

Youth – Actor of Social Change

“Brede school -

All day community school”

This document is part of a larger collection of examples of current policies for young people in Europe. The collection is an outcome of a European research project called “UP2YOUTH – Youth: actor of social change?”

The basic idea of the “current practice” collection is to see how current practices and policies relate to young people as active agents in shaping their lives. Therefore, our intention is not a collection of “good” or “best” practices. Rather, it includes also practices, which are interesting because of their relation to young people’s agency but which involve problematic aspects, such as restricted financial resources, a very thin spread, or no clear evaluation criteria. We have applied a searching pattern which asked for “strengths” and “weaknesses”. This explicitly opens space for your own evaluation, because also policies are included, which definitely do have weaknesses, but are highly interesting for specific reasons. Therefore we have to stress that the researchers did not evaluate these practices themselves.

The whole collection can be found at

<http://www.up2youth.org/content/view/192/60/>

Section	Indications of contents
Title of programme/ practice	Brede school (all day community school)
Location	Initiated by cities/municipalities and strongly supported by Dutch government.
Main theme	This school development pertains to all three topics of the UP2Youth project (young parents, youth participation, minority youth): community schools must active citizens to participate in their immediate neighbourhood. Because childcare facilities are attached to the brede school, it is also pertinent to young parents. And because community schools are placed in deprived areas with high rates of migrant inhabitants, it is also meant to enhance the chances of those groups.
Practice/Programme	Community – all-day schools; citizenship; integration childcare and school facilities; parent and migrant activation
Summary of programme/ practice	Since the 1990s, the brede school (BS) is becoming the dominant model in primary education, relating publicly and privately financed childcare facilities to neighbourhood schools. The BS offers parents of young children all-day care for their children from year 3 onwards. After-school care is voluntary but must be offered by the school. The BS is meant for all parents and children but certainly for those of disadvantaged groups,

	migrants in particular. In neighbourhoods with large and diversified groups of migrants (in Rotterdam there are 178 different languages spoken) the BS is meant to offer broader opportunities through language courses also for the parents.
Target	1) Target area: The whole country is targeted by BS; introduction is voluntary and depends on the politics of the respective municipalities. In the NL, all schools, public and private, are fully subsidized by the state. Municipalities dispose of the budget for youth (help) work which they may or may not, or partially spend on non-formal education in the framework of the BS. 2) Target groups/issues/problems addressed: The school curriculum is usually not connected to the non-formal curriculum and the cooperation between teachers and social workers/pedagogues is not optimal. Also the expectation that the inhabitants (young parents) will identify with their neighbourhood and participate in active citizenship, are exaggerated. In some regions/cities there is a shortage of crèches and on the whole childcare is expensive for families with medium income (it is free for low incomes).
Objectives of programme/ practice	BS allow mothers to work by providing – ideally: – a continuous trajectory for their children from 0-12 (end of primary school) and further on; – make the transition from preschool to primary school smooth; – make citizens/parents feel responsible for the education of their children and for their neighbourhood. These main aims are largely realized concerning female work and the transition from preschool to primary school. They are only very moderately realized in activating citizens.
Content of programme/ practice	See above
Time scale	See above
Programme/ practice design	In principle, a group of parents can approach their municipality and ask them to take action for establishing a BS and all facilities around it (incl. adaptation of existing school building or new building). In the beginning (begin 1990s) such far reaching active parental initiatives happened indeed, most prominent example are the Groninger vensterscholen. When the BS became general accepted educational policy, the initiative was taken over by school boards and it depends on the local inhabitants how actively they get involved in the process. Public schools are governed by municipalities; private schools by their school board.
Resources involved	See above

Evaluation	1) Evaluation process: BS developments are regularly evaluated
	2) Results / impact of programme: Main accomplishment is that ALL parents now are entitled to all day care for their children before school, in between school time (lunch time) and after school. All schools, BS or regular, have to provide and organize such facilities (which are not free of charge though). For young parents that is a big advance. But as written in our report, Dutch parents are hesitant to put their small children all days a week in extra familial care. Evaluation reports show the following problems: a) Lack of cooperation between the partners (teachers, crèche and other non-school professionals); growing bureaucratization; growing distance between the basic level (parents; neighbourhood) and superstructures (school boards who take the relevant organizational and financial decisions) – which means lessened influence of the parents which counteracts one of the basic targets of the BS: more involvement of parents/citizens. There is also much complaint about shortage of financial means which would be necessary to meet the targets of the BS. Parents would still need more flexible opening times of the crèche and after school care facilities.
	3) Difficulties encountered: Much good will on all sides – but the long term effects of the BS must still be seen (better school achievement? Better scores on national test of the 12 year olds? More integration of migrants? Better use of all resources which are potentially available or should/could be disclosed by parents?
	4) Assessment of programme/ action/ practice in terms of sustainability: The BS will become – and has become – the dominant school-care type in the NL, thus taking a big step in the direction of a better work-care balance for young families.
Lessons to be drawn from programme or practice implemented	Better cooperation of all professionals and institutions involved in the organization of a BS; more attention to teacher training to prepare them for early education and cooperation in a BS.
Contact information	All addresses/contact persons concerning the BS are available via the administration of the schools/school boards.
Other doc related to the programme/ practice	There is abundant material about the BS on internet.