface			✓	✓		AGION
		Min variable surface			✓	✓		FWB
		Covered recreation areas					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Min fixed surface			✓	✓		AGION
		Min variable surface			✓	✓		AGION

7. School capacity through each parameter

7.4 Recreation areas

Parameter 4	Recreation areas			
Key data	The capacity of recreation areas was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	School buses - <i>Time of arrival and departure</i>	Surface of each recreation area
			Typical schedules	Surface of each covered recreation area
General assumptions	<ul style="list-style-type: none"> - In order to ensure pupils' well-being, the school must be able to host all pupils in covered recreation areas in case of unfavourable weather conditions¹ 			

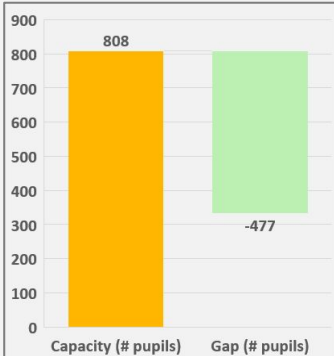

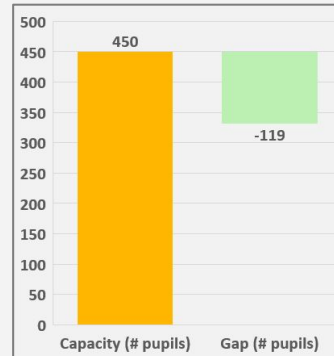
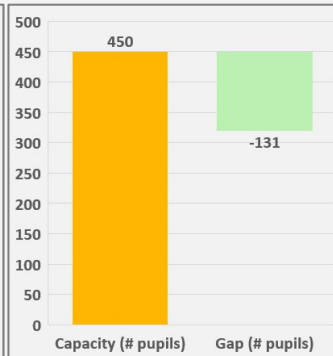
7. School capacity through each parameter

7.4 Recreation areas - Nursery

Parameter 4.A	Nursery recreation areas		Exceeding population
Specific assumptions	<div>- Nursery pupils have access to :<div>- An outside uncovered area</div><div>- An outside covered area</div></div>		
Outcome of the analysis	Quantitative		Qualitative
	<div><div><div>Total</div><div><div><div>300</div><div>250</div><div>200</div><div>150</div><div>100</div><div>50</div><div>0</div></div><div><div>Capacity (# pupils)</div><div>Gap (# pupils)</div></div></div><div><div>278</div><div>-48</div></div></div><div><div>Covered</div><div><div><div>250</div><div>200</div><div>150</div><div>100</div><div>50</div><div>0</div></div><div><div>Capacity (# pupils)</div><div>Gap (# pupils)</div></div></div><div><div>116</div><div>114</div></div></div></div> <div><div><div>Total</div><div>Covered</div></div><div><div>Current population</div><div>230</div></div><div><div>School capacity</div><div>278</div><div>116</div></div><div><div>Gap</div><div>48</div><div>114</div></div></div>		<p>Nursery pupils are divided into two groups which have different timing for breaks. However, there is an overlap of these two groups during lunch breaks and should therefore be analysed as one population.</p> <p>With this in mind, the surface of both total recreation areas is sufficient to comply with pedagogical and well-being norms and standards. But covered recreation areas are not large enough in order to guarantee nursery pupils' well-being when weather conditions are not favourable.</p> <p>To be compliant with norms and standards, covered recreation areas should at least double. However, it is important to note that an increase in covered recreation areas could potentially have an impact of pupils well-being and should be studied by the school.</p>

7. School capacity through each parameter

7.4 Recreation areas - Primary

Parameter 4.B	Primary recreation areas				Remaining capacity	
Specific assumptions	<div>- Primary pupils have access to :<ul style="list-style-type: none">- Outside uncovered areas- Outside covered areas</div> <div>- Two groups of primary pupils (P1-P2 and P3-P4-P5) are never at the same time in recreation areas during breaks. Therefore, the gap between the total surface and the surface needed to host each group is computed.</div>					
	Quantitative				Qualitative	
Outcome of the analysis	<div><div><div>Total</div><div><div>P1 / P2</div><div></div></div><div><div>P3 / P4 / P5</div><div></div></div></div><div><div>Covered</div><div><div>P1 / P2</div><div></div></div><div><div>P3 / P4 / P5</div><div></div></div></div></div>				<div>When assessing the capacity of covered areas for all primary pupils, it appears that capacity is exceeding.</div> <div>Since two groups of pupils (P1-P2 and P3-P4-P5) are never at the same time in recreation areas during breaks, the analysis is processed for each group. As a result, there is a remaining capacity of covered recreational areas.</div> <div>Whether the analysis is based on the whole primary population or the two separate groups of pupils, the surface of total recreational areas always allow to meet requirements regarding well-being and safety.</div>	
	<div><div>Total</div><div><div>Current population</div><div>331</div><div>319</div></div><div><div>School capacity</div><div>808</div></div><div><div>Gap</div><div>477</div><div>119</div></div></div> <div><div>Covered</div><div><div>Current population</div><div>331</div><div>319</div></div><div><div>School capacity</div><div>450</div></div><div><div>Gap</div><div>489</div><div>131</div></div></div>					

7. School capacity through each parameter

7.4 Recreation areas

Parameter 4	Recreation areas																										
Conclusion	<table><tr><th></th></tr><tr><td></td></tr><tr><td>Recreation areas</td></tr><tr><td>Covered recreation areas</td></tr></table>			Recreation areas	Covered recreation areas	<table><tr><th colspan="2">Pupils</th></tr><tr><th>Nursery</th><th>Primary</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Pupils		Nursery	Primary					<table><tr><th colspan="3">Staff members</th></tr><tr><th>Nursery</th><th>Primary</th><th>Other</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Staff members			Nursery	Primary	Other						
Recreation areas																											
Covered recreation areas																											
Pupils																											
Nursery	Primary																										
Staff members																											
Nursery	Primary	Other																									
	<p>As a conclusion, the school experiences a capacity issue regarding covered areas for nursery pupils. The surface of total recreation areas of nursery pupils does comply with pedagogical norms.</p> <p>Primary total recreation areas and covered areas comply with the norms.</p>																										
Recommendations and possible solutions	<table><tr><th>Nursery</th></tr><tr><td><p>To ensure pupils well-being when weather conditions are unfavourable, three possible solutions would be:</p><ul style="list-style-type: none">- Build covered recreation areas- Extend/use indoor spaces (hallways, classrooms, and other similar spaces...)- Since there is an overlap of 15 minutes (from 12:50 to 13:05) in recreation areas between the two nursery groups, the lunch breaks of group B could be shifted by 15 minutes. Therefore, two groups of pupils would never be at the same time in recreation areas during breaks, and the capacity could full allocated to each group (like primary pupils).</td></tr></table>	Nursery	<p>To ensure pupils well-being when weather conditions are unfavourable, three possible solutions would be:</p> <ul style="list-style-type: none">- Build covered recreation areas- Extend/use indoor spaces (hallways, classrooms, and other similar spaces...)- Since there is an overlap of 15 minutes (from 12:50 to 13:05) in recreation areas between the two nursery groups, the lunch breaks of group B could be shifted by 15 minutes. Therefore, two groups of pupils would never be at the same time in recreation areas during breaks, and the capacity could full allocated to each group (like primary pupils).	<table><tr><th>Primary</th></tr><tr><td>/</td></tr></table>	Primary	/	<table><tr><th>Staff</th></tr><tr><td>/</td></tr></table>	Staff	/																		
	Nursery																										
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Primary																											
/																											
Staff																											
/																											

7. School capacity through each parameter

7.4 Recreation areas

Parameter 4	Recreation areas		
Guidelines - Excel model	4.1 Recreation areas	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	4.2 Recreation areas	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	4.3 Recreation areas	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

7.5

Library




7. School capacity through each parameter

7.5 Library

Parameter 5	Library							
Definitions	Libraries are rooms in which all school books are placed. It should provide the following infrastructures: places to sit and work quietly, spaces to meet with a group, book shelves and a front desk.							
Norms and standards	<p>The capacity of library is limited by two different pedagogical norms :</p> <p>(1) The minimum surface required in a library for facilities and for pupil (pedagogical norm). In Belgium, these norms are defined by regional entities (AGION).</p> <p>(2) The minimum surface needed per pupil/staff (infrastructural norm). For pupils, these norms are defined by the two regional entities: Fédération Wallonie - Bruxelles (FWB) & Agentschap Voor Infrastructuur in het Onderwijs (AGION).</p>	Minimum library surface					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil				✓		AGION
		Surface for facilities				✓		AGION
		Minimum surface per pupil (at the same time)					Pedagogical norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Classrooms			✓	✓		FWB/AGION

7. School capacity through each parameter

7.5 Library

Parameter 5	Library			
Key data	The capacity of library was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	Typical schedules	Surface of each library
		Number of teachers		
General assumptions	<ul style="list-style-type: none">- Nursery pupils do not use the library as they cannot yet read books.- Groups of pupils also use libraries during courses with their teacher.			

7. School capacity through each parameter

7.5 Library

Parameter 5.A	Library - Primary		Remaining capacity					
Specific assumptions	<div>- Pupils might use the library during lunch or courses but peak-times are during breaks. Therefore use of library during breaks is analysed to assess capacity.</div>							
Outcome of the analysis	Quantitative	Qualitative						
	<div><table><caption>Library Capacity Data</caption><tr><th>Category</th><th>Value (Approximate)</th></tr><tr><td>Maximum occupancy of library</td><td>30</td></tr><tr><td># pupils in break/hour</td><td>80</td></tr></table></div>	Category	Value (Approximate)	Maximum occupancy of library	30	# pupils in break/hour	80	<div><p>The school infrastructure is sufficient to provide space in the library for pupils wishing to spend their free-time in the library while maintaining safety, security and well-being. This conclusion is based on the following statements :</p><div><div>- Going to library is an alternative to recreational times. Primary pupils tend to spend more time in the recreational areas during breaks.</div><div>- It is not common that pupils spend one hour of their weekly recreation time in the library.</div></div><p>If the demand for using the library is linear amongst primary pupils, 28% of primary pupils could spend one hour of their weekly recreation time in the library.</p></div>
Category	Value (Approximate)							
Maximum occupancy of library	30							
# pupils in break/hour	80							

7. School capacity through each parameter

7.5 Library

Parameter 5	Library																				
Conclusion	<table><tr><td></td></tr><tr><td></td></tr><tr><td>Library</td></tr></table>			Library	<table><tr><td colspan="2">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td></tr><tr><td></td><td></td></tr></table>	Pupils		Nursery	Primary			<table><tr><td colspan="3">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Other</td></tr><tr><td></td><td></td><td></td></tr></table>	Staff members			Nursery	Primary	Other			
Library																					
Pupils																					
Nursery	Primary																				
Staff members																					
Nursery	Primary	Other																			
	As a conclusion, the school does not experience a capacity issue linked to primary library facilities.																				
Recommendations and possible solutions	Nursery	Primary	Staff																		
	<div>/</div>	<div>/</div>	<div>/</div>																		

7. School capacity through each parameter

7.5 Library

Parameter 5	Library		
Guidelines - Excel model	5.1 Library	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	5.2 Library	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	5.3 Library	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

7.6

Study rooms and
polyvalent rooms

7. School capacity through each parameter

7.6 Study rooms and polyvalent rooms

Parameter 6	Study rooms and polyvalent rooms
Definitions	<p>Study rooms are spaces which can be used by pupils in order to study. In the case of secondary pupils, study rooms are spaces in which pupils can spend their free-time.</p> <p>Polyvalent rooms welcome different type of activities such as extra-curricular activities, inside games, occasional events. In the case of secondary pupils, polyvalent rooms are spaces in which pupils can spend their free-time.</p>
Status	This parameter is not analysed for the Berkendael site since it is only relevant for secondary pupils. There are no secondary pupils in the Berkendael site.

7.7

Sanitary rooms




7. School capacity through each parameter

7.7 Sanitary rooms

Parameter 7	Sanitary rooms							
Definitions	Sanitary facilities refer to the infrastructure dedicated to toilets.							
Norms and standards	The capacity of sanitary is limited by two different norms : (1) The minimum surface required in sanitary for pupils (well-being norm). In Belgium, these norms are defined by regional entities (AGION). (2) The minimum supply of facilities (toilets, urinals, sinks) per pupil/staff (well-being norm). For pupils, these norms are defined by the regional entities: Agentschap Voor Infrastructuur in het Onderwijs (AGION). For the staff, the norm is defined at the federal level (Codex).	Minimum surface for sanitary facilities					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil				✓		AGION
		Minimum supply of facilities					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Number of toilets/sinks per pupil/staff		✓		✓		AGION/Codex

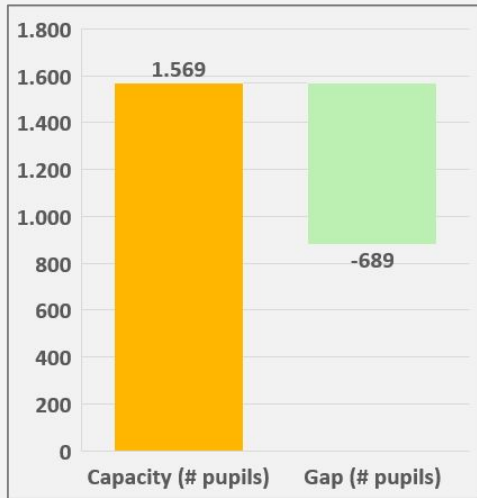
7. School capacity through each parameter

7.7 Sanitary rooms

Parameter 7	Sanitary rooms			
Key data	The capacity of sanitary rooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils	Typical schedules	Surface of sanitary facilities
		Number of staff		Number of toilets (and sinks) per grade
General assumptions	<ul style="list-style-type: none">- Female population account for 49.6% of school population, based on the worldwide ratio.- The school must provide toilets for people with reduced mobility (PMR).- Common toilets are assigned to nursery and primary pupils, in proportion of their respective population. Common urinals are only assigned to primary boys.			

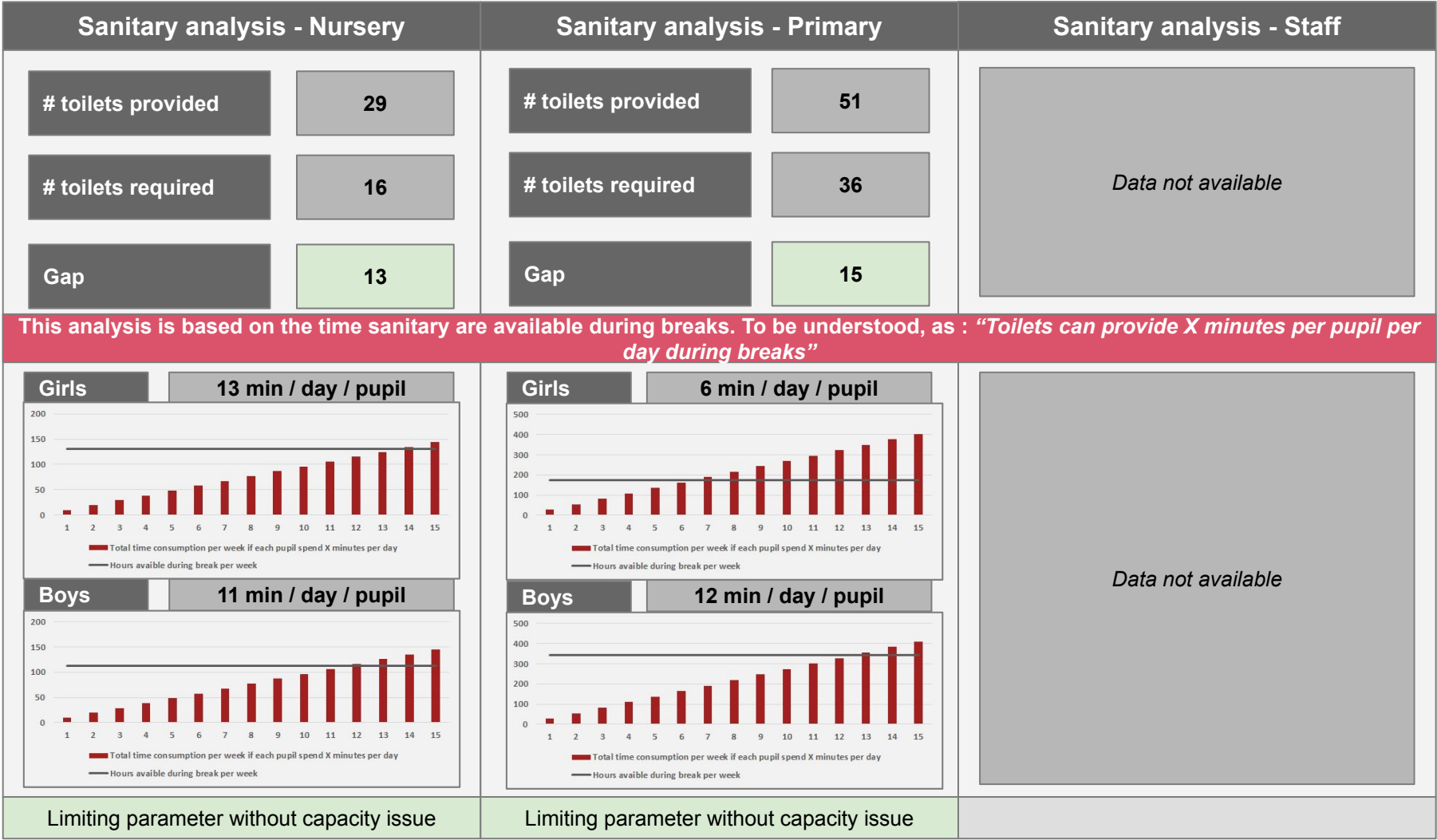
7. School capacity through each parameter

7.7 Sanitary rooms

Parameter 7	Sanitary rooms		Remaining capacity									
Specific assumptions	<ul style="list-style-type: none">- Each toilet in the school is assigned to a grade (a detailed analysis per grade is presented on the next slide)- Since there is no data available for sanitary facilities of staff members, they are not taken into account in the analysis.											
Outcome of the analysis	Quantitative	Qualitative										
	<div><table><tr><td>Capacity (# pupils)</td><td>1.569</td></tr><tr><td>Gap (# pupils)</td><td>-689</td></tr></table></div> <div><table><tr><td>Current population</td><td>880</td></tr><tr><td>School capacity</td><td>1.569</td></tr><tr><td>Gap</td><td>689</td></tr></table></div>	Capacity (# pupils)	1.569	Gap (# pupils)	-689	Current population	880	School capacity	1.569	Gap	689	<p>The schools provides enough toilets to pupils in order to comply with the norms.</p> <p>Complementary constraints are checked and fulfilled</p> <ul style="list-style-type: none">- The school provides toilets for people with reduced mobility (PMR) for nursery and primary pupils.
Capacity (# pupils)	1.569											
Gap (# pupils)	-689											
Current population	880											
School capacity	1.569											
Gap	689											

7. School capacity through each parameter

7.7 Sanitary rooms



7. School capacity through each parameter

7.7 Sanitary rooms

Parameter 7	Sanitary rooms																										
Conclusion	<table><tr><td colspan="2"></td></tr><tr><td colspan="2"></td></tr><tr><td colspan="2">Sanitary</td></tr></table>						Sanitary		<table><tr><td colspan="2">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td></tr><tr><td></td><td></td></tr></table>		Pupils		Nursery	Primary			<table><tr><td colspan="3">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Other</td></tr><tr><td></td><td></td><td></td></tr></table>		Staff members			Nursery	Primary	Other			
	Sanitary																										
Pupils																											
Nursery	Primary																										
Staff members																											
Nursery	Primary	Other																									
<p>As a conclusion, the school does not experience any capacity issue regarding sanitary facilities and this whatever the grade (nursery / primary).</p> <p>No conclusion can be drawn for staff since there is no data available.</p>																											
Recommendations and possible solutions	<table><tr><td colspan="2">Nursery</td></tr><tr><td colspan="2">/</td></tr></table>		Nursery		/		<table><tr><td colspan="2">Primary</td></tr><tr><td colspan="2">/</td></tr></table>		Primary		/		<table><tr><td colspan="3">Staff</td></tr><tr><td colspan="3">/</td></tr></table>		Staff			/									
	Nursery																										
/																											
Primary																											
/																											
Staff																											
/																											

7. School capacity through each parameter

7.7 Sanitary rooms

Parameter 7	Sanitary rooms		
Guidelines - Excel model	7.1 Sanitary	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	7.2 Sanitary	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	7.3 Sanitary	The objective of this sheet is to compute school capacity of the parameter by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated
	7.4 Sanitary	The objective of this sheet is to compute school capacity of the parameter by assessing the amount of time each pupil / staff can use sanitary facilities during breaks.	Fully - automated

7.8

Teachers' rooms




7. School capacity through each parameter

7.8 Teachers' rooms

Parameter 8	Teachers' rooms							
Definitions	Teachers rooms are rooms exclusively reserved for the teaching body of the school (teachers and assistants). These rooms should allow different usages: eating, working, preparing courses and stimulating exchanges between teachers.							
Norms and standards	The capacity of teachers' rooms is limited by different norms : (1) The minimum surface required in teachers' rooms for staff (well-being norm). In Belgium, these norms are defined by regional (AGION) and federal (Codex) entities .	Minimum surface for teachers' rooms					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per teacher		✓		✓		Codex

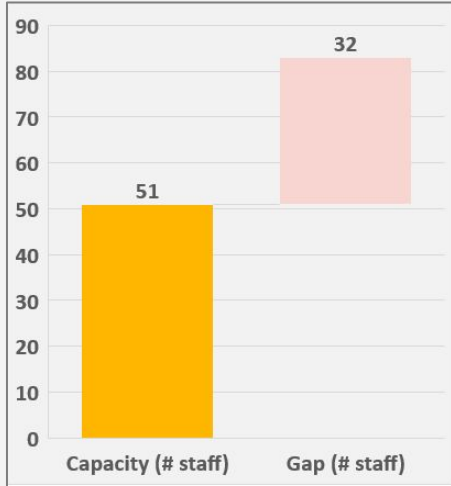
7. School capacity through each parameter

7.8 Teachers' rooms

Parameter 8	Teachers' rooms			
Key data	The capacity of teachers' rooms was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of teachers and assistants	Typical schedules	Surface of teachers' rooms
General assumptions	<ul style="list-style-type: none">- As all teachers are at least half-time teachers, we consider the whole population of teachers. All teachers have at least a partial usage of the teachers' room.			

7. School capacity through each parameter

7.8 Teachers’ rooms - Nursery & Primary

Parameter 8.A	Teachers’ rooms - Nursery & Primary		Exceeding population									
Specific assumptions	<ul style="list-style-type: none">- Teachers’ rooms are used both by nursery teachers and nursery assistants- There is one teachers’ room for both nursery and primary teachers											
Outcome of the analysis	Quantitative	Qualitative										
	<div><table><tr><td>Capacity (# staff)</td><td>51</td></tr><tr><td>Gap (# staff)</td><td>32</td></tr></table></div> <div><table><tr><td>Current population</td><td>83</td></tr><tr><td>School capacity</td><td>51</td></tr><tr><td>Gap</td><td>32</td></tr></table></div>	Capacity (# staff)	51	Gap (# staff)	32	Current population	83	School capacity	51	Gap	32	<p>The school does not provide enough space in teachers’ rooms to ensure nursery and primary teachers’ well-being during peak-times (e.g. lunch, breaks).</p> <p>The space available for nursery teachers and assistants is large enough to accommodate the following percentage of teachers and assistants (off-peak times):</p> <ul style="list-style-type: none">- 60% when using least demanding norms ;- 40% when using most demanding norms. <p>As teachers’ rooms experience capacity issues, it means that the school cannot accept anymore teachers. Moreover, the number of groups must be decreased.</p>
Capacity (# staff)	51											
Gap (# staff)	32											
Current population	83											
School capacity	51											
Gap	32											

7. School capacity through each parameter

7.8 Teachers' rooms

Parameter 8	Teachers rooms																			
Conclusion	<table><tr><td></td></tr><tr><td>Teachers' rooms</td></tr></table>		Teachers' rooms	<table><tr><td colspan="2">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td></tr><tr><td></td><td></td></tr></table>	Pupils		Nursery	Primary			<table><tr><td colspan="3">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Other</td></tr><tr><td></td><td></td><td></td></tr></table>	Staff members			Nursery	Primary	Other			
Teachers' rooms																				
Pupils																				
Nursery	Primary																			
Staff members																				
Nursery	Primary	Other																		
	As a conclusion, the school experiences a capacity issue linked to teachers' rooms of nursery and primary teachers. This issue is mainly caused by not enough spaces provided by the school as teachers' rooms.																			
Recommendations and possible solutions	<table><tr><td>Nursery</td></tr><tr><td>/</td></tr></table>	Nursery	/	<table><tr><td>Primary</td></tr><tr><td>/</td></tr></table>	Primary	/	<table><tr><td>Staff</td></tr><tr><td>Two possible solutions would be:<ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...- To ensure that staff have a comfortable space to relax and work when they are not teaching, a partial solution would be to transform available primary classroom into an additional teachers' room.</td></tr></table>	Staff	Two possible solutions would be: <ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...- To ensure that staff have a comfortable space to relax and work when they are not teaching, a partial solution would be to transform available primary classroom into an additional teachers' room.											
	Nursery																			
/																				
Primary																				
/																				
Staff																				
Two possible solutions would be: <ul style="list-style-type: none">- Building extension or new construction. This is only possible under certain conditions: authorization of the authority responsible for the school's buildings, available surface on school site and the buildings' organization allows it...- To ensure that staff have a comfortable space to relax and work when they are not teaching, a partial solution would be to transform available primary classroom into an additional teachers' room.																				

7. School capacity through each parameter

7.8 Teachers' rooms

Parameter 8	Teachers' rooms		
Guidelines - Excel model	8.1 Teachers rooms	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	8.2 Teachers rooms	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	8.3 Teachers rooms	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated

7.9

Event halls




7. School capacity through each parameter

7.9 Event halls

Parameter 9	Event halls							
Definitions	Event halls welcome different type of activities such as extra-curricular activities, occasional events and exams. It should also allow the invitation of external people (parents, families, etc.).							
Norms and standards	The capacity of event halls is limited by one norm : (1) The minimum surface required in polyvalent rooms for pupils (well-being norm). In Belgium, these norm is defined by regional entities (AGION).	Minimum surface for polyvalent rooms					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per pupil		✓		✓		AGION

7. School capacity through each parameter

7.9 Event halls

Parameter 9	Event halls			
Key data	The capacity of event halls was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of pupils Number of teachers and assistants	Typical use of event halls	Surface of rooms which can be used as an event hall
General assumptions	<ul style="list-style-type: none"> - Event halls should provide enough space to give the opportunity to the school to organize at least one event for each level of each grade (nursery and primary). - Each pupil should be allowed to bring two relatives/parents with him. - A particular event cannot be split into two different sites/rooms. Therefore, we will only consider the room which can host the largest number of people. - Since there are no restrictions from firefighters' reports concerning the capacity of the event hall, the upper boundary of the minimum surface per secondary pupil in a classroom is used as a proxy. 			

7. School capacity through each parameter

7.9 Event halls

Parameter 9	Event halls	Exceeding population
Specific assumptions	<ul style="list-style-type: none"> - The capacity of event halls does not restrict school capacity. It only gives an appreciation of the ability of the school to organise school events. - Four scenarios are evaluated : <ol style="list-style-type: none"> (1) Scenario 1: school event regrouping one school grade (incl. teachers) (2) Scenario 2: school event regrouping one school level (incl. teachers) (3) Scenario 3: school event regrouping one school level, with 2 relatives per pupil (incl. teachers) (4) Scenario 4: school event regrouping one school level, with 1 relative per pupil (incl. teachers) - The room which can accommodate the largest number of pupils is the pupils' canteen. 	
Outcome of the analysis	Qualitative	
	<div> <div>Scenario 1</div> </div> <div> <div>Scenario 2</div> </div> <div> <div>Scenario 3</div> </div> <div> <div>Scenario 4</div> </div> <div> <p>Number of people (pupils and teachers)</p> <p>Maximum occupancy</p> </div>	

7. School capacity through each parameter

7.9 Event halls

Parameter 9	Event halls																				
Conclusion	<table><tr><td></td></tr><tr><td></td></tr><tr><td>Event hall</td></tr></table>			Event hall	<table><tr><td colspan="2">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td></tr><tr><td></td><td></td></tr></table>	Pupils		Nursery	Primary			<table><tr><td colspan="3">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Other</td></tr><tr><td></td><td></td><td></td></tr></table>	Staff members			Nursery	Primary	Other			
Event hall																					
Pupils																					
Nursery	Primary																				
Staff members																					
Nursery	Primary	Other																			
	As a conclusion, the school experiences a capacity issue linked to event halls. The school infrastructure does not allow to organise school event regrouping several groups of pupils, or when pupils invite their relatives (exception for P4 pupils with one relative).																				
Recommendations and possible solutions	<table><tr><td>Nursery</td></tr><tr><td>Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.</td></tr></table>	Nursery	Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.	<table><tr><td>Primary</td></tr><tr><td>Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.</td></tr></table>	Primary	Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.	<table><tr><td>Staff</td></tr><tr><td>/</td></tr></table>	Staff	/												
	Nursery																				
Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.																					
Primary																					
Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.																					
Staff																					
/																					

7. School capacity through each parameter

7.9 Event halls

Parameter 9	Event halls		
Guidelines - Excel model	9.1 Event halls	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	9.2 Event halls	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Fully - automated
	9.3 Event halls	The objective of this sheet is to compute school capacity of the parameter. The capacity of event halls however does not restrict school capacity. It only gives an appreciation of the ability of the school to organise school events.	Fully - automated

7.10 Administrative offices




7. School capacity through each parameter

7.10 Administrative offices

Parameter 10	Administrative offices							
Definitions	Administrative offices include all rooms used for the management of school activities: direction offices, secretariat, psychologists offices and other educational staff offices.							
Norms and standards	The capacity of administrative offices is limited by one norm : (1) The minimum surface required in offices for staff (well-being norm). In Belgium, these norm is defined by regional entities (AGION).	Minimum surface for offices					Well-being norm	
			European Schools	Federal Government	FWB	AGION	Ad-hoc	Lower boundary
		Surface per staff				✓		AGION

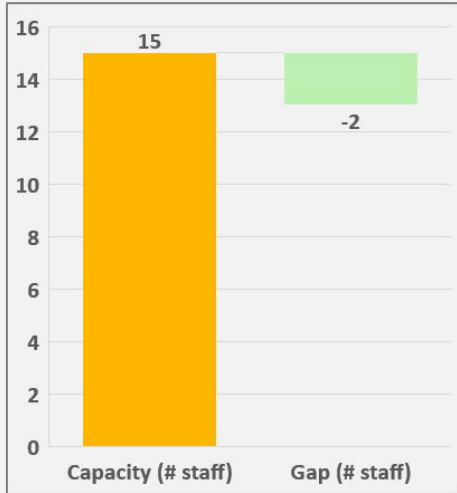
7. School capacity through each parameter

7.10 Administrative offices

Parameter 10	Administrative offices			
Key data	The capacity of administrative offices was computed based on data of the Academic year 2020 - 2021.	 School population	 School organisation	 School infrastructure
		Number of administrative staff	Current use of administrative rooms	Surface of administrative rooms
General assumptions	<ul style="list-style-type: none">- All staff referred as “Other” in the data (<i>Sheet 27.Staff</i>) are considered as administrative staff.- The capacity of administrative offices is computed jointly for all administrative staff (nursery, primary and common).			

7. School capacity through each parameter

7.10 Administrative offices

Parameter 10	Administrative offices		Remaining capacity											
Specific assumptions	- No specific assumption, see “General assumptions”.													
Outcome of the analysis	Quantitative	Qualitative												
	<div><p>A bar chart with a vertical axis from 0 to 16. The first bar, labeled 'Capacity (# staff)', is orange and reaches the value 15. The second bar, labeled 'Gap (# staff)', is light green and reaches the value -2.</p><table><tr><th>Category</th><th>Value</th></tr><tr><td>Capacity (# staff)</td><td>15</td></tr><tr><td>Gap (# staff)</td><td>-2</td></tr></table></div> <div><table><tr><td>Current population</td><td>13</td></tr><tr><td>School capacity</td><td>15</td></tr><tr><td>Gap</td><td>2</td></tr></table></div>	Category	Value	Capacity (# staff)	15	Gap (# staff)	-2	Current population	13	School capacity	15	Gap	2	<p>The school respects the minimum surface needed for administrative offices. As a result, the administrative functioning of the school can be provided while ensuring well-being of staff members.</p>
Category	Value													
Capacity (# staff)	15													
Gap (# staff)	-2													
Current population	13													
School capacity	15													
Gap	2													

7. School capacity through each parameter

7.10 Administrative offices

Parameter 10	Administrative offices																						
Conclusion	<div><table><tr><td></td></tr><tr><td>Administrative offices</td></tr></table><table><tr><td colspan="2">Pupils</td></tr><tr><td>Nursery</td><td>Primary</td></tr><tr><td></td><td></td></tr></table><table><tr><td colspan="3">Staff members</td></tr><tr><td>Nursery</td><td>Primary</td><td>Other</td></tr><tr><td></td><td></td><td></td></tr></table></div>							Administrative offices	Pupils		Nursery	Primary			Staff members			Nursery	Primary	Other			
Administrative offices																							
Pupils																							
Nursery	Primary																						
Staff members																							
Nursery	Primary	Other																					
As a conclusion, the school globally does not experience a capacity issue regarding administrative offices. However, the remaining capacity is quite limited.																							
Recommendations and possible solutions	Nursery		Primary		Staff																		
	/		/		/																		

7. School capacity through each parameter

7.10 Administrative offices

Parameter 10	Administrative offices		
Guidelines - Excel model	10.1 Administrative offices	The objective of this sheet is to summarize all aggregated data, standards and norms and assumptions used to compute school capacity of the parameter.	Semi - automated
	10.2 Administrative offices	The objective of this sheet is to represent all individual data used to compute school capacity of the parameter, as well as assumptions which are directly linked to individual data.	Semi - automated
	10.3 Administrative offices	The objective of this sheet is to compute school capacity of the parameter. Firstly, by ensuring people's safety and security and checking the difference between firefighters limitations and current school population. Secondly, by computing the number of people the school could host with current infrastructure while maintaining well-being.	Fully - automated



Berkendael - Conclusion and recommendations

8. Conclusion and recommendations

Pedagogical school capacity is limited by nursery and primary classrooms whereas well-being school capacity is limited by nursery covered recreation areas, primary sport facilities and staff canteen

Maximum school capacity to ensure the school's primary objective		Maximum school capacity to ensure pupils' and staff well-being	
Pupils	977 people	Pupils	606 people
Staff	119 people	Staff	0 people

8. Conclusion and recommendations

Several recommendations allow to partially solve pedagogical and well-being school capacity issues

Recommendations

Nursery

Classrooms

- Building extension or new construction (under certain conditions)
- Use primary classrooms which can host large groups of pupils. This is only a partial solution as the number of remaining large primary classrooms is limited.

Recreation areas

- Build covered recreation areas
- Extend/use indoor spaces (hallways, classrooms...)
- Since there is an overlap of 15 minutes (from 12:50 to 13:05) in recreation areas between the two nursery groups, the lunch breaks of group B could be shifted by 15 minutes. Therefore, two groups of pupils would never be at the same time in recreation areas during breaks, and the capacity could full allocated to each group (like primary pupils).

Primary

Sport facilities

- Building extension or new construction (under certain conditions)
- Use outdoor sport facilities even when weather conditions are unfavourable.

Staff

Canteen

- Building extension or new construction (under certain conditions)
- Use the pupils' canteen. However, this does not represent a viable situation if the school continues to grow in the future.

Teachers' rooms

- Building extension or new construction (under certain conditions)
- Transform available primary classroom into an additional teachers' room - partial solution if the school continues to grow

Event hall: Renting an event hall outside the school infrastructure for large events requiring to invite relatives or to gather several grades.

9

Appendix

Appendix A

Descriptive Excel sheet model - General guidelines

The Excel model is divided into three sections:

- **Section 1 - Results** : This section presents a general overview of the results for all parameters
- **Section 2 - Computations** : This section presents school capacity computations for each parameter
- **Section 3 - Data** : This section presents all data that were used to compute school capacity

Colour coding

A colour coding is used in the model to make it easier to understand the computations.



All cells in yellow represent raw data. These cells are not automated and can be modified, if necessary.



All cells in grey represent data that are linked to another sheet. These cells are automated and cannot be modified



All cells in orange represent assumptions. These cells are not automated and can be modified, if necessary.



All cells in blue represent computations. These cells are automated and cannot be modified.

Understanding the results

In each results sheet, results are explained qualitatively in yellow boxes. This makes it easier for the reader to understand the results deriving from computations of the Excel model.

Changing data source

Data can be changed via yellow cells in section 2 and via data sheet in section 3. If a change is made in data sheet, it is important to fill each column in the same way columns are filled when the Excel model is delivered. This allows to ensure changes are taken into account in computations.

Appendix B

List of people met during the mission

Four meetings with the Steering committee, composed of:

- Brian Goggins, Director of European School EEB1,
- Jan Belien, Director of Finance and Administration of European School EEB1,
- Jonathan Guyot, Security Officer of European School EEB1,
- Kathryn Mathe, member of the APEEE of European School EEB1,
- Nils Berhndt, member of the APEEE of European School EEB1.

The four Steering committees took place on: 04/02/2021, 08/02/2021, 24/03/2021, 21/05/2021.

Additional meetings during the mission:

- Meeting with the manager of APEEE services of Uccle Site, Pascale de Smedt, on 23/02/2021,
- Meeting with two representatives of secondary students on 23/02/2021,
- Meeting with the pedagogical secretary of Berkendael Site, Lieke Skeet on 23/02/2021.

Thank you for your attention

pwc.be



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