

## Meeting 2<sup>nd</sup> round



### Interview with

1. Marian Rijnveld, director Da Vinci College Leiden, school for Secondary Vocational Education (VMBO)
2. Sacha Tempels, manager Farel College in Rotterdam, school for Secondary Vocational Education (VMBO)

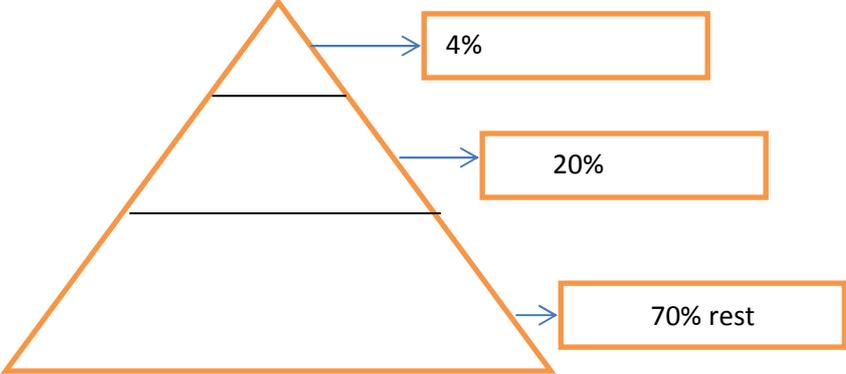
		Info	Commentary
1.	Theoretical model (Ilias)	Difference between the schoolcodes and the peer groups codes	<p>They see this kind behaviour in 40-60% of the students, especially the pupils that come from Rotterdam city. They recognize their sense of honor. As a teacher it is not done to correct them in a group, je always have to do it individually.</p> <p>They see a lot of teacher that have the 'emotional Bluetooth' with this kind if students. Burt also a lot who don't have it, they guess more or less 25-30% of the teachers. The both school leaders think that it is hardly impossible to learn. A major live event can help.</p> <p>The first step for the school leaders is that the teachers when they give their feedback at or about the pupils their talk about behaviour, not about judgements. It is very important to be on high alert in discussions were the teachers are talking about achievements and progress of pupils. There you define the culture of how we talk about and with students.</p> <p>They use also the theory and handles from Kaldenbach written in 2 books: 'Respect, 99 tips voor het omgaan met jongeren in de straatcultuur' and 'Machomannetjes, 99 tips om de straatcultuur terug te dringen uit het onderwijs'</p>
2.	D2A	Exercise first impression	For the students of this age (12-16 years old) it is too scary they think. Only a teacher with a lot of care can do this properly with their students.
		4 stars: beliefs, attitudes, skills, experience	This are 4 'logical' things that you need to succeed
		Employability skills	The school leaders recognize these skills. When you want to use it for this age (15-16 years old) you need another language
		En general	In the Netherlands there are 2 toolboxes that are really (more) appropriate and extensive for the age of 15-16 years old that also helps youngsters to prepare them on the world of further study and work: <ol style="list-style-type: none"> <li>1. Bon Consult, Urban Skills 4 U (FC Bonifocia)</li> <li>2. Pieter Heyboer, Work Skills</li> </ol>
3.	YES	Module 3: the characteristics of young people of 21 <sup>st</sup> century	It is important that teachers know this theory. A lot a teachers don't accept that behaviour changes in generations. Some of the teachers will do something with it when they know it, especially that they the youth is

			more micro than macro orientated.
		Module 3 : Expectations versus actual behavior in young people	Is it good for a teacher to write it down what the behaviour is (not the judgement) and to talk with the student is it is green, orange or red behavior. It is a good way to talk with them. Also it can be used mutual classroom observation. Afterwards you can have a good conversation about where your boundaries lie. A certain amount of teachers no longer know their boundaries.
		Module 3: rephrase your commends: from 'you' in 'I'	This is very important for teachers: it lowers the tension. The students understand then why the teachers wants that. But for a lot of teachers it is not easy: it ask specific vulnerability. It is easier to see the other mistakes than to see that the cause is in me or to say what I want and why a want it this way.
		Module 4: stages of conflict development and a skill for solving conflicts: from interpretations to facts	Really important, a lot of teachers know this theory and also use it, especially when the students are a younger (12-14 years old). It is good to have language for it, and also good to talk with the students in 'mentor lessons' (for prevention) and after an incident. When they are older (15-16 years old) teacher think that the students have learnt it and perhaps that is a mistake. Especially the vulnerable students: it is good to keep it in mind that as long as the student climbing up the ladder, you have to talk with them what they are doing and here and how you can stop it.
		Module 5: Learning Styles	The recognition for having a special learning style is a relieve for many students. Teachers know that their students have different styles: they know the theory. Students know it also because of their mentor lessons. But teachers en general don't use science when they are preparing their lessons.
4.	Conclusions	<p>These 2 school leaders recognize that the street culture is coming into the schools: the guess in more or less 50% of the students (in the city). The 'Emotional Bluetooth' with a mix of positioning and engaging helps to get the students from a street culture background into the school codes. They think that 70-75% of the teachers have that 'Emotional Bluetooth', the others not. The school leaders doubt how 'learnable' teachers are at this point. The YES-material module 3, 4 and 5 are very helpful for schools and teachers of Secondary Education. It will help them to communicate respectfully and properly to the students in an open way. Also it will help teachers to recognize their own boundaries, because some of the teachers are getting lost. The theory is not new in the Netherlands, a lot of theory and handles for the students are also in the books of mentor lessons that all the students have (1 hour a week). The problem is that the not always use it in the others lessons. Theory and handles for the teachers are also available, but not used by a lot of teachers. The school leaders think that it will help them to get more handles of handling with youth with a street culture background.</p> <p>The material of D2A is in this form not usable for the schools of Secondary Education. The language and the assignments are for youngsters at an older age. In the Netherlands there are 2 toolboxes that are more appropriate and extensive for the age of 15-16 years old (vulnerable) students to prepare them on the world of study and work.</p>	

Interviews with:

3. Hans Brouwers, manager 'De Pastorie', Roermond. Restaurant en catering company  
In his restaurant Hans educates young people with a history. His challenge is to combine a commercial enterprise together with the education of youngsters in trouble. I went to his restaurant, we discussed the issues and he showed me around.
4. Theo van Ekeren, manager 'Pluspunt', Weert. Welfare organization  
In this organization are several project concerning young people, from child care to making the connection to the world of labour. We worked together an afternoon at his office
5. Brigitte van Eck, director Theatre 'De Munt' Weert/ Ine Spee, crisis counselor/, Cas Mathijssen, chairman employers' organization in Limburg. In a meeting we discussed 'Big Bang' and the experiences and challenges of getting young people to work

		Info	Commentary
1	Theoretical model (Ilias)		This theoretical frame work is being recognized by everyone. All partners see the clash between street and school/work. The influence of 'home', the parental codes is relatively new, but when told very recognizable
2	D2A		The steps in the program are logical steps. Partners use comparable programs, like 'rots and water' and many others. In the monitor of 'Jeugdzorg+' they make a distinction between first line and second line. The first line is globally said, the pedagogical context. The programs that work on changing behaviour are 2 <sup>nd</sup> line programs.
3	YES		The Youth Employment Support is relatively new for companies and well known in Youth Care organizations. Companies in The Netherlands rarely have a kind of professionalization. The main observation is that the connection between commercial companies is not being made and that the connection really would improve results. The kind of training of 'YES' is executed by special organizations, mostly not together with companies.
4	Input	<p>Hans Brouwers, De Pastorie The restaurant offers 'day care', youngsters work between regular working hours. It is a special kind or re-integration service. Most of the other re-integration services work too generally and focus – according to Hans – too much on money and less on individual involvement. Authorities give in steps money for successful treatment: €1000 for the trial placement, €2000 for the completion of the first half year, and the rest after getting a job in the end. To get the money it is important to be successful. The most important indicator for possible success is: motivation and attitude. For the work processes the restaurant works with visualizations. There are pictures of technical procedures etc. everywhere. The restaurant offers 16 to 20 places. The way of working is the Matchwinners concept, collaboration between social partners in the surroundings. See website <a href="http://www.pastorieroermond.nl/matchwinners/">http://www.pastorieroermond.nl/matchwinners/</a> The tutoring is by 3 professional job coaches, who work with comparable parts of the YES-program and D2A-program.</p> <p>Theo van Ekerschot He is manager of 5 departments of Pluspunt: less is more, neighborhood centers, educational pre-school support (vve), resistance training, youth work. At Pluspunt work 60 people and 300 volunteers and 40 trainees. Info Pluspunt: <a href="http://www.slideshare.net/JitskevE/presentatie-plusvoorzieningen-weert-18-mei-2011">http://www.slideshare.net/JitskevE/presentatie-plusvoorzieningen-weert-18-mei-2011</a> There is apparently a gap between the age of 4 and 14. In that school time there are legal boundaries to intervene in families. The teacher is the first contact and he has few legal opportunities. "Then, at 14 years old, you see the sisters and brothers of troublesome</p>	

		<p>youngsters. And then it is too late for prevention.”          He is convinced of ‘It takes a village to raise a kid’, and that should include teachers, soccer trainers etc.          From all the young people around 4% give real problems and they are virtually unmanageable. The 20% with manageable problems get less financial support than the first group: the funding goes the other way around.</p>  <p>The connection with the world of business gets too less attention. For internships, schools bound companies to the school rules: work between 9 and 4 and not during holidays. Companies need flexible work times to really cooperate.          Pluspunt works together with several other organizations in Limburg. They all use parts of the D2A- and YES-programs. In Holland the physical training combined with group discussions and reflections of ‘Rots and Water’ is often used. See <a href="http://www.rotsenwater.nl/">http://www.rotsenwater.nl/</a>          There is also a successful internship project, PRO+, that works together with Risse, a large apprenticeship company in Weert. Young people get real work and job training. And because it is flexible and adapted to work schedules instead of school schedule, it is successful.</p>
4	Conclusions	<p>Theo van Ekerschot:</p> <ul style="list-style-type: none"> <li>• Recognize that these difficulties are no problem, but work to solve them</li> <li>• Involve the environment, the system</li> <li>• No tight program, but as flexible as possible</li> <li>• Work together with extern partners and more coherent: e.g. a project for ‘parents at the sport field, family coach</li> <li>• Fit the programs to the wishes of the companies</li> <li>• Work for the 20%, try to isolate the 4%</li> </ul> <p>Other conclusions (from Theo, Hans, Brigitte, Cas)</p> <ul style="list-style-type: none"> <li>• Intervene early in childhood</li> <li>• Make youth help more coherent</li> <li>• Pay attention to the system of families and neighborhood</li> <li>• Make the programs (D2A, YES) part of a integrated way of working</li> </ul>