

Short introduction on

COMMUNITY SCHOOLS IN GENERAL

Community Schools?

Harkavy & Blank (Coalition for Community Schools)

*“A community school is not just another program being imposed on a school. It embodies a way of thinking and acting that recognizes the historic **central role of schools in our communities** – and the power of working together for a common good. Educating our children, yes, but also strengthening our families and communities so that, in turn, they can help make our schools even stronger and our children even more successful.”*

Community Schools?

Community Schools, Extended Schools, Full-service Extended Schools, ...

Despite these differences in names, they are likely to be working towards:

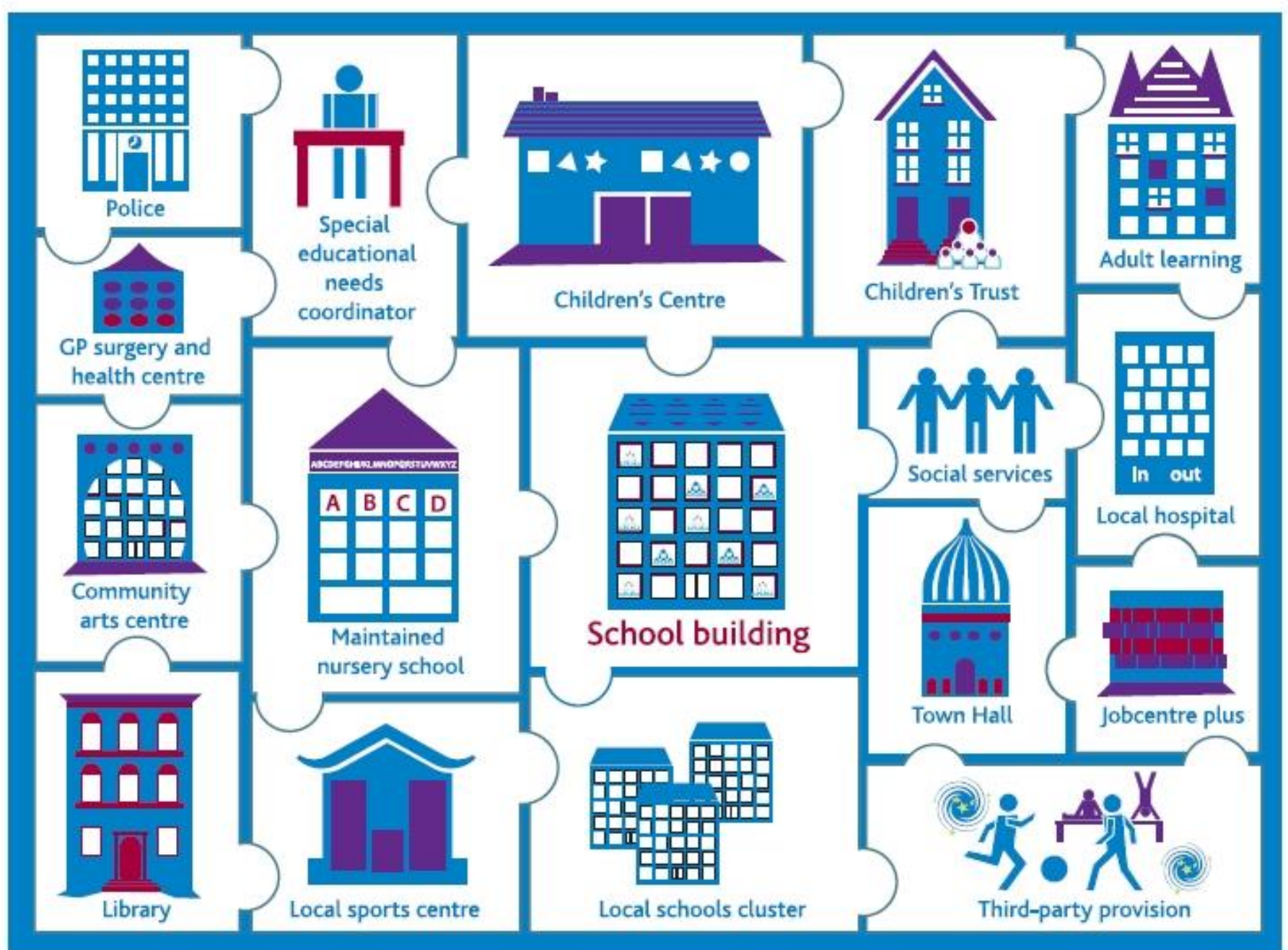
- Strengthening the connection between schools and their surrounding communities
- Promoting quality education
- Enabling teachers to work collaboratively with students, parents and communities to make decisions about the way education works and about what is taught in schools
- Encouraging active participation of students in their communities
- Fostering the continuation of local customs, traditions and practices through school curriculum
- Counteracting discrimination against marginalized groups and promoting their inclusion in educational processes
- Working with teachers to promote a culture of teaching for change in the school and in the classroom through the incorporation of democratic systems and interactive pedagogy
- Giving voice to teachers so they can participate meaningfully in education reform

(Bron: International Centre of Excellence for Community Schools - <http://www.icecsweb.org/>)

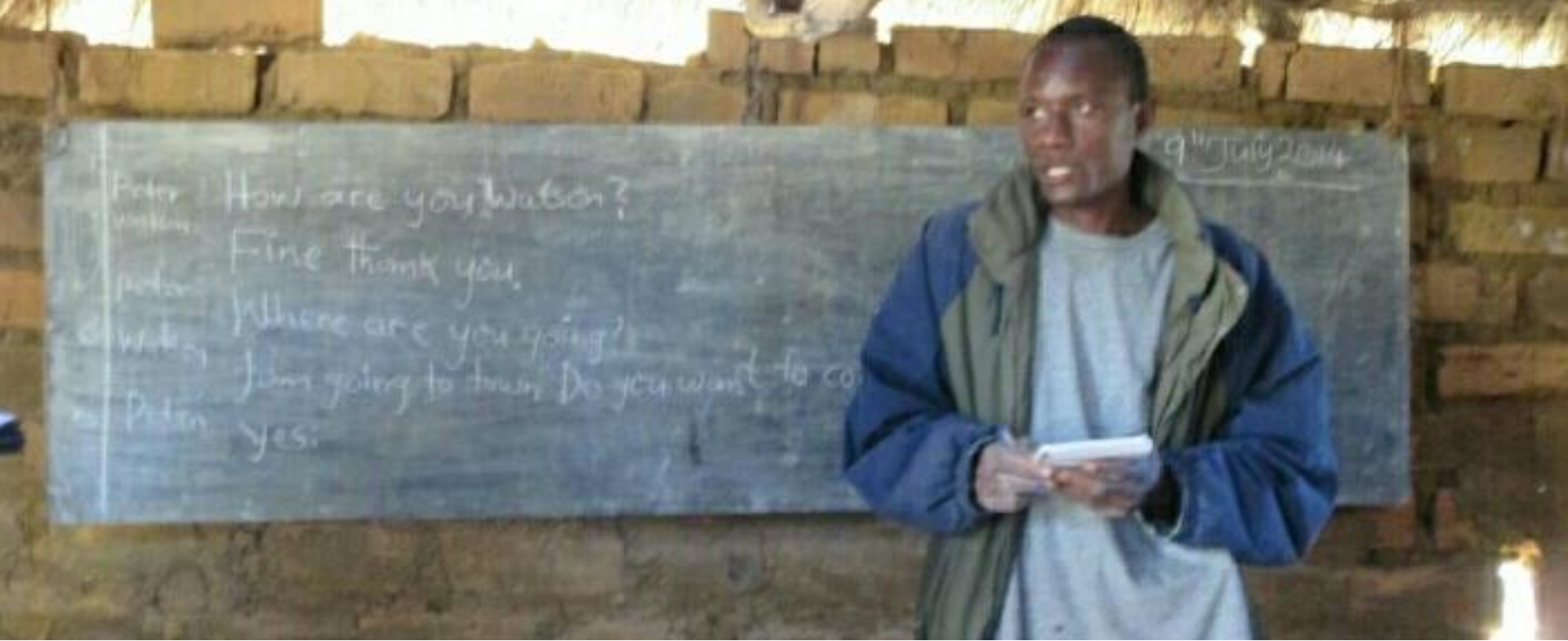
Community Schools?

- Strengthening connection school-students-parents-communities
- quality education
- work collaboratively
- Active participation in community
- Fostering the continuation of local customs, traditions and practices through school curriculum
- Counteracting discrimination & promoting inclusion
- Culture of teaching for change
- Giving voice to teachers

(Bron: International Centre of Excellence for Community Schools - <http://www.icecsweb.org/>)



Bron: extended schools, an overview



Short introduction on

COMMUNITY SCHOOLS IN ZAMBIA

Types of schools in Zambia

- **Government schools** – owned and run by the Zambian Government
- **Church schools** – private faith based schools
- **Community schools** – private schools established and run by parents, teachers and local communities
- **Private schools** – private schools that are run as a business enterprise
- **International schools** – private schools run and supported by the diplomatic community

History of community schools in Zambia

- In the early 1990s, many Zambians became concerned with the **large number of uneducated children**
- Communities began **forming their own schools**
 - In the absence of a nearby public school
 - In response to the inability of families to meet the costs associated with government-provided schooling
- Supported by local and international NGOs
- Embraced by the Zambian Government (since 1998)
- Has grown into a **national movement**:
 - 3,000 community schools
 - 20% of enrolments in basic education: 565,000 children

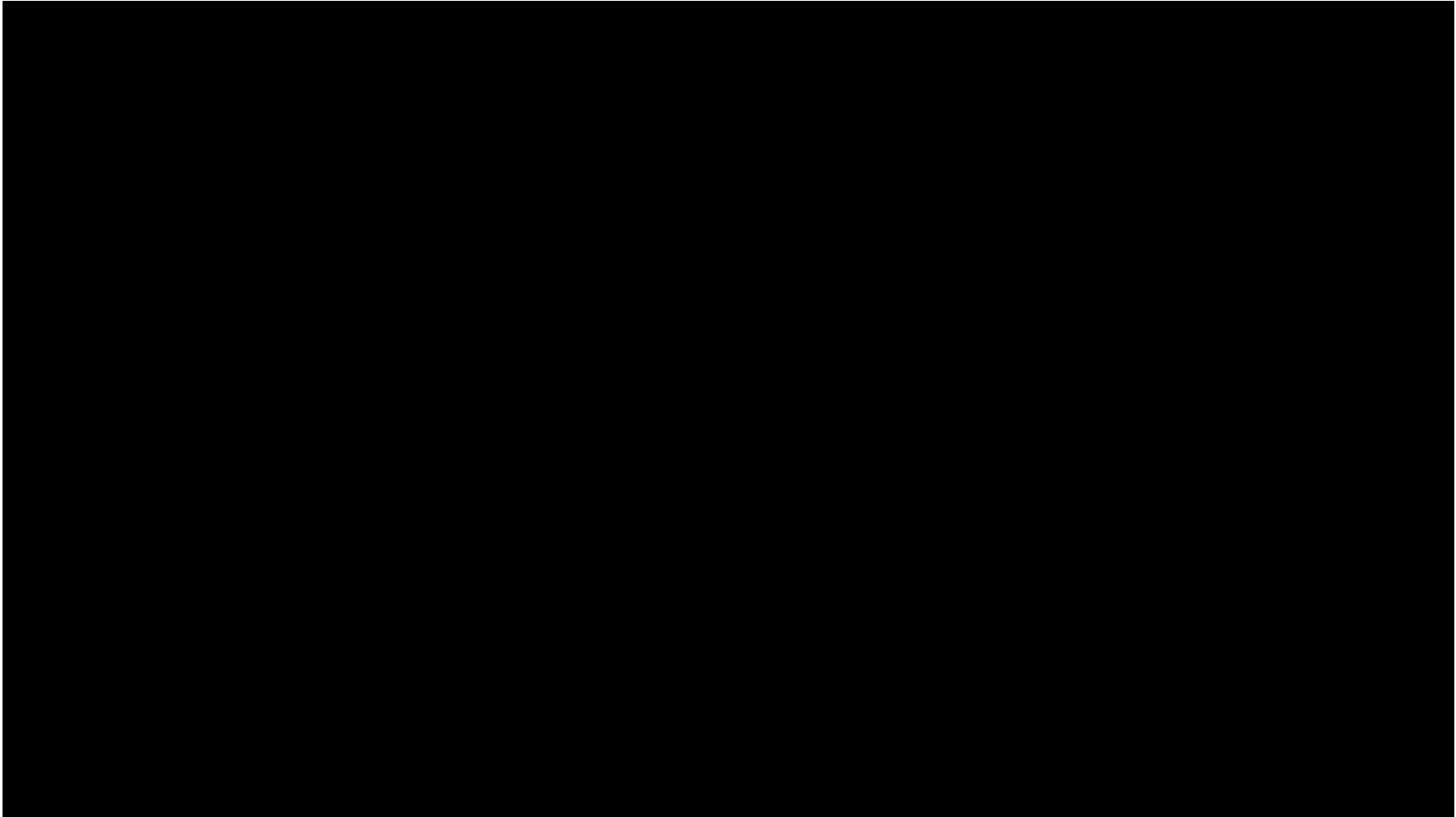
Access to community schools in Zambia

- Most experts assumed that the implementation of free basic education would draw students from community schools into public schools
- However, more pupils have moved from government to community schools
- This implies that **community schools are addressing other constraints than the direct costs of schooling**
 - Indirect costs of public schools
 - Community schools serve more vulnerable children
 - Community schools serve more over-age pupils than public schools
 - Distance to school

Legal framework of community schools in Zambia

- Operational Guidelines for Community Schools of 2007 and Education Act 2011 give clear policy direction on community schools in Zambia
- Government policy to transition community schools to fully fledged government schools poses a challenge to community participation

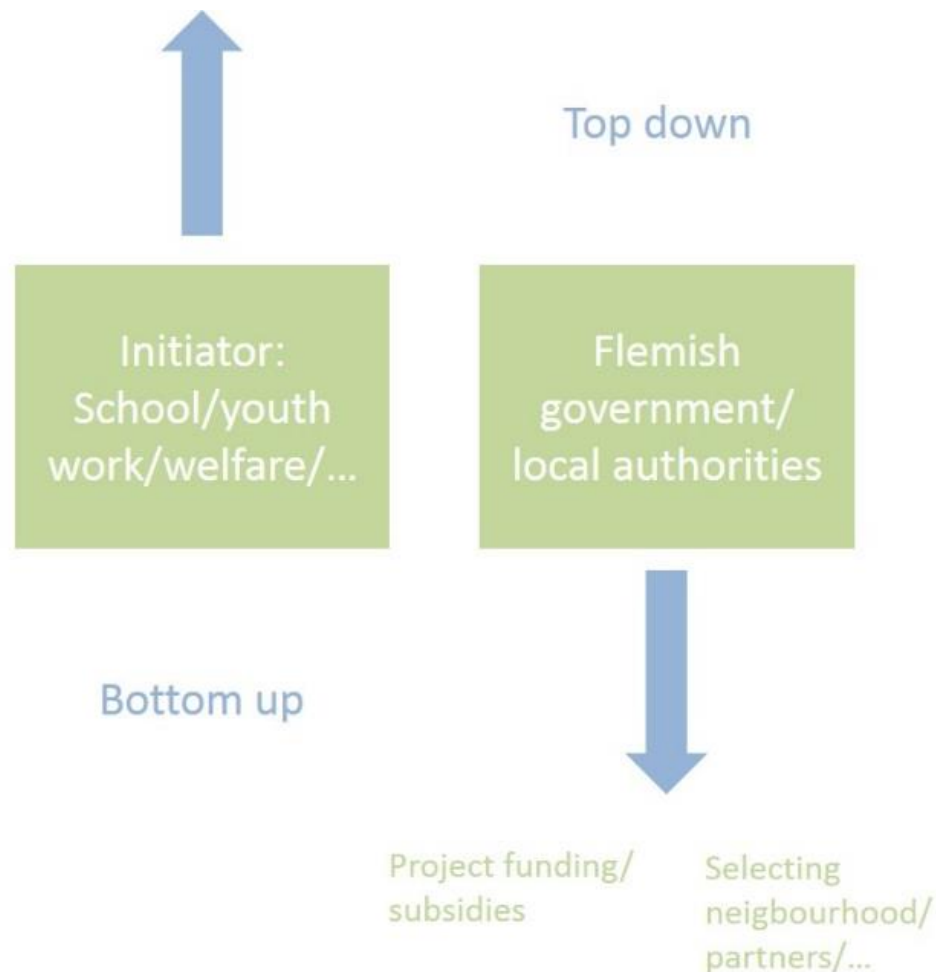
VVOB's partner: Zambia Open Community Schools (ZOCS)



Short introduction on

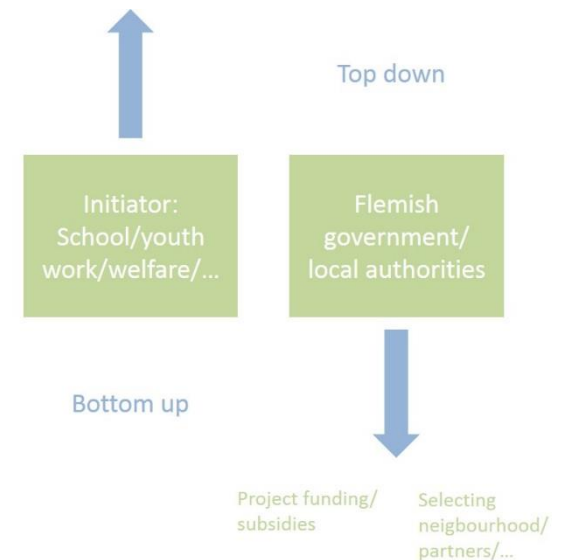
COMMUNITY SCHOOLS IN FLANDERS

State of the art – community schools in Flanders & Brussels

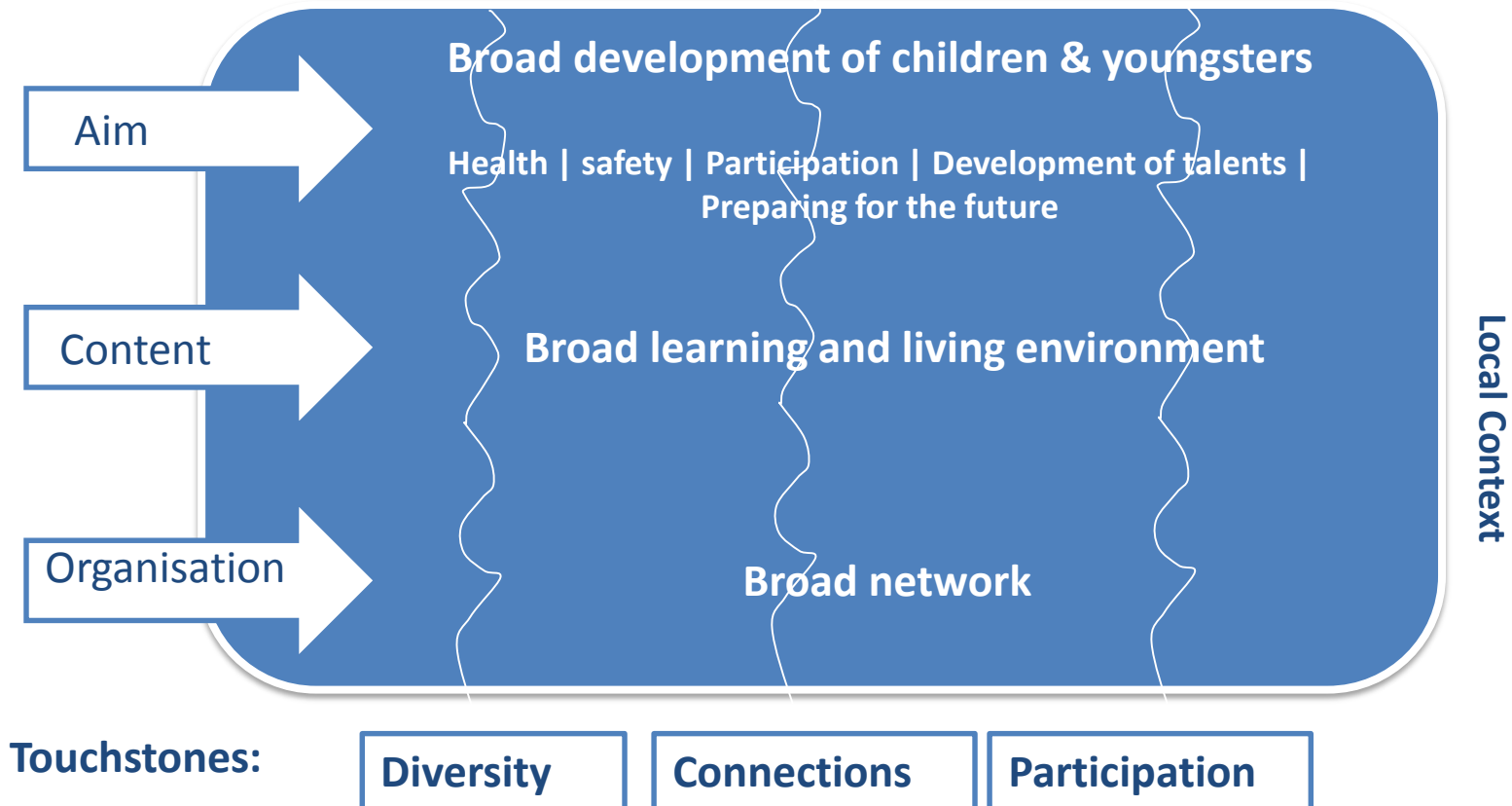


State of the art – community schools in Flanders & Brussels

- In Flanders: “Broad School” (Brede School ~ The Netherlands)
- **Local initiatives (1990s)**
 - Collaboration **between schools and different partners**
 - **Why?** Local needs – deprived neighborhoods – creating opportunities for children, supporting parents/schools/...
- 2004: Literature study: *“Possibilities of the concept ‘community schools’ for Flanders.”*
- **Equal Educational Opportunities**
 - 2006-2009: 17 + 4 pilot projects
 - Subsidized by the Flemish minister of Education/ and minister for youth
 - Follow-up: Centre for Diversity & Learning
- **Flemish government**
 - **2009-2014:** community school in coalition agreement (Flanders)
 - 2014-2019
- **The Flemish Community Commission (16) Brussels (2012)**
 - Supports 28 Community Schools in different areas.
 - Project subsidies.
- **Local authorities (2013-2018)**
 - Local authorities: Community School on agenda
- **Schools**
 - No obligation to function as a community school
 - Educational networks/umbrella organizations: demand-driven, support school to develop as community school if they ask.



Reference framework



Focus on

VARIETY AND GROWTH

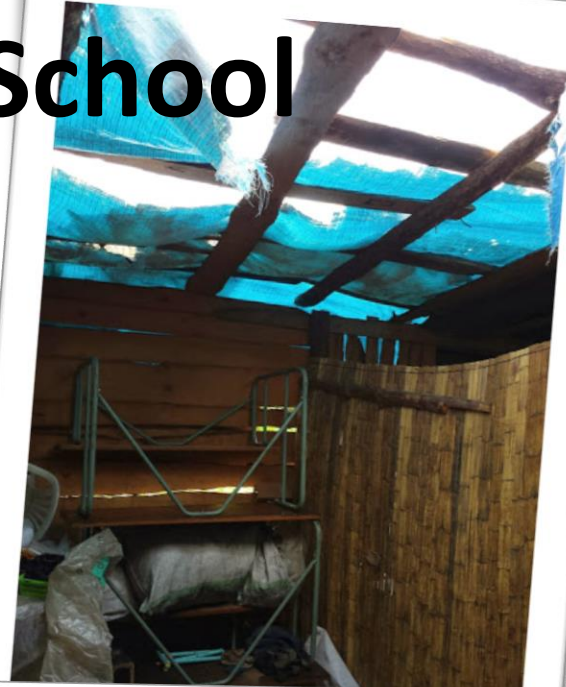
Variety and growth of community schools in Zambia

From schools ...	To schools ...
Most basic attempt by a community to meet the education needs of its children	Schools that include support from an organisation/church/business.
Almost no infrastructure	Well-developed infrastructure
1 volunteer teacher for a whole school of more than 200 children	Several teachers, including at least one government teacher
Inactive Parent-Community School Committee (PCSC)	Active and involved Parent-Community School Committee (PCSC)

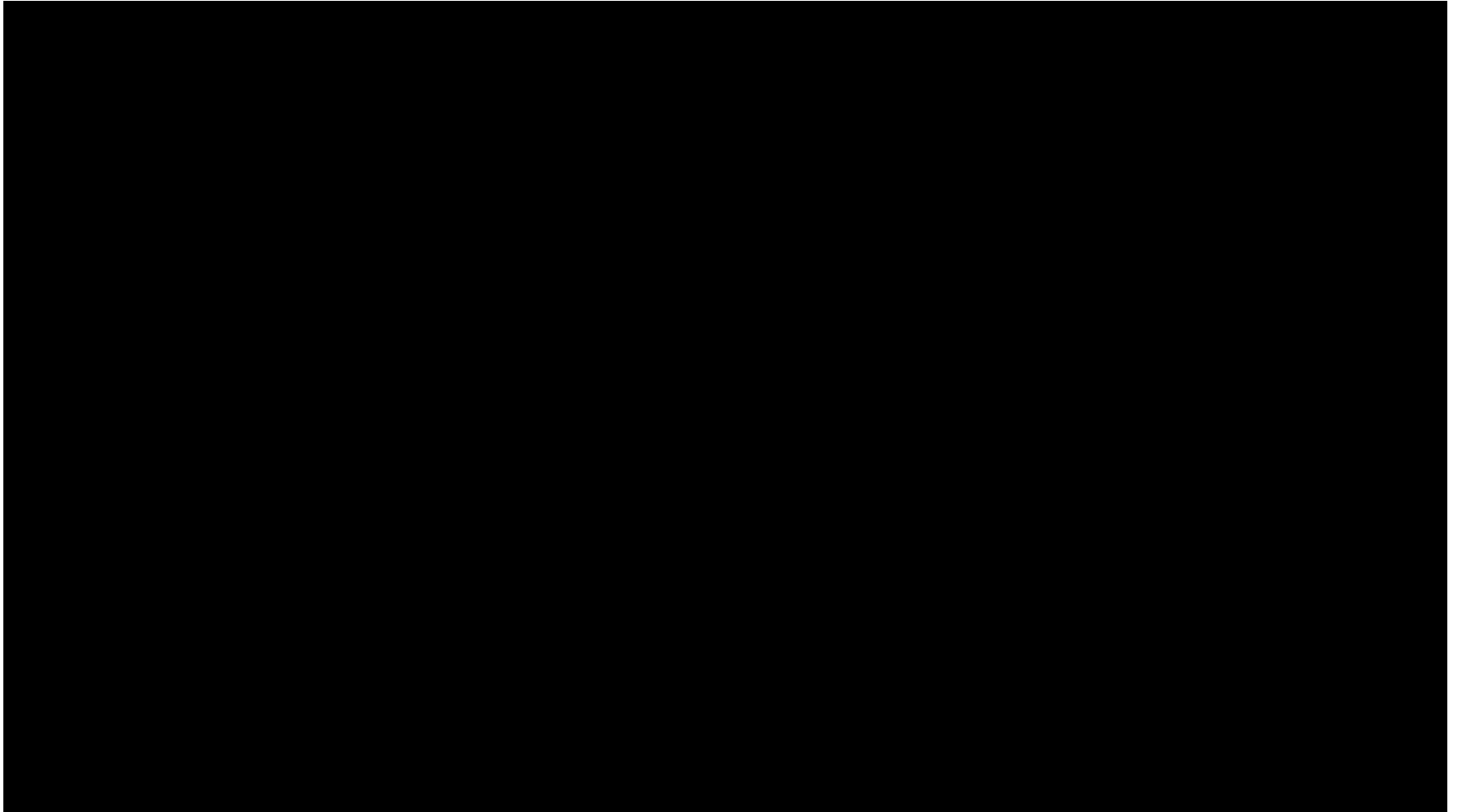
Buyantanshi Community School



Paradise Community School



**Innovative partnerships
e.g. with local businesses**

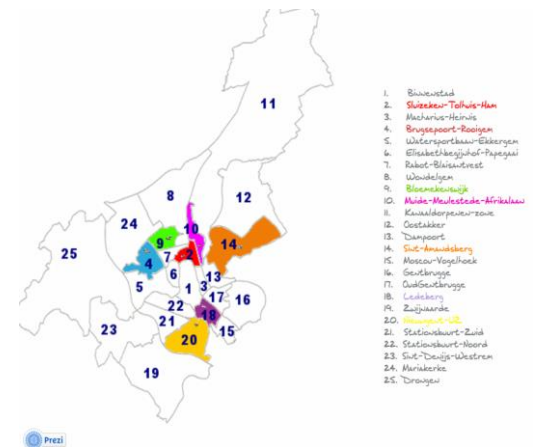


Variety and growth of community schools in Flanders

	Ghent	Maasmechelen
Initiator	Policy: City Council	Brede School de Triangel
Where?	Community school in selected neighborhoods	Community School in neighborhood
Coördination?	Coordinator/Community School (appointed by the city)	Head teachers are coördinating the community school
Network	Different schools, youth work, welfare, social-cultural organisations, ...	Local authority, cultural organisations, youth work (speelplein), ...
Support?	Coordinator – coordinating team (city-level)	-
	2001 → ...	2005 - ...

Ghent

- Community School BP
 - Network: 7 primary schools (& pre-schools), youth clubs, sports clubs, after-school care, cultural organisations
 - Activities:
 - Reading (at home/preschool – in library)
 - Free time: lessons at schools
 - Teachers: discovering the neighborhood
 - Safer neighborhood (mobility)
 - Holiday: youthwork



Link: [vimeo circusplaneet](https://vimeo.com/circusplaneet)

Brede School de Triangel

- Broad living and learning environment
 - School time
 - Free time
- Playground: access for neighborhood
- Wednesday kameleon classes
- Technique classes
- Project work (link with history of region/children/families)
- Language classes
- Boxing

Filmpje voorstelling school
(niet online)



Focus on

PARENTS' PARTICIPATION

Parents' participation in Flanders

- **Example:** [Brede School Essegem](#) (BRES, Jette/Brussels)
 - Breakfast for parents
 - Parenting classes/support groups
 - Participation of parents: what do they think/need?
 - Very Important Parents.
 - Informal!
- **Challenges for Flanders**
 - Parental involvement/participation: expectations?
 - Different ways of involvement of parents
 - expectations



Parents' participation in Zambia

- In the case of community schools in Zambia: mainly through the **Parents Community School Community (PCSC)**
- *“They are the ones to develop the school”*



Responsibilities of the PCSC

- Mobilizing resources for the school
- Finding school premises and setting up the infrastructure
- **Recruiting and selecting teachers** and securing resources to pay their allowances
- Appointing a school supervisor
- **Monitoring and supervising teachers** and disciplining or dismissing them as necessary
- Enrolling pupils and ensuring appropriate targeting of orphans and vulnerable children
- Sensitising parents and the community to the importance of girls' education

Job interview of PCSC with teacher

Examples of questions asked (Peace and Joy Community School):

- What are the advantages and disadvantages of community schools?
- Tell us about your own school career. How did you do in Grade 9, Grade 12?
- Why are you interested in this job?

Focus on

THE ROLE OF THE TEACHER

Teachers in community schools in Flanders

- **Challenges**

- **Community School: Broad living and learning environment:**

- During school time! Outside & inside school walls
 - After school time: outside & inside school walls

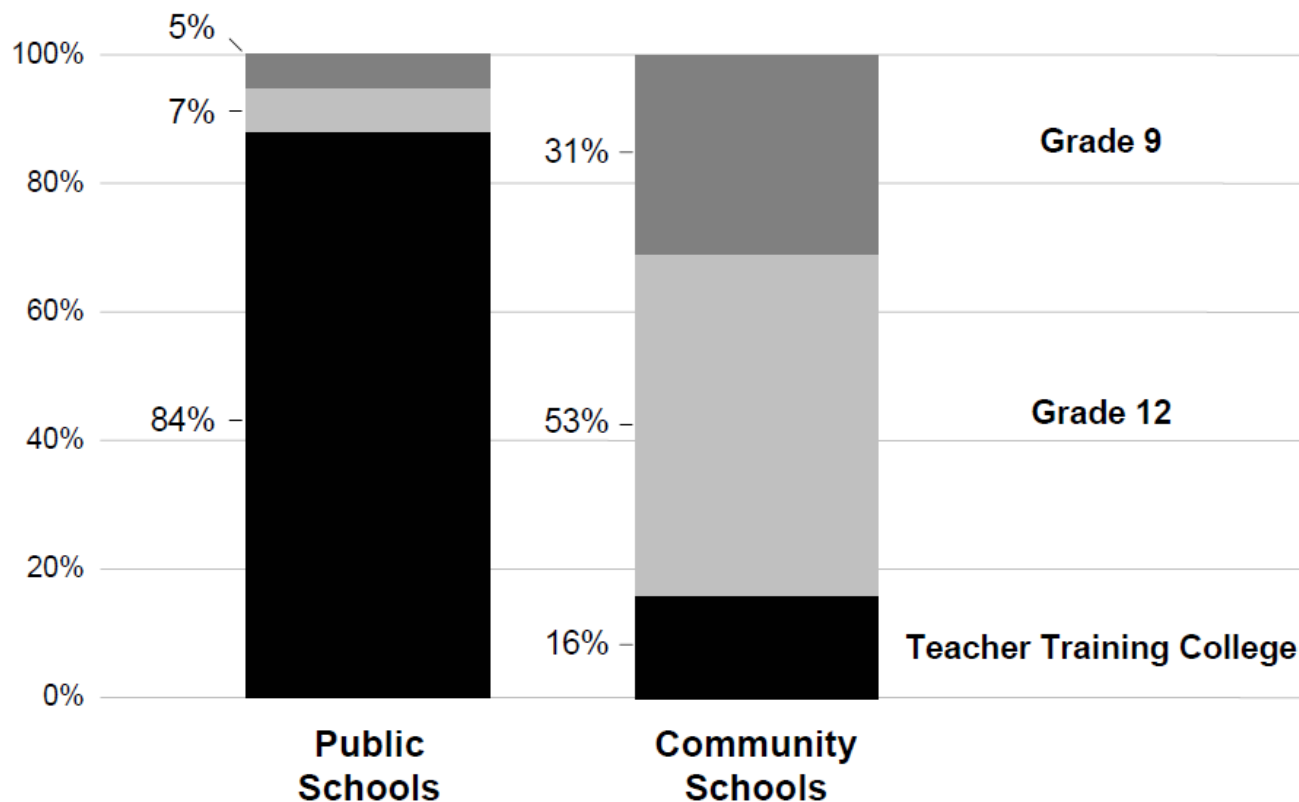


- **Community Schools: effect on teachers**

- *“There really is another mentality in our school, like ‘let’s open up the school. How can we integrate society into our school and how can we, as a school, act in the society’.”*
 - *“I learned to know my pupils in another way. They showed talent I didn’t know of. I learned also more about their living environment.”*

Teachers in community school in Zambia

**Highest Level of Education Obtained
by Primary School Teachers**



Teachers in community schools in Zambia

- What competencies do teachers need?
 - Formal qualifications: Grade 9 or Grade 12
 - They mainly need “*the **heart** to serve the orphans and vulnerable children*”
 - You need to “*use the gift that you have*”
(Loveliness,
teacher-in-charge,
Paradise Community School)



Teachers in community schools in Zambia

- What is the motivation/commitment of teachers to teach in community schools?
 - The PCSC actively looks for school leavers (from secondary school) who are within the community
 - *“I learn more while I am teaching”*
 - *“One day I will be a good teacher”*
 - *“Children who are just walking around, they can be gathered and have a better future”*
 - *“I want to empower them with knowledge, I don’t want them to fail”*
(teacher, Peace and Joy Community School)

TIME FOR REFLECTION

Time for reflection (group work 2)

- Parents participation

Imagine

In Flanders, parents get a voice in the recruitment of teachers in the schools of their children!

- List the advantages and disadvantages
- What questions would you, as a parent, ask during the job interview?

http://nl.padlet.com/soetkin_bauwens/communityschool

Time for reflection (group work 3)

- The role of the teacher

What knowledge, skills and attitudes do teachers need to teach the most vulnerable children?

What expectations may we have towards (student) teachers?

What are the consequences for teacher training institutions (pre-service and in-service)?

http://nl.padlet.com/soetkin_bauwens/communityschool

INFORMATION

Community schools in Zambia

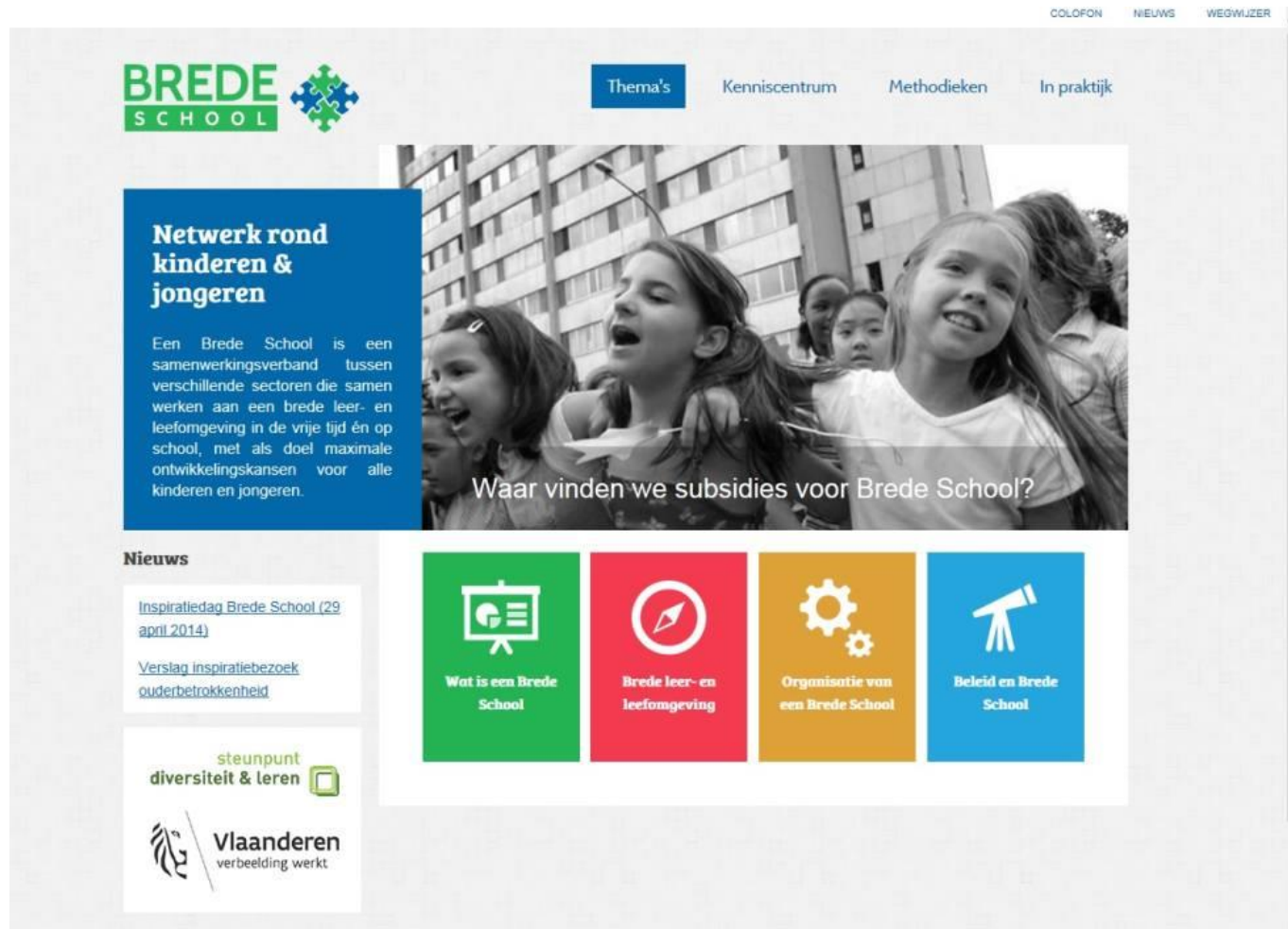
- Playlist on YouTube:
https://www.youtube.com/playlist?list=PLXDec9hW_cFglx0HMSykl6pzu_CULfY7
- Zambia Open Community Schools (ZOCS)
<http://zambiaopencommunityschools.org/>
- VVOB-project ECSITE: <http://www.vvob.org.zm/cms/ecsite>
- Blog Melissa in Zambia: <http://issainzambia.wordpress.com>
- SchoolLink GIBO De Belhamel (Schellebelle, Belgium) - Buyantanshi Primary School (Zambia):
<http://scholenbanden.be/en/scholenband/gibo-de-belhamel-schellebelle-belgium-buyantanshi-primary-school-zambia>
- E-mail: tom.vandenbosch@vvob.be

'Brede School' in Flanders



* pdf. te downloaden via: www.diversiteitelenen.be (klik op afbeeldingen: directe link naar pdf-documenten)

www.bredeschool.org



The screenshot shows the homepage of the Brede School website. At the top, there is a navigation bar with links for 'COLOFON', 'NIEUWS', and 'WEGWIJZER'. Below this, the 'BREDE SCHOOL' logo is displayed on the left, and a menu with 'Thema's', 'Kenniscentrum', 'Methodieken', and 'In praktijk' is on the right. The main content area features a large blue box on the left with the title 'Netwerk rond kinderen & jongeren' and a paragraph describing the Brede School as a cooperation between various sectors. To the right of this box is a large black and white photograph of children. Below the photograph, the text 'Waar vinden we subsidies voor Brede School?' is visible. At the bottom left, there is a 'Nieuws' section with two news items. At the bottom right, there is a row of four colored boxes, each containing an icon and a title: 'Wat is een Brede School' (green), 'Brede leer- en leefomgeving' (red), 'Organisatie van een Brede School' (orange), and 'Beleid en Brede School' (blue). Below the news section, there are logos for 'steunpunt diversiteit & leren' and 'Vlaanderen verbeelding werkt'.

BREDE SCHOOL

Thema's Kenniscentrum Methodieken In praktijk

Netwerk rond kinderen & jongeren

Een Brede School is een samenwerkingsverband tussen verschillende sectoren die samen werken aan een brede leer- en leefomgeving in de vrije tijd én op school, met als doel maximale ontwikkelingskansen voor alle kinderen en jongeren.

Waar vinden we subsidies voor Brede School?

Nieuws

[Inspiratiedag Brede School \(29 april 2014\)](#)

[Verslag inspiratiebezoek ouderbetrokkenheid](#)

steunpunt
diversiteit & leren

Vlaanderen
verbeelding werkt

Wat is een Brede School

Brede leer- en leefomgeving

Organisatie van een Brede School

Beleid en Brede School

Leren in & voor Diversiteit

www.diversiteitenleren.be

Beeldvorming
•
Culturele Diversiteit
•
Integratie
•
Meertaligheid
•
Participatie
•
Diversiteitsbeleid
•
Krachtige Leeromgeving
•
Brede School

steunpunt
diversiteit & leren 



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Evaluation/quality standards

- International Centre of Excellence for Community Schools
 - Quality Standards
 - http://www.icecsweb.org/media/file/Quality_standards.pdf
 - http://www.icecsweb.org/media/file/SAMPLE_PAGES.pdf
- Coalition for Community Schools
 - Evaluation for continuous improvement (toolkit)
 - http://www.communityschools.org/resources/research_and_evaluation_for_continuous_improvement.aspx
- Landelijk Steunpunt Brede Scholen (Nederlands)
 - Kwaliteitskaart
 - <http://kwaliteitskaart.bredeschool.nl/index.php?id=2530>

Organisaties (wereldwijd)

- International Centre of Excellence for Community Schools - <http://icecsweb.org/>
- Coalition for Community Schools - <http://www.communityschools.org/>
- Interessant: webinars/webmeetings georganiseerd door: schools for all
 - <http://www.schools-for-all.org/page/Webinars+and+Web+Meetings>

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