



EUROPEAN COMMISSION

Directorate-General for Education and Culture

Education

Lifelong Learning Policy Development

Working Group on Basic Skills, Foreign Language Teaching and Entrepreneurship

Study visit to the Netherlands, 16-17 February 2004

Report

10/03/04

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Theme: “Community schools”

Host: The Dutch Ministry of Education, Science and Culture and the Expert Centre Brede School/NIZW Youth, The City of Rotterdam, The City of Gouda

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INTRODUCTION

In the context of “Education and Training 2010”, the Commission established working groups that consisted of experts from Member States, acceding and candidate countries, EEA/EFTA countries and from European level stakeholders’ groups.

The working group on Basic skills, foreign language teaching and entrepreneurship defined 8 domains of key competences that were considered necessary for all in the knowledge-based society. In its second progress report¹ the working group focused on key competences such as learning to learn, social and interpersonal competence and cultural awareness. A specific area, in addition to these, was adult literacy and numeracy.

In order to learn more study visits have been organised to get more in-depth information on the policy processes behind the good practice examples presented. For this purpose, the Ministry of Education, Science and Culture of the Netherlands agreed to organise a study visit on the “Brede School” or “Community School” initiative that had been developed in that country.

The Community School concept links to several key competences defined by the group, in particular to the social and interpersonal competence, learning to learn and cultural awareness. Furthermore, it covers teaching fundamental skills such as language learning and literacy of adults. The Community Schools initiative is interesting in terms of lifelong learning as it involves different age groups in formal, non-formal and informal settings.

The study visit gave the participants an insight into the policy process, its origins, present position and future challenges. The range of its local applications was demonstrated by visits to three schools and their communities.

This report aims to explore the policy context at the national and local level in order to discover the necessary factors affecting the success of the policy and to provide insight into the local application of that policy.

1. HISTORICAL PERSPECTIVE OF COMMUNITY SCHOOLS

The trend towards closer co-operation between all services for children, young people and their families goes back to the 1970s, when it became clear that the services were fragmented and uncoordinated. It became apparent that the best way forward was to appoint a single key worker with the responsibility for co-ordinating the services of the various organisations.

Youth policy in the Netherlands, therefore, has undergone a process of decentralisation with the result that responsibility for the care and welfare of children and young people now rests largely with local authorities. The needs of young people and their parents were identified as the number-one priority, heralding a shift from a predominantly managerial approach (services based on structural and organisational possibilities) to a more flexible set-up, which sought to identify the needs of the client groups. The new objective is community building and co-

¹ http://europa.eu.int/comm/education/policies/2010/objectives_en.html#basic

operation at the local level. The Community School is one of the major instruments towards achieving this.

Around the same time, research identified a discrepancy in the educational achievements of different groups of children. Children from black and other minority ethnic groups were doing less well than their Dutch counterparts. Similarly the children of working-class parents were performing less well than those from a higher socio-economic background. In the 1980s changes in education for combating educational disadvantage were implemented through a two-track policy. One track focused on extra staff for schools with a high number of pupils from disadvantaged groups (Staff component). The other track provided for extra resources if a school was situated in an area with a relatively higher proportion of children from disadvantaged groups (Area component).

At present, government policy is decentralised in education as well as other policies. Funds for supporting special needs are distributed through local government.

Decentralisation in the social services area also gives the local government greater control in delivering policies, which match the wishes and needs of communities and neighbourhoods as well as individuals.

Developing a coherent range of facilities at the local level is not easy. It involves a broad range of professionals and volunteers such as:

- doctors and nurses at baby clinics, nursery school teachers,
- workers from parental support agencies,
- teachers,
- parents, school contacts,
- social workers and school doctors,
- community centres workers, library staff, workers at creative or sports clubs,
- police,
- day-care and youth workers.

2. WHAT IS THE COMMUNITY SCHOOL MOVEMENT ABOUT?

The Community School presents a comprehensive strategy to improve opportunities for children and young people to develop within their own environment, i.e. in the school, in the family and during their leisure time.²

The key to the success of the concept of community schools is the integration of a range of services for the benefit of the learning experience of young people. These could include teachers, social workers, welfare assistants, youth workers, voluntary organisations, and pre-school activities.

A range of activities are planned to enhance and enrich learning opportunities for young people, across the primary and secondary sectors of education. These can happen both during and at the end of the school day ('extended' day). In the case of the Wereldschool Rotterdam, activities occur on a Sunday.

² The definition of the 'brede' or community school is taken from the 'Community Schools in the Netherlands' fact sheet, produced by NIZW

2.1. Programme content and activities

The curriculum content of individual community schools depends on institutional and local need. Examples of this will be found elsewhere in the report. In most cases the curriculum is negotiated with key 'stakeholders', who will normally include the children, their parents, teachers and other key workers.

The major focus is around improving social skills or competencies, hence the interest of the working group. In some secondary schools there is a clear focus on improved 'employability' skills. Community schools tend to offer a range of recreational activities to enrich the lives of children and young people. Some schools offer care facilities at the beginning and end of the school day to pupils as well as, in some instances, to pre-school children. Some schools extend their offer to adult learners.

2.2. Programme Scope

The community schools intend a range of outcomes, which once more relate to individual contexts. Commonly these would include:

- Improving the educational links between pre-school, primary education and secondary education.
- Raising achievement and aspirations
- Provision of enrichment activities: linking leisure activities (cultural, sport, ICT) to the programme of the school.
- Provision of care outside school hours: in a community school it is easier to adjust opening hours and working hours to the needs of the children and the parents.
- Participation of parents in community school: providing support in the area of family welfare (school welfare work, support in upbringing, child care, providing a place to meet).
- Community empowerment

The community school can focus on many target groups:

- All the young people from a specific school, city, neighbourhood or district
- Certain age groups
- Specific target groups, focusing on a particular ethnicity, gender or socio-economic background
- Specific high risk areas

Where possible, the community school should consist of all its children. Policy in relation to community schools has particularly been developed to redress the discrepancy in school achievements between different groups of children, especially where children from black and other minority ethnic groups were doing less well than their native Dutch counterparts.

3. HOW DID THE POLICY IN RELATION TO THIS INITIATIVE DEVELOP?

3.1. National policy initiatives

A range of government policies at national level are aimed at developing cooperation between schools and other institutions. In relation to the 'community school' initiative two government departments, the Ministry of Education, Culture and Science and the Ministry of Health, Welfare and Sport, have been the main sponsors. Other key national policy initiatives have included the Education Disadvantages Policy and the Education Priority Policy. Both are aimed at combating educational disadvantage.

In addition, the project 'Operation Young' will run from 2003 until 2006. Priorities identified for Operation Young include:

- A common sound approach for children under 6
- School dropouts
- The community school and leisure activities
- Coordination of youth welfare services and preventive policy at local level
- Prevention of juvenile delinquency, with attention for the after-care and supervision
- Prevention of child abuse

3.2. Local implementation

In Rotterdam the community school movement has developed rapidly over the last few years. Indeed the concept of community schools has its origin in this city. Fifty or more schools have developed in an individual and flexible way. The next phase of the initiative will be greater levels of collaboration across community schools, which will develop a shared vision for their local neighbourhood. There needs to be greater clarity, in relation both to planning and quality assurance.

3.3. Funding

In the early 1980's the Education Disadvantages Policy and the Education Priority Policy provided extra staff for schools with a high number of pupils from disadvantaged groups. A larger number of targeted pupils resulted in proportionately more staff for the school ('the Staff component'). In addition extra resources ('the Area component') were allocated to a school in an area with higher proportions of children from disadvantaged groups.

At the present time, although there remain some specific grants for target group-oriented or theme-oriented policies in community schools, the financial imperative comes from a more efficient use of accommodation and savings on overhead costs through the collaboration of different services.

4. PRACTICAL IMPLEMENTATION OF COMMUNITY SCHOOLS: CASE STUDIES

As part of the study visit programme, three local examples of the Community Schools were presented to the group. The decision to become a Community School is voluntary. Schools with a high concentration of disadvantaged pupils have more challenges and the opportunity to access additional support through the 'Brede' movement can be attractive. Community centres in those areas were confronted with problems of creating a safe environment for those children to play and of creating opportunities for informal learning.

In those areas, the idea of the concept of the Community School in those areas grew and the number of community schools is much higher there than in other parts of the country.

4.1. Case 1: visit to the community centre 'Vooronder' in Crooswijk (Rotterdam), a walk in the area and a visit to the Talmaschool (primary school)

Crooswijk is a district of Rotterdam with a concentration of inhabitants from minority ethnic groups and some with basic skills needs. The target of the Community School in this area was to create neighbourhood learning by linking the environments of children: home; schools; and neighbourhood. The Community School activities started to identify places where young children could play safely.

The first step was to identify the needs and demands of the people in the neighbourhood. As a result of this, several projects were organised to stimulate cultural development, and, in the long run, integration:

- A cultural map of the district was devised in order to make it easier for people to get to know each other and what opportunities might be available
- Youngsters took part in a video project (from writing the script to presenting it to the public);
- Children made poetry (with an exhibition in the museum);
- At the usual playgrounds in the area, children can play safely under supervision and can borrow toys from a toy library
- A helpdesk for children and young people was established

The Talmaschool, 'Cascade' (a welfare organisation), the CED (the school counselling service) and 'De Meeuw' (education priority policy organisation) work together to organise a number of activities in the school after the regular school hours (from 15.15 to 16.30). The activities (lessons in sports, dance, painting, drama and other cultural activities) are organised during three periods of eight weeks in a school year. Young people are coached by teachers, parents and parents' assistants, youth workers and volunteers from the neighbourhood.

As for the future challenges, there are plans to train more youth workers (Cascade), volunteers for private playgrounds and for different workshop activities.

Strong points:

- the pupils choose whether they participate and in what activity
- the enthusiasm from coaches and participants
- the variety in backgrounds of the coaches
- the pupils meet each other (learn to know each other) on a basis of common interests, not on a basis of age (or school levels)
- the variety of options that makes it possible for pupils to come in contact with activities with which they would not be familiar.

4.2. Case 2: presentation of 'De Wereldschool' (Technical school for vocational training in Rotterdam - north)

www.wereldschool.nl

'De Wereldschool' (World School) a Sunday school where pupils between 10 and 14, interested in the world around them and motivated to succeed in life, come together between 10.00 and 14.00. The slogan of the world school is: 'What I want, I can do!'

The aim is to create an increasing number of role models for educational disadvantaged groups by increasing the number of pupils that succeed in their studies, and by preventing dropout. The practical targets are to improve social skills, understanding better how economy and mass media works and getting acquainted with labour market principles through different activities.

At the moment there are 50 pupils who participate in the premises of the vocational school. There are also a number of local partners involved: banks, museums, childcare organisations and sponsoring companies. All participants are very motivated. Pupils who do not fit in are refused. There are no costs for the participants and lunch is also free.

Every Sunday starts with a well-known inhabitant of Rotterdam who talks about his/her life and career. After that, a number of subjects are dealt with by experts, including professionals from the worlds of business, science and culture. All experts participate on a voluntary basis. The subjects are: social education and citizenship, economy and finance, journalism, health and sports, personal development.

In the afternoon there are workshops that are focused on the development of creative and artistic talents: theatre, arts and music. For the workshops, the composition of the groups is random.

The parents of the participating pupils can come to the 'world' school. The Delmatur foundation organises workshops and discussions. It is also possible to have Dutch lessons and to learn how to work with a computer. A day care centre for young children is organised in order to facilitate the parents' participation. To make this all possible, a group of organisations (profit and non-profit) and personalities invest time, money or other means.

Strong points:

- clarity of vision
- teaching life skills in order to prevent drop out and to motivate pupils to study and to succeed
- attention to skills in addition to those traditional skills learned in the school curricula
- goal-oriented activities
- motivation and involvement of the 'teachers'
- motivation and involvement of the participating pupils and their parents
- the afternoon workshops create opportunities for pupils to come into contact with activities that they normally do not experience.

The challenges for this application of Community school concept include attracting more young people to participate and to attract funds for activities provided.

4.3. Case 3: visit to 'De Brede school' in area 'Korte Akkeren' in Gouda (primary schools)

In the community school project in the district 'Korte Akkeren' in Gouda, three schools (\pm 1000 pupils) work together in one project. The three schools have different governing bodies and keep their individual identity. They co-operate with the local authority ('gemeente Gouda'), welfare ('Stichting welzijn Gouda') and other organisations. The co-ordinating team meets one day a week: one person from social welfare and one person who represents the schools.

The main goal is to improve the children's potential to develop their skills and talents. Other goals are the improvement of life skills, sports, language proficiency, new information technology, education support, parental participation, development of young children and through early diagnosis to help children that need additional support.

Every year a list of 'wishes' of all the participants in the education process is created. The children do this through a game, the parents by an inquiry form, the teachers in a meeting, and also the 'district team' and the 'district network for children' participate.

On this basis an action plan is developed. In the action plan there are four main issues: the wider range of educational needs, out-of-school activities, parents' involvement and preschool activities.

The social skills children have developed differ according to the group they belong to. They develop their social competences by doing things together, by performing in the group, by discussing with or in the group. They learn self-discipline and how to express themselves.

In order to improve their civic and social competence, children can participate in activities other than the regular school programme. For the pupils, many activities are possible: sports, music, drama, drawing, film, arts project, dance, yoga, computer lessons, story reading, technology, self defence, circus,

cooking, girls club, homework class, swimming, gymnastics. Pupils can sign up for these activities voluntarily.

In the technology project, two professionals and a large number of volunteers, introduce techniques for working with wood, metal, electricity, perspex, chemical products and bicycle repairs. It makes the pupils aware of their own talents and interests. The project also aims to develop social skills in (pre)vocational education, as these are considered as important as the professional ones.

For the parents, there are computer lessons and language lessons (the “Bridge Project” for learning Dutch as a second language), often in combination with the subjects their children are learning at the same time.

For preschool and early school education, there are a number of activities about life in school, and the curriculum. The focus is on language learning for the children and Dutch as a second language for the mothers of non-native speakers. For the mothers, these lessons are organised next to (or in) the nursery school of the children, and at the same time.

In Gouda, different from most other community schools, they do not just work with an extended school day, but a number of activities are organised during school hours (instead of 'normal' lessons). Only one teacher is involved in the community school activities; the other teachers stay informed, and support them, but the activities are done by others (not teachers).

At the moment the necessary funds come from:

- the local authorities (Gouda spends €90 000 in each district);
- the Ministry of Education finances the activities for older migrants and for the preschool and early school education.

Strong points:

- clarity of over-all vision
- attention for other skills than the traditional skills you learn by the school curricula
- large number of activities
- the pupils choose whether they participate or not and in what activity
- the enthusiasm from coaches and participants
- the pupils meet each other and get to know each other, on a basis of common interests, not on a basis of age (or school level)
- pupils are able to undertake a variety of activities, which they would not normally be able to do.

5. CONCLUSIONS

In terms of policy process, the Community School initiative in the Netherlands is interesting since it starts at the local level, from attempts to meet the needs of communities with a comprehensive and coherent approach that overcomes the defects of sectoral and remote administration. Further, the development of national support and cooperation between Ministries and the diversity of applications at the local level allow the volunteering local authorities to develop a very practical

solution to their needs. Each community school is unique and has its own characteristics responding to the needs of that particular context within the common regional and national framework. In other words, although the problems are common to each school, the variety of solutions will result in a greater diversity and creativity in managing their challenges.

It was also impressive to see the commitment of people participating in the organisation of Community schools: the number of volunteers acting together with professionally trained workers gives a sense of ownership and belonging to the various activities of their own communities and indeed seems to be one of the main factors of success.

Such an initiative in a decentralised system needs coordination at various levels. A steering group initiates and supports qualitative research into the Community School initiative and, with due care, works out appropriate evaluation methodologies. Different institution networks have been formed between the Ministry of Education, Culture and Science, the Ministry of Health, the Ministry of Welfare, the Civil Engineering Division; between Community Schools themselves; between schools, welfare, health sports, immigrants' organisations. The resources allocated for cooperation needed are crucial; the diversity of local applications, the training needs of the workers and volunteers and the practical facilities for actions are substantial for success.

The Community Schools support acquisition of a number of key competences defined by the working group B on basic skills: the social and interpersonal competences, civic skills, cultural awareness are developing together with more fundamental skills such as languages and literacy. As the working group concluded in its progress report³, many of the competences are of transversal nature, they are learnt more through cross-curricular and extra-curricular activities rather than in separate lessons. Therefore, the learning environment plays a crucial role in this respect. The informal and non-formal learning, the sense of being a member of a society who has an active role and is able to participate, forms the biggest part (and the most challenging) of a successful development towards active citizenship and life skills. In Community Schools formal instruction is successfully coordinated with informal, the latter serving as a means of deepening knowledge acquired in class.

The involvement of children and parents in various activities in a natural way enhances the intergenerational aspects of learning and gives children a role model for lifelong learning – literally “from cradle to grave”. The fact that parents are helped to achieve the literacy and language competences as well as life skills they need to be full members of the society at the same time when children are taught the local language in another classroom, is not only substantially contributing to the learning of their children but giving them a sense that learning is an everyday activity for all.

The richness of activities and the number of people contributing to these activities every day improves the motivation of young people to learn and prevents early school ‘drop out’.

³ The full report is available at :
http://www.europa.eu.int/comm/education/policies/2010/objectives_en.html#basic

The crucial factor for creating a Community School is the inter-sectoral cooperation. In this respect, one of the challenges is to develop further the cooperation between teachers and social workers. There is a need for sharing experiences and finding ways for better achieving the common goals.

Since it is voluntary to establish a Community School, the question arises how to ensure that people living in different municipalities have equal access to quality education. The spread of Community Schools ideas is ensured by co-operation between schools through the exchange of experience through meetings and conferences, by publishing information on web sites and in the press. It has been acknowledged that a variety of applications of the Community School ethos create a challenge to the overall evaluation and further development of the policy. This is essential in order to maintain the positive elements already achieved and to ensure coherence and comprehensiveness of its further development.

Systematic training of the workers and a coherent financial basis for the Community Schools' support are the challenges for the future of movement. Community Schools seem to be an integral part of the education policy providing a valuable contribution towards comprehensive and coherent lifelong learning policies.

ANNEX 1 PROGRAMME OF THE VISIT

Study visit community school ('brede school') for EU-working group 'Basic skills'

Elements of the study visit

The study visit is planned on Monday, 16 and Tuesday, 17 of February 2004. It will contain the following elements:

1. National developments
 - Political / governmental
 - Research
 - Practical development of community schools
2. Local developments
 - Policy and practice meet in a visit on the spot

Experts from various disciplines will be invited: civil servants from the department of education and the department of public health, welfare and sports as well as local officials; national experts on educational innovation, developments in welfare, politics and research; local administrators; school-leaders, coordinators in community schools, teachers and other staff.

The language used will be English.

From Monday 13.30 to Tuesday 17.30 we can use a taxi-bus for transfer. A (small) part of the program will be 'in the outside' (a walk through a neighbourhood), so please be also prepared for that.

Outline of the program.

Monday, 16 February 2004

Morning:

Site: City Hall of Rotterdam

Room 7

Address: Coolsingel 40, Rotterdam-Centre

10.00 - 12.00 Welcome, introduction and national context

- ca. 10.00 – 10.10 Welcome by City Councillor of Rotterdam, Mr S van der Tak
- ca. 10.10 – 10.20 Introduction to the programme and the objectives of the study visit
- ca. 10.20 – 11.00 Introduction on the national context by policymakers from the departments of education and of health, welfare and sports
- ca. 11.00 – 12.00 Questions and discussion

12.00 - 13.30 Lunch

In Rotterdam City Hall: discussion with city councillor and officials.

Afternoon

14.00 - 17.00

A real-life case study in a school or welfare institution

13.30 Departure by taxi-bus

14.00 - 14.45

Introduction Rotterdam context

After an introduction on what's going on with respect to community schools, a real-life case study is introduced. Focus will be on social competencies.

Casestudy Crooswijk

A visit of a school for primary education in Crooswijk (Rotterdam).

Discussion with key figures at several levels. Possibly a presentation of activities.

Site: Buurthuis / Community Centre 'Vooronder'

Address: Kerkhofflaan 51-a, Rotterdam-Crooswijk

14.45 - 15.30 Walk through neighbourhood of Crooswijk

15.30 - 17.00 Visit at the Talmaschool for primary Education

Site: Talmaschool, Vaandrigtsraat 15, Rotterdam Crooswijk

- Visit of activities of children
- (ca 16.15 hrs) Presentation of 'De Wereldschool', School for Secondary Education
- Questions and discussion

17.00 Return to hotel by taxi bus

Evening: we will have dinner together in Rotterdam.

Tuesday, 17 February 2004

08.45 Departure from hotel (by taxi-bus)

09.30 - 12.00 Casestudy Gouda

Visit of a school for primary education in Gouda.

Site: De Kindervriend, School for primary Education

Address: Reigerstraat 37, Gouda

09.45 - 10.15 Presentation by local authority and the school

10.30 - 11.45 Visits of activities for children and adults (Brugproject)

Meanwhile opportunity for questions and talks with children.

Different sites

11.45 - 12.00 Gathering at the Jan Ligthart school and visit of activity

12.00 - 12.15 Meeting with local press

Site: Jan Ligthart School

Snoystraat 4, Gouda

12.00 – 13.00 lunch at the Jan Ligthart School

13.00 Departure by taxi-bus

13.30 - 15.00

Introduction and discussion on the concept of community school / ‘brede school’ as an educational concept

City Hall of Gouda

Markt 1

Gouda

15.00 - 15.30

Tea break and site tour in City Hall Gouda

15.30 - 17.00 uur Debriefing (City Hall of Gouda)

- Opportunity for EU-working group, Ministry and organisation on results, profits and conclusions of the study visit.

17.00 Return to Rotterdam

ANNEX 2

**List of participants during the Study visit BASIC SKILLS of the EU- working group
16 and 17 February in Rotterdam en Gouda, The Netherlands.**

Monday 10-12

City of Rotterdam

- Mr Sjaak van der Tak, vice-Mayor and Alderman on Social integration
- Ms Nan van der Storm, senior advisor on Community Schools

Ministry Of Education, Culture and Science: www.minocw.nl

Ministerie van Onderwijs, Cultuur en Wetenschap:

- Mr Gerard de Ruiter, Directorate of Secondary Education; g.h.deruiter@minocw.nl
- Mr Mark Weekenborg, Directorate of Primary Education; m.weekenborg@minocw.nl
- Ms Ghislaine Schmidt, Directorate of Primary Education; g.schmidt@minocw.nl
- Ms Elly Hagenaar, Directorate of Secondary Education; www.bredeschool.nl

Expertise centre Community Schools / NIZW Youth

**Expertisecentrum Brede School / NIZW Jeugd; bredeschool@nizw.nl;
www.bredeschoolnizw.nl**

- Mr Pieter Paul Bakker, p.bakker@nizw.nl
- Ms Marja Valkestijn, m.valkestijn@nizw.nl

NIZW International Centre

- Ms Caroline Vink, senior advisor International Youth Policy
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www.youthpolicy.nl

Gouda

- Ms. Trui Waalijk, Community School coordinator

Local Authority

- Mr Gerard Schuiling, chairman of the quarter Kralingen-Crooswijk

De Meeuw, Support organisation on disadvantage policy for schools and welfare organisations

www.de-meeuw.nl

- Mr Rien van Genderen: Head of dept. Community Schools (speaker)
r.vangenderen@de-meeuw.nl

Cascade, welfare organisation

- Mr Cor Heutink, coordinator

Culturescout (broker in arts education)

- Ms Wieneke Verwey (speaker)

Talmaschool Primary Education

- Mr Peter Bekkers, head of the school

CED-Group. Centre for educational support and advise

www.cedgroep.nl

- Ms Petra Zwang

WereldSchool (Worldschool)

www.wereldschool.nl

- Robert Roks, coordinator (speaker)

rroks@nrd.nl

Tuesday

Morning

Kindervriend, School for Primary Education

- Mr Hans van Kekem, head (speaker)

City of Gouda

- Ms Marlies Kennis, senior advisor on Community Schools, e:

Marlies.Kennis@gouda.nl

Stichting Welzijn Gouda (welfare-organisation)

- Ms Monique van der Goot, m.v.d.goot@sghw.nl, e: m.v.d.goot@sghw.nl (speaker)

- Ms Trui Waalwijk, e: m.v.d.goot@sghw.nl

- Ms Annemiek van den Elshout

- Mr. Lourenz de Ruiter

Officials from other schools

- Mr. Jan de Wild, head

Afternoon: (also all above mentioned)

City of Gouda

- Mr R. van Schelven, Alderman on Education and Social Issues (speaker)

NIZW Youth / NIZW Jeugd www.jeugdinformatie.nl

- Ms Caroline Gelauff-Hanzon, Head of Youth welfare Department, Former national 'broker' on Early Childhood Education, e: c.gelauff-hanzon@nizw.nl (speaker)

- Ms Saskia van Oenen, project manager on Community Schools, e: s.vanoenen@nizw.nl (speaker)

Prof dr. Ton Notten (speaker)

e-mail a.l.t.notten@hro.nl (w) / or: A.Notten@Tip.Nl

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