

Neighborhood-engaged schools



It is not what the neighborhood can do for you

but what you can do for your neighborhood.

Introduction

Perhaps the first influential and large-scale attempt to provide extended services to communities was through the Cambridgeshire Village Colleges established by Henry Morris in the 1920s. The aim of the initiative was to ensure that the school brought together the educational and social life of the community to enhance quality of life in rural areas and reduce movement away from these areas towards the cities.

It would be a true social synthesis it would take existing and live elements and bring them into a new and unique relationship. The Village College would change the whole face of the problem of rural education. As the community center of the neighborhood, it would provide for the whole man, and abolish the duality of education and ordinary life (Morris, 1924, p. XIV).

Morris highlighted the need to cater for the needs of the community outside of the school with the school acting as a hub for the community, supporting the development of skills throughout life¹.

1. What is a neighborhood-engaged school? (NES)

Definition. A neighborhood-engaged school embraces the neighborhood as a valuable resource of knowledge and experiences. They act like a social educational heart in their district, village or municipality. They connect and involve initiatives, citizens, and different partners to their school to enrich the development and education of all children and to improve the social, cultural, and economic development of all citizens in the neighborhood (EtuConsult October 2022).

The Neighborhood Engaged School follows the concept of a Community School, but at a NES the school is the initiator to strengthen the neighborhood. Indirectly this will also maximize development of the students and the school itself.

A Neighborhood Engaged School establishes.

- a partnership between the school and the local community, local organizations or individuals
- with the aim of achieving maximum educational, cultural and socio-economic development opportunities
- for the school neighborhood (and the school itself).

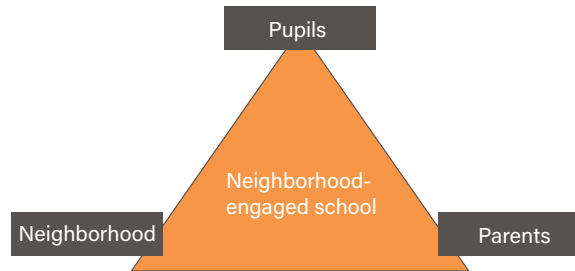
Various sectors can join forces for this purpose: welfare, youth, culture, sports, education.

Topics can be cultural and digital development, health, safety, integration, economic growth and social cohesion in the neighborhood and community.

¹ E.F. Parr, The Development of Professional's perceptions and Practices in a Community-Oriented Primary School, page 19.

Focus on environment of children

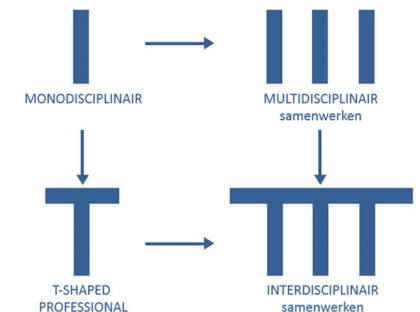
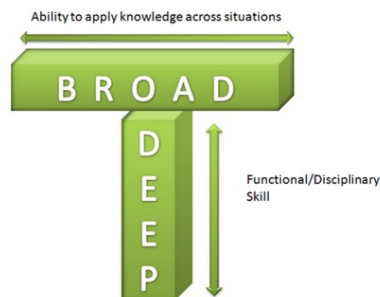
If we want to improve the situation for children, we must involve parents and invite them to participate. And if we want to reach and help parents, we'll have to improve the neighborhood. To get a strong society.



The most important conditions of a neighborhood-engaged school;

- They stimulate a strong relationship with their neighborhood. The whole environment or neighborhood is used as a 'school' or learning place.
- Agency
- The school building is open, for their pupils but also for the neighborhood.
- Everyone shares the same vision, teachers and pedagogical employees are so called T-shaped professionals.
- Everyone who's involved embraces and shares the same vision and act like that vision.
- Neighborhood-engaged activities, including skills, are structural part of the program/curriculum. NES are focused on results.
- The vision and program of each neighborhood school is integrated in plans and official documents and formalized.

Teachers, pedagogical employees, specialists, principals, schoolboards, politicians, everyone shares the same vision and is what we call a T-Shaped professional within a T-Shaped team. T-shaped means that each one working in the interdisciplinary team has 'deep' skills, as a teacher, specialist and so on, but also have broad skills, like flexibility, strong communication, emphatic- and collaboration skills.



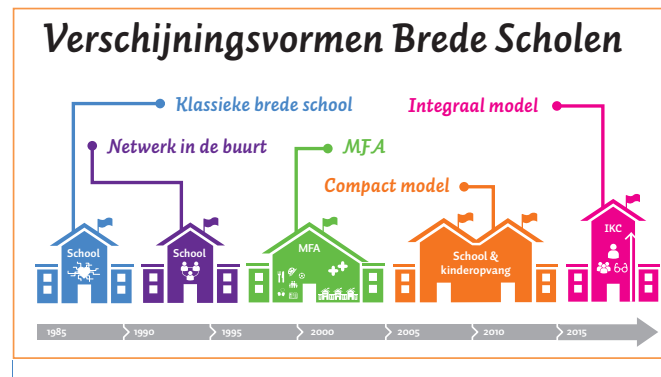
2. NES compared to other concepts

A NES is a further developed model of the Dutch Brede School, or the international Community-school.

Of course, there are several models of Brede Schools or community schools, there's no blueprint and the program of this kind of schools depend on the situation, location and population. We'll show you below the development of Brede Scholen in The Netherlands and especially how it's organized!

Left in the figure you see the network model, some separate organizations and buildings in the same area, with a little bit of cooperation, on the right site you see the IKC, which is now the favorite model in The Netherlands, it's called an Integrated Kind/Child Centre.

The NES should have its place anywhere between the left and the right model.



Manifestations and organizational characteristics

Many characteristics of broad schools and community schools also apply to NES, which is why we discuss them here.

Specific NES features, see section above, fit perfectly with all models described here. In all forms, a number of organizational characteristics can be mentioned by which you can recognize the type of community school. Based on observations in The Netherlands, there are five manifestations described. In 2006, the NJI and Sardes identified a number of ambition levels to indicate the substantive status quo and the substantive development of community schools.

These ambition levels are known as back to back, face to face, hand in hand and cheek to cheek. The level of cooperation is becoming increasingly intimate.

A model has now been developed that goes even further in the collaboration, the integrated child centre.

The organizational characteristics are organized in order from content (vision, program) to preconditions (organizational, financial and physical).

There is a clear connection between the organizational characteristics. For each of these organizational characteristics, a brief overview is given of the spectrum within which the development of a community school lies or how this can be achieved.

Features

There are two main groups of organizational characteristics: substantive and commercial.

Content and business operations are always connected and influence each other. It is important that the content sufficiently determines the business operations.

Community schools distinguish themselves from other district-oriented partnerships because the central principle is the development of children and their parents, and because the school/education is always a core partner.

The substantive organizational characteristics are therefore central to a community school, and the business characteristics are the preconditions.

If a community school exists based on an efficiency or logistical motivation, or a substantive motivation that is not specifically aimed at youth (for example a neighborhood-oriented approach, or the facilitation of work and care tasks), it is therefore important to examine how the Community school takes on content and form from the perspective of the development of youth and their parents.

You will find these ambition levels characteristics as an appendix.

3. Benefits of a NES

Experiences and research reveal many advantages of a NES, as an elaboration of a community school;

- A NES puts the child and his neighborhood in the spotlight.
- The NES challenges each individual child to develop their talents.
- The NES offers extra opportunities for disadvantaged children, tailor-made to their needs.
- The NES contributes to the safety in the area around the school and takes care that the level of services is maintained in smaller towns and villages.
- The NES creates a more balanced day program geared for the modern working society.
- The NES contributes to emancipation and labor participation.
- The NES contributes to a society where cultures, organizations and religions are living together and where common values and standards apply.
- The NES contributes to social commitment at school and in the surrounding area.
- The NES provides space both for children and professionals to perform as entrepreneurs that is, finding their own way, using their creativity and coming up with the right answers.
- The NES takes care that teachers can concentrate on primary tasks and that the school can focus on its nuclear responsibility.
- The NES challenges the neighborhood to participate in education, development and society-improvement.
- The NES explore, stimulate and realize, as a hub in the community, a safe environment in the community or municipality.

And so on!!!

Gert Biesta:

'School, leave society outside. Bring the world in'

'There is nothing wrong with "learning", but the language of learning is not sufficient to talk about education. It's not just about children learning something.

It's about children learning something from someone with a specific purpose: content, relationship and purpose.'

'Ultimately, we want to support and challenge a new generation with our education to enter the world themselves and understand that that world is not a playground or a shop where you can grab whatever you want.

That the world can be beautiful, but that we all have a responsibility for it.

That is what education should work towards. And everything you do in education must be done with that in mind. Knowledge matters, skills matter, diplomas matter.

For some groups these matter more than for other groups.

I call this equipment the 'qualification.' We also offer students orientation in education.

We can't just push them into the world, we also have some explaining to do.

And we have more to explain than just how it works, but also where things went wrong and where things should have been improved. Providing this orientation is what I call 'socialization.'

But ultimately you hope that at the end of their educational career, students dare to stand up as human beings and are not afraid of the world, but also not too overconfident.

If you succeed, you can be very happy, but that is the goal that you must have on the horizon in all education. That's what I call personification. Let's see how everything we do can ultimately contribute to that. Whether it is in general education, vocational education or scientific education.

(Gert Biesta is Professor of Public Education in the Centre for Public Education and Pedagogy, Maynooth University, Ireland, and Professor of Educational Theory and Pedagogy at the Moray House School of Education and Sport, University of Edinburgh, UK. From January 2023 onwards Biesta started a four-year term as member of the Education Council of the Netherlands (Onderwijsraad), the advisory body of the Dutch government and parliament on educational matters).

Prof. Dr. Micha de Winter:

'Children have an interest in cooperation between parents and professionals' 'Rich social networks:'

"Children have an interest in a coherent relationship between the various relationships around them in which there is good cooperation between parents and professionals," says Micha de Winter.

'However, this is not always the case.

While the quality of relationships between the various educators plays an essential role in education and development.

'It takes a village to raise a child'

The assumption is that a strong pedagogical civil society has a positive influence on the educational climate. The RMO and RVZ (2008) call this social educational environment, in which there is emotional warmth and involvement, the 'village.' Just as the pedagogical infrastructure refers to institutions and professionals involved in education, the 'village' refers to mutual involvement between youth, parents, local residents and volunteers.

'It takes a village to raise a child' is an age-old African saying, but it is still relevant: the social environment is important for the growing up of children.

Prof. Dr. Micha de Winter is affiliated with the pedagogy program at Utrecht University and has been an extraordinary professor of social education issues since 2017.

4. Inspiration at the participating Erasmus+ NES

We can distinguish a number of categories in the activities aimed at the school environment.

The school can perform various functions for the neighborhood:

- Social function: the school contributes to improving the school environment and the school stimulates social interactions in the neighborhood, civil society and promotes peaceful coexistence
- Economic function: the school contributes to the economic development of the neighborhood
- Pedagogical function: the school contributes to a higher level of knowledge, skills and competencies among local residents
- Cultural function: the school stimulates cultural and artistic events in the neighborhood

ACTUALITÉ

L'ÉCOLE LA CONDAMINE ET SON PROJET ERASMUS

Jusqu'en 2024, l'école élémentaire Centenaire-Condamine est engagée dans un projet Erasmus avec trois autres écoles situées en Grèce, Hollande et Belgique. Dans ce cadre, l'établissement scolaire et la Ville de Menton ont reçu, du 9 au 12 mai, les représentants grecs, hollandais et belges. La délégation a été accueillie à l'Hôtel de Ville par Stéphanie Jacquot, adjointe déléguée à la Culture. Une belle occasion de célébrer la Journée de l'Europe qui commémore la déclaration Schuman du 9 mai 1950, considérée comme le texte fondateur de l'Union européenne.

« L'idée est de les rencontrer pour découvrir d'autres pratiques d'enseignement que les nôtres. Car l'objectif est de construire ensemble des actions vers l'accroissement du climat scolaire par des pratiques partenariales pour un accroissement des résultats des élèves », explique Francis Monteiro Da Silva, directeur de La Condamine.

Durant cette semaine, la délégation a visité les écoles La Condamine et Adrien-Camaret, le lycée professionnel Paul-Valéry, la Vieille-ville et le musée Jean Cocteau le Bastion. L'occasion de découvrir le fonctionnement des écoles



(apprentissage, restauration et périscolaire), d'échanger avec les élèves et les professeurs, d'évoquer des projets et des pratiques pédagogiques, etc.

Le projet Erasmus s'accompagne de travail à distance (suivi en ligne, utilisation d'e-twinning), de formations et de rencontres en présentielles avec les différents enseignants et chefs

d'établissement des quatre écoles. « Deux rencontres ont déjà eu lieu en Belgique et en Hollande au cours de l'année 2022. La dernière aura lieu en Grèce au mois d'octobre avant la collecte de tous nos travaux et l'édition d'un livre synthétisant notre démarche, nos recherches ainsi que nos actions », conclut le directeur de l'établissement mentonnais.

La Condamine, Menton, France;

The school has started a survey of parents. Emphasis on parents who are difficult to reach. Topics: wellness, solidarity and trust

1. Christmas boxes. The students make packages for homeless people. The content is provided by the parents and sponsors. The students include a personal note. The packages are distributed by the Red Cross department. (social function)
2. The school is committed to planting lemon trees. Parents and external parties are called upon for this. (social function)

Well-being at school

- .Organization of three half-days around empathy
→ Pupils are autonomous in the school and circulate in workshops in groups of 5 pupils, from CP to CM2.
- .Over thirty workshops are spread throughout the school.
- .Some workshops are run in partnership with members of the Parents' Association.

Solidarity



- .Boxes are prepared and packed by the children
- .Red Cross picks them up at school

Parents' café



- .We're going to try to organize a parents' café.
- .In the company of the principal and two teachers, on a voluntary basis.

What we hope for

- .These actions help to combat academic failure by fostering the development of self-esteem and creating group and school cohesion.
- .They unite students, teachers, parents and partners.

Sondage du mois de Mars 2023 ville/quartier

Question: Que pensez-vous de votre ville, votre quartier et votre environnement?

Il y a eu 99 réponses, soit un taux de participation de 40 %.

Parmi ces 99 réponses, 41 % des personnes n'avaient que des remarques positives, 15 % que des négatives, et 45 % des remarques des deux catégories.

Avis Positifs

	%
Ville agréable, surtout le centre, où il fait bon vivre	44
Environnement très sécuritaire et paisible, calme	43
Très belle ville	23
Quartier proche de toutes commodités commerces, école, équipements, plage, sport	15
Chance d'être entre mer et montagnes, bien située, près de l'Italie	13
Beaucoup à faire pour les enfants	11
Très propre et entretenu	10
Tout est accessible à pied	7
Très bien, parfait	6
Climat fantastique	5
Quartier animé	5
Ville dynamique, multiples évènements: fête du citron, marché Noël, braderie	4
Très satisfait de l'environnement en général	3
Beaucoup de parcs pour les enfants	2
Bien desservie par les transports en commun	2



De Kleine Helden, Eeklo, Belgium

1. The school participates in the 'Cleaners or beautiful makers' project. Students regularly clean the area. (social function)
2. The toddlers go to play in a nearby park. (social function)
3. School catering is provided by local entrepreneurs. (economic function)
4. Students from another school come and read to the students.
This is not only fun for your own students, but the readers also learn from it. (pedagogical function)
5. Parents come to teach at school. (pedagogical function)
6. A local school comes to maintain the school's garden. (pedagogical function)
7. The school is planning a weekly newsletter and podcast for the community. (pedagogical function)
8. Every two weeks we go to a residential care center in the area, Huis Coppens, to do various activities with the residents.

What activities are we currently doing?



Receiving an award for cleaning the neighbourhood of the school



Cooking with one of our volunteers



Organising sport lessons at the park across the school



Kristof, owner of restaurant "De Zandheuvel" makes soup and fresh meals for us every day.



Organising workshops with locals, parents and teachers at school or in the neighbourhood.



Walking around the neighbourhood with parents.



Presenting and giving our newspaper "Heldennieuws" to neighbours of the school.



"Hero games" with parents, local residents, aunts, ...



Organising our forum every other Friday. Everyone is welcome!



Inviting students from schools in the neighbourhood to read



Organising our big school event working together with "Group Into"



Shopping at the local store



Music lessons by parents (using their talents)



Doing sports in our local sportsclub



Inviting locals for workshops



We organised a local event at the "Lembeekse bossen". Everyone was welcome!



Taking local public transport. The kids take care of everything (schedule, tickets, ...).



Introducing new media (example: VR) with help of local experts.



Group visit to the library.



Party with parents and teacher in Kubiek (local youth club)



Luc (CLB) gets us in contact with doctors, specialists, schools, ...



Experiencing art. Following workshops, get professionals into our school.



Donators giving us funds and goods that match our pedagogical goals.



Safety in traffic - police gives advice



Baking with organization De King.



Fresh fruit and vegetables from a local farmer



Bringing theatre to children/teachers.

What difficulties do we have to face?

Money
! Sometimes we need money to bring people/ experts in

Time
! It takes time to search experts, call them, get to know them
! It takes time for experts to learn about our school

Resources
! For some projects we need resources (example: podcast – audio material, microphone, ...)

Podcast - near future

Make a podcast

Goal
! Creating a positive image of the neighbourhood
! Inform/Teach our students about radio transmissions
! Publication of podcasts to parents and the neighbourhood

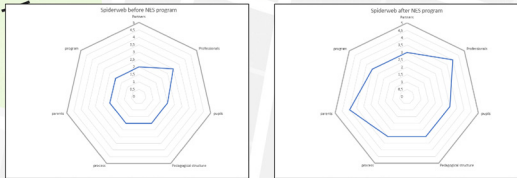
How do we realise our goals?
! Monthly podcast
! Students will decide what news they will bring
o Interview the neighbourhood
o Talk about upcoming projects

Who does what / Activity plan
! Involve parent(s) and teachers
! Timeline: end of December 2023

Situation now: 0 – no mention of it
Ambition: 2 – developed and partially implemented



Spiderweb evolution



Mapping the different topics on the spiderweb scoring chart **before** the NES program

Mapping the different topics on the spiderweb scoring chart **after** the NES program

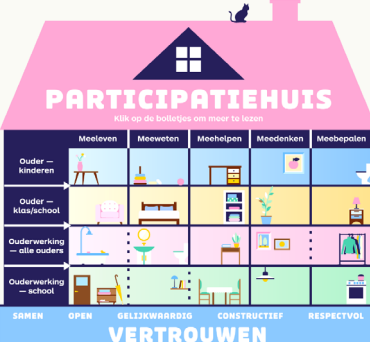
PARTICIPATION HOUSE
Result cooperative independent Freinetschool 'De Kleine Helden' 2022 (237 parents):
Only the highest form of engagement is noted!

	sympathy	awareness	assistance	thinking along	co-determination
parent ▶ child	7	8	1		2
parent ▶ class/school	5	25	74	14	4
parent team ▶ all parents			17	3	20
parent team ▶ school			7	13	37

PARENT SYMPATHY

- parent ▶ child - sympathy:**
showing **interest** by asking questions such as: How was school? What happened at school? ... and of course listening!
- parent ▶ class/school - sympathy:**
contact at school gate, interest for school friends & school itself, being on time,...
- parent team ▶ school - sympathy:**
being receptive for the points of interest of the school (projects, campaigns,...) and vice versa
- parent team ▶ all parents - sympathy:**
sense needs, questions & expectations that exist in the broad group of parents,...

PARTICIPATION HOUSE
Tool made by parent associations to visualize the parent involvement
<https://www.klasse.be/720970/ouders-school-wat-is-sympathie-ouders-betrokkenheid/>



VERTROUWEN

The teamwork of the school is based upon values as **together, open, equality, constructive, respectful & TRUST**.
That is the **foundation** on which the house is build.

Huis Coppens and De kleine Helden are not only neighbors, but now also trusted partners for their neighborhood work. Every two weeks, Joke's class does an activity with the elderly. They exercise, paint, dance, play, sing, read and knead together. They get along well with each other.

"We started in October and got to know each other through... different exercise activities and songs. We moved and danced together in a large circle. This creates a pleasant interaction between both generations. Two weeks later we organized 'hero games' at school: we played board games for an hour every day and thus focused on executive functions. We took this thought home to Coppens and we played games there too. The elderly and children already have more intense physical contact, adapt games to the skills of the residents and get an insight into their actions and thoughts. In a project about art, the residents of the Coppens house were given an important place: the children portray the elderly. The meetings are becoming more friendly and nice chats are starting to happen."


Joke sees that many children and residents enjoy each other's presence: a smile appears on the faces of the elderly, they hug the children and sometimes shed a tear when they see that young violence. But there are also many advantages for the children: they receive the undivided attention of the elderly. They learn when they talk to it and play games. They learn who the elderly are and that they are part of our society and discover how to adapt their behavior around the elderly. Above all, they learn that these people can be fun and warm, which makes them more likely to connect with them.

As a NES, we strive for a just and social society and we want to work closely with organizations in the area. Meeting people from different generations brings young and old closer together.


Campus Nobelhorst, Universum, Almere, The Netherlands

1. The school had a say in creating a new open space. The student council has taken this on. The students made and placed signs against dog poop. (social function)
2. The school participates in a campaign for the less fortunate and for children with cancer. (social function)
3. The school is organizing a two-day sporting event. About fifty parents participate in this. (social function)


1. Program




2 days sportevent



Increase activities




Student council



Local Authority


2. Parents

- Positive participation of the parent's council.
- Meetings every 6 weeks
- Clear roles
- Different themes



3 & 4. Professionals & Partners


- 37 teachers & 28 employees
- Awareness
- Collaboration with the neighborhood
- Sharing knowledge and experience
- Participate in the network from the neighborhood
- Take care of the environment and share the same vision


5. Pedagogical structure

- PBS (Positive Behaviour Support)
- Values are respect – independent – responsibility
- Comet - 'this is how we do it'
- Parents are involved


6. Proces




SUMMARY OF EVERYTHING WE HAVE SAID SO FAR



DEFINED VISION ON NES



SHARED WITH THE VARIOUS PARTNERS, TEAMS AND ORGANIZATIONS



SEVERAL ACTIVITIES SPREAD OUT THROUGH THE NEIGHBORHOOD

7. Pupils

- Data off numbers is shared with the Campus
- Talents of the children
- E-twinning
- Movie from Dutch students

Last year the range of activities has increased. (from 10 to 15 activities that is increase of 50%) Such as: Indoor football tournament, visual arts activities, technology lessons. The offer is for children between 4 and 12 years old (these are pupils from primary school). Young people from 10-17 years old and a 16+ years a "Walk In" and every Friday before a holiday, we organized a DISCO for 16+. All the activities are for the people in the neighborhood. The activities are based on the ideas from the student council. They had invested what needs there are for after school activities. This outcome is used by organizations such as the Schoor (welfare organization in Almere).

The activities committee (parents of the school) is involved in the preparation of the themes. They also support the teachers. Once every 6 weeks there is a meeting led by a teacher and a board member. This has strengthened parental participation and supported teachers. The roles are clearly described in our workplan Campus Nobelhorst.

Sharing knowledge and experience jointly giving meaning to our organization. Cooperation between the BSO and teachers is structurally included in the planning. There are still opportunities and possibilities here. The vision is shared, and people knows where to find each other.

All professionals share the same values and pedagogical approach. It's called PBS Positive Behavior Support.

The professionals are trained in the pedagogical approach and program.

The PBS values of Respect, Independence and Responsibility are visible in the organization and are the basis on which we work.

COMET shows the behaviors "This is how we do it" and was designed by the students with the help of a draftsman (Show and give Comet's). By means of by organizing parent meetings about the pedagogical approach, we want to inform parents and encourage them to use the same approach.

Palekastro school, Sitia, Crete, Greece

1. Collaboration with the local university. They participate in research into obesity and BMI. The university then provides advice to parents and students at school. (pedagogical function)
2. Solar Park on the roof. The solar panels produce electricity for the school. The surplus goes to the local community. The school was the first in the village to have solar panels installed. The school then provided advice to local residents who wanted to install solar panels (e.g. when applying for subsidies). The aim is to start a form of cooperation. (social function)
3. The school makes the premises available for local activities: for example, the school can be a meeting center. (social function)
 - Donate blood every 6 months
 - Dance lessons
 - Carnival celebration of the village
4. Parent's club: school for parents.
 - Parents and external parties can participate in discussion groups and presentations. A psychologist regularly comes to speak in the evening and leads discussions on current themes raised by the parents, such as the use of mobile phones.
 - A member of the parent council will give a workshop on making sweets. (pedagogical function)
5. The smile of the child. This NGO is committed to helping children in need. They organize workshops, for example, on aggression among children. For students, parents and external parties. (pedagogical function) These activities have increased parental involvement, 30% of parents are very involved in the school. Developing an NES cannot be done overnight. Time is needed. The school must build trust. It is good that the management and team maintain good contacts with the neighborhood. It is important that the skills required for this are taken into account during the job interview for a new director. The fact that a director leads the school for a longer period of time is also an important condition for this.



**Palekastro School,
Environment Day**



**Palekastro School,
Teaching Traditional Art**

Big Five	Discussion	Valuation	Explanation of this valuation;
1. Hellenic Mediterranean University	More cooperation in the future. More national and European projects together	4	<p>Project schools has rated the most wanted situation per activity, theme or learning goals at the end of 2024. You can read about this method at page 19.</p> <p>0 ▪ There is no mention of it</p> <p>1 ▪ Development stage but not implemented</p> <p>Valuation 2 ▪ Developed and partially implemented</p> <p>3 ▪ Developed and/or implemented and/or formalized</p> <p>4 ▪ Developed, implemented and formalized</p>
2. Parents' Club of Palekastro	Every day to be a new day with much stronger cooperation and well based relationship We want to increase the number of donators and make it as first priority of the village	4	
3. Cultural Club of Palekastro "Itanos"	More activities like this one just giving more chances to the locals to be improved in any topic.	3	
4. Parents' Club of Palekastro	As we are at the beginning of our cooperation, we want more activities like this one, just giving more chances to the locals (mainly parents) to be improved	4	
5. NGO: "The Smile of the Child"		3	



5. How to develop as a Neighborhood Engaged Schools?

Are we on the right track with the cooperation within our NES? Which are the benefits of our effort?

How could we improve the collaboration? Do we have a good view of our target group? And of our objectives?

What demands do we make on the cooperation between partners?

With the NES Q-chart you get a view of the aspects of your own NES.

This could be at the very beginning when the NES yet needs to take shape, or in time when you want to improve the quality of your NES.

This quality chart consists of different criteria that can help to determine the quality of the NES and its evaluation.

After completing the chart, you will not get a judgment that determines whether you are a NES or not or which category of NES you fall into.

It will become transparent, however, whether you are doing things right and where there is room for improvement. This vision becomes clearer when all NES partners fill in the chart together and start a discussion; even this means a start for quality improvement.

No doubt, there are many different forms of NES. It is also possible that not all criteria fit your NES. In this case you can safely ignore those criteria.

Please feel free to adjust criteria if necessary so they match your own purposes.

The quality criteria have been set up by the Erasmus+ project of Neighborhood Engaged Schools in 2022-2023, making use of experiences and success factors of the community schools, brede schools and Childcentre in the Netherlands and also from research results and literature ².

Neighborhood engaged schools are built on 7 P's;

- Program
- Parents
- Professionals
- Partners
- Pedagogical structure
- Pupils
- Process



² www.etuconsult.nl

Each P-topic empowers some indicators, let's show and share them;

Program

1. There's a complete offer of activities
2. Over the year there has been a systematic structure and continuity in the program
3. There're clear goals for the activities, based on data, pupils and neighborhood
4. The offer has been put together by the partners within the NES
5. The employees think about and discuss what activity is suitable for each pupil, parents and for the neighborhood as well
6. There's an offer for parents focused on parenting support
7. Trained professionals and non-professionals carry out the NES activities
8. Partners at the NES have agreed about handover information of children
9. It is arranged that the overview for the program is arranged
10. Parents know how to find information about the program
11. Result of the activities are measured and evaluated
12. The school building is all day open for activities, for their pupils and for the neighborhood

Parents

1. We stimulate collaboration and participation between parents
2. There's a positive participation of the parents' council (PTA)
3. Parents bring in resources by their jobs and networks
4. Parents are stimulated to promote and disseminate our NES-project
5. Parents are involved by creating and carry out programs
6. It's measured if and how the results of NES have improved the situation of parents in their neighborhood

Professionals

1. Professionals act with an open attitude, share goodwill and care
2. Professionals actively involved within the project
3. Professionals evaluate their actions
4. Act like a motor of the NES-program by helping other teachers, training, guiding, and including new teachers
5. Taking initiatives in collaborating with other partners
6. Professionals are focused on improving the NES by going out of their comfort zone and experimenting with programs and attitude
7. Professionals help to disseminate new ideas
8. Professionals stimulate a collaboration with non-professionals

Partners. Temporarily and core partners

1. NES activities fit in the school framework
2. Collaboration is based on equality and respect between partners
3. Partners share the same vision
4. Because of continuity agreements and appointments between partners are formalized
5. Partners are focused on commitment in the project
6. Partners help dissemination of the project
7. Sharing the attitude
8. Know what they can bring us and what we can provide them
9. Find how we can link children and partners
10. Know what the educative goals are, and work focused on reaching those goals

Pupils

1. It's known how many children participate to the NES activities
2. To determine the target group we use existing data
3. It is known which are the needs and talents of the pupils
4. Are involved by creating and evaluation of the NES program

Pedagogical structure

1. All professionals share the same valuable and pedagogical approach
2. Parents and neighbourhood are stimulated to act according to the NES pedagogical approach
3. Professionals are trained in the pedagogical approach and program
4. Incidents are reported in a dossier

Process

1. There's a defined vision on NES
2. The goals have been set at the target group
3. The results which we want to achieve have been clearly described
4. Vision and goals are supported by all partners
5. Goals, activities, and desired effects are consistent
6. Target groups are defined
7. NES- partners are identified and listed in the administration
8. This instrument is used to improve the NES approach at our school



Classification of the criteria

The criteria are divided according to the seven P's. With this quality chart you will gain insight into:

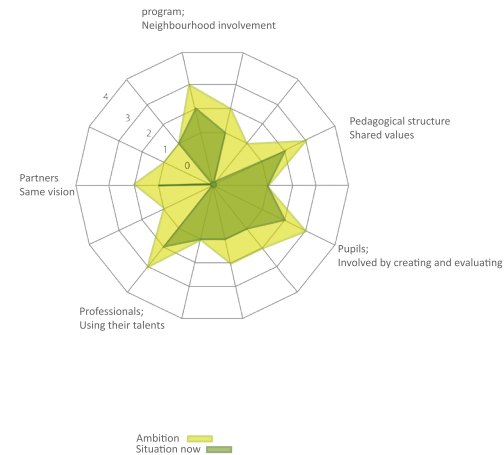
- The starting situation (input): what does the target group look like, what staff and partners are there in and around the neighborhood engaged school?
- The process: what are your goals and what are you doing (what activities do you perform) to reach your goals?
- The efficiency (output): what did you achieve?

Working method

To determine the quality of the neighborhood engaged school (NES) and to evaluate it you indicate how you achieve for each criterion.

You can use the following assessment:

- Obviously not The neighborhood engaged school does comply at all yet
- Insufficient The neighborhood engaged school complies a little bit but not enough
- + Satisfactory The neighborhood engaged school complies, but there is room for improvement
- ++ Obviously The neighborhood engaged school totally complies with it



Partners as one of the 7 P-pillars of the project

Partnerships are established on a reciprocal beneficial relationship and the expectations of mutual gains.

For the NES project potential partners, besides pupils who are at the heart of the project as another of the P-pillars, are: parents and grandparents, various professionals of the neighborhood, various inhabitants of the neighborhood, also, potential partners for the project could be municipality officers, as well as teachers from other educational institutions in proximity.

An important goal of the project is to create such conditions that the school can be actively involved in the development of the school neighborhood or the local community.

We can describe the process in steps:

Step one

Share in the community the NES project vision and identify possible partners. This can be done through an open call to the neighborhood or invitation to particular individuals that the school feels could be benefited by such a partnership.

It could be an evening event where the school opens its doors to the neighborhood and students present and discuss with them their everyday school life, their school work, their needs, their aims and aspirations. This could be also an event when pupils research and identify the neighborhood needs and wishes.

Step two

Match pupils with partners. It can be a random match. In that case goals could be adapted to the match, or a match according to some predetermined and pre-identified needs of the pupils, e.g. a particular group of students need to improve their reading skills, or a plan to start a school garden, etc., or some pre-identified need of the neighborhood, e.g. the need to learn the local language better, the need to have a greener or cleaner environment etc.

A mutual benefiting match could be one that the needs of both pupils and neighborhood partners are served (common needs or not).

Step three

Design with pupils the particular learning goals of the partnership. Based on the curriculum, pupils defined their learning goals as well as possible ways that the partners could help them achieve them. Based on the data provided from step one, they also propose a plan to meet the partners' needs and/or neighborhood goals.

Step four

Pupils present and discuss with partners the learning goals and make changes and adjustments.

A plan of action is drafted where goals, activities and timetables are mentioned.

Step five

Pupils and partners sign their partnership contract.

MOTO:

It is not what the neighborhood can do for you

but what you can do for your neighborhood,

and the other way around!

6. Requirements

Thoughts/remarks;

The element for creating NES is people.

What makes children feel safe in a neighborhood – safe places/safe people.

Collect data, organize a survey or interviews to inventory wishes and needs.

Triple S, Small, Smart, Social.


Talented organisations	Adaptive organisations	Management and boarders
Talented policy	Local, sustainable pedagogical structure	T-shaped Politicians and policy
Talented professionals and teams	Human Capital	T-shaped professionals and leadership

7. About the NES in this project

La Condamine, Menton, France




La Condamine-Menton



- . One school
- . 250 pupils aged 5 to 11
- . 10 classes
- . 14 teachers
- . 1 principal
- . 1 pre and after-school team
- . Reception from 07:30 to 18:30

Our school and its partners



- . Parents
- . The Municipality
- . Nursery school
- . Local secondary school
- . Vocational high school
- . General and Technological High School
- . Municipal School of Visual Arts
- . Menton/Moyen Orient campus of Sciences Politiques Paris
- . Italian language assistant
- . The Italian Consulate
- . The Municipal Conservatory

Les principaux projets déjà en place

- . Respect for nature: education for sustainable development in daily actions and/or one-off projects (the "Sapin Art" during the winter vacations, made from recycled materials and avoiding the need to cut down trees), the production of sorting garbage cans in each classroom, used daily to sort the waste generated by class life
- . Work on secularism
- . The music
- . The school has joined the Émile scheme, and to this end all students and staff are involved: teachers are either trained in Italian DNL, i.e. ready to teach in Italian, or are already or will be part of a wave of training in this language.
- . Knowledge of and respect for institutions and democracy: a council of delegates and eco-delegates has been set up, with student delegates from each class gathering ideas and suggestions from their classmates and presenting them to the whole class.
- . The extra-curricular activities team includes bilingual activity leaders
- . School murals: freedom and sustainable development
- . a digital version of the school newspaper to avoid wasting paper...

De Kleine Helden, Eeklo, Belgium

Freinet school De Kleine Helden is an educational institution based on the Freinet pedagogy, an approach that focuses on actively involving students in their own learning process. At De Kleine Helden, we encourage creativity, self-discovery, and collaboration. We believe in learning by doing, where students engage in projects and activities that are relevant to their lives. Our school provides a stimulating environment where children can develop academically and socio-emotionally, with attention to individual differences and respectful interactions with others.



Universum, Campus Nobelhorst, Almere, The Netherlands



STERRENSCHOOL HET UNIVERSUM

THE UNIVERSE IS SO BIG, THERE IS ALWAYS SOMETHING TO EXPLORE!

STARTED SCHOOLYEAR 2015-2016




CONCEPT: STARSCHOOL




- x BASIC LANGUAGE, MATHEMATICS, READING; language, math and reading education
- x SUITABLE EDUCATION : Individual learning program, suitable personalized learning program supported by ICT
- x FLEXIBLE: The extended opening hours from 7:00 am to 7:00 pm by means of childcare
- x TOGETHER: Integration between schools, childcare and after-school activities
- x ENVIRONMENT The bond between school and neighbourhood.



NEIGHBOURHOOD ALMERE HOUT: NOBELHORST, VOGELHORST, OOSTERWOLD, OVERGOOI EN HOUT. (4 SCHOOLS)

TOTAL 10.000 INHABITANTS
ALMERE 218.000 INHABITANTS.

START AUGUSTUS 2015
17 pupils in primary school de Zevensprong.

VERHUIZING NIEUW PAND 30 MEI 2016
36 pupils
Schoolyear 2016-2017: 4 groups
Schoolyear 2017-2018: 8 groups
Schoolyear 2018-2019: 12 groups
Schoolyear 2019-2020: 17 groups

HUIDIGE AANTAL LEERLINGEN
We have 461 pupils at the moment (and counting)



PRESCHOOL-EDUCATION: EDUCATION THROUGH PLAY

LEARNING THROUGH DISCOVERY, WORKING FROM THEMES.

MOTORIC DEVELOPMENT, WORKING WITH THEMECORNERS, LEARNING PROGRAM 2-6 YEARS OLD.

SPECIFIC LEARNING PROGRAMS FOR OUR BRIGHTEST YOUNGSTERS





ARTS & CRAFTS AND CULTURE:



RIJDERS OP SCHOOL VRIJDAG 7 OKTOBER

SOCIAL WORK AFTER SCHOOL ACTIVITIES





CAMPUS NOBELHORST

COOPERATION BETWEEN:
STERRENSCHOOL HET UNIVERSUM, ECOLOGICAL SCHOOL DE VERWONDERING AND CHILDREN DAYCARE ORGANIZATION STERRENRIJK.



Gemeente Almere

Wat is er nodig?

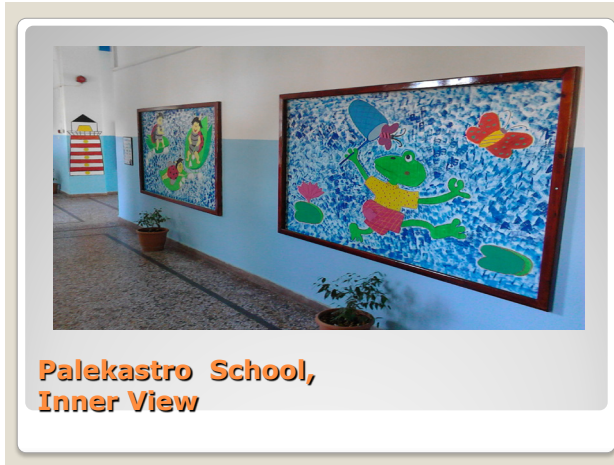
- Samenwerkingsovereenkomst vanuit een bestuurlijke opdracht
- Visie ontwikkeling vanuit verschillen op zoek naar overeenkomsten
- Gezamenlijk helder gedefinieerde ambities
- Werkplan in samenwerking met Job v. Velzen
- Commitment vanuit alle partijen (en alle lagen)
- Aan het werk: durven én doen!






Campus Nobelhorst





Thanks to;

Eeklo, De Kleine Helden

Almere, Universum, Campus Nobelhorst

EtuConsult

Sitia, Palekastro school

Menton, Ecole Condamine

Jelle Spanhove ▪ Ellen Clincke ▪ Sarah De Martelaere ▪ Sara Spanhove ▪ Patrick Remmerie ▪ Karen Engels ▪ Astrid Meire

Mike Verkimpe ▪ Joke van den Bossche

Yvonne Penne ▪ Poonam Ramsanjhal ▪ Marco Speth ▪ Melissa van Zoest

Janie Mooi ▪ Job van Velsen

Katarina Zelakat ▪ Emmanouil Kontogiannakis ▪ Margarita Gerouki

Veronique Christini ▪ Audry Rebour ▪ Jessica Gulletta ▪ Corinne Fancellu ▪ Francis Monteiro - Da Silva

Colofon

Compiled and edited by; Job van Velsen, EtuConsult, The Netherlands

Projectleader; Patrick Remmerie, Belgium

27 Maart 2024

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Quality Chart Neighborhood Engaged School's (NES).

Pupils 7 P's

2022

2024

1. Program

There's a complete offer of activities.

Over the year there has been a systematic structure and continuity in the program.

There're clear goals for the activities, based on data, pupils and neighborhood.

The offer has been put together by the partners within the NES.

The employees think about and discuss what activity is suitable for each pupil, parents and for the neighborhood as well.

There's an offer for parents focused on parenting support.

Trained professionals and nonprofessionals carry out the NES activities.

Partners at the NES have agreed about handover information of children.

It is arranged that the overview for the program is arranged.

Parents know how to find information about the program.

Result of the activities are measured and evaluated.

The school building is all day open for activities, for their pupils and for the neighborhood.

2. Parents

We stimulate collaboration and participation between parents.

There's a positive participation of the parents' council. (PTA)

Parents bring in resources by their jobs and networks.

Parents are stimulated to promote and disseminate our NES-project.

Parents are involved by creating and carry out programs.

It's measured if and how the results of NES have improved the situation of parents in their neighborhood.

Pupils 7 P's

2022

2024

3. Professionals

Professionals act with an open attitude, share goodwill and care.

Professionals actively involved within the project.

Professionals evaluate their actions.

Act like a motor of the NES-program by helping other teachers, training, guiding, and including new teachers.

Taking initiatives in collaborating with other partners.

Professionals are focused on improving the NES by going out of their comfort zone and experimenting with programs and attitude.

Professionals help to disseminate new ideas.

Professionals stimulate a collaboration with non-professionals.

4. Partners. Temporarily and core partners

NES activities fit in the school framework.

Collaboration is based on equality and respect between partners.

Partners share the same vision.

Collaboration between NES school and partners are formalized because of continuity agreements and appointments.

Partners are focused on commitment in the project.

Partners help dissemination of the project.

Partners are sharing the same attitude.

The NES school knows what partners can bring and what can provide them.

Know what the educative goals are, and work focused on reaching that goals.

Find how we can link children and partners.

Pupils 7 P's

2022

2024

5. Pupils

It's known how many children participate to the NES activities.
To determine the target group, we use existing data.
It is known which are the needs and talents of the pupils.
Are involved by creating and evaluation of the NES program.

6. Pedagogical structure

All professionals share the same valuables and pedagogical approach.
Parents and neighbourhood are stimulated to act according to the NES-pedagogical approach.
Professionals are trained in the pedagogical approach and program
Incidents are reported in a dossier.

7. Process

There's a defined vision on NES.
The goals have been set at the target group.
The results which we want to achieve have been clearly described.
Vision and goals are supported by all partners.
Goals, activities, and desired effects are consistent.
Target groups are defined.
NES- partners are identified and listed in the administration.
This instrument is used to improve the NES approach at our school.

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