



Nieuwsbrief januari 2021

[It takes a village to raise a child](#)

[Interview Edith Wieldraaijer](#)

[Waar komt VRAC vandaan?](#)

IT TAKES A VILLAGE TO RAISE A CHILD

Leiden doet mee aan het Europese project 'It takes a village to raise a child'. U ontvangt deze nieuwsbrief om u te informeren over de voortgang van het project en de opgedane kennis.

Wat is VRAC?

It Takes A Village to Raise A Child (VRAC) is een Europees project gesubsidieerd door het fonds Interreg

2 Zeeën. De gemeente Leiden werkt hierin samen met partners in Frankrijk, België en het Verenigd Koninkrijk. Het doel is het verkleinen van het risico van schoolvertraging en vroegtijdig schoolverlaten.

In Leiden doen we dat door een project 'Verlengde leertijd' in het Gebouw in Leiden Noord. Dat wordt uitgevoerd door SOL en verschillende (eerstelijns) organisaties. Het project zet zich in om samen met families, school en kinderen de toekomst van kinderen positief vorm te geven. De Hogeschool van Antwerpen doet onderzoek naar deze en de andere Europese projecten, zodat we kunnen zien wat de effecten ervan zijn en ervan kunnen leren.

Europese samenwerking

In totaal nemen acht Europese partners deel:

Gemeente Mechelen (BE, Europees coördinator VRAC)

Karel de Grote Hogeschool (BE)

East Sussex Community Voice (UK)

AFEJI (FR)

Wattrelos Association of Community Centres (FR)

Samenlevingsopbouw, Provincie Antwerpen (BE)

MAP (Mancroft Advice Project) (UK)

Gemeente Leiden (NL)

Looptijd van het project: 01/01/2019 t/m 30/09/2022.

Contact

Heeft u vragen of suggesties over VRAC, neem dan contact op met Lauren Smits, beleidsmedewerker Inclusie & coördinator VRAC Leiden, 06-40743648,

l.smits@leiden.nl.

Interview Edith Wieldraaijer

Kinderen in het Gebouw in Leiden Noord doen leerzame en leuke dingen na schooltijd met SOL.

Dit wordt ook wel verlengde leertijd genoemd en wordt georganiseerd door SOL in samenwerking met de gemeente Leiden en meerdere partners. In tijden van lockdown zal er een alternatief programma worden aangeboden. Een van de SOL-medewerkers die aan het project 'Verlengde leertijd' verbonden is, is Edith Wieldraaijer. Graag stellen we haar aan u voor.



Naam: Edith Wieldraaijer

Beroep: Spin in 't web bij Samen Ondernemend Leren (SOL)

Lievelings-SOL-activiteit: Girlz Lounge! – een avond voor de oudere meiden in Leiden

Deze persoon zou ik voor één dag willen zijn:
Barack Obama

Nieuwe dingen ontdekken, lol en talentontwikkeling, dat gaan we doen

Edith: "De verlengde-leertijdmiddagen zijn een moment om kinderen meer te prikkelen in 'Wat vind je leuk om te doen?' Het gaat over nieuwe dingen ontdekken, lol hebben en talentontwikkeling. We focussen ons steeds zes weken op een thema of activiteit en daarna gaan de kinderen aan de ouders presenteren wat ze hebben gedaan. De kinderen hebben aangegeven dat ze graag filmpjes willen leren maken en bewerken, en andere sporten willen ontdekken. De Universiteit Leiden gaat ons helpen met programmeren en Fundamenteel Sport gaat verschillende sporten doen met de kinderen, op een manier die goed is voor geest en lichaam.

It Takes A Village to Raise A Child gaat over meer dan alleen verlengde leertijd. Zoals de naam al zegt:

Je hebt een heel dorp nodig om een kind op te voeden. Mijn droom is dat in Leiden Noord de gedragsregels en opvoedregels bij ouders en alle mensen, die werken met kinderen, hetzelfde worden of dat er in ieder geval begrip is voor elkaar. Ik wens dat er een wijkgevoel heerst, dat het niet erg is wanneer je fouten maakt en dat de kinderen zich vrij voelen.

Ik kijk er naar uit om ouders van de drie verschillende scholen, de Springplank, De Viersprong en

De Singel met elkaar in contact te brengen, zodat ze elkaar leren kennen. Dat zijn ouders met verschillende beroepen, identiteiten en achtergronden. Dat is voor mij een feestelijk moment."

Dromenlijstje van Edith:

- Dat ieder kind bij een club zit, of dat nou sport of cultuur is;
 - Dat het bekend is wat jeugd- en jongerenwerkers kunnen betekenen;
 - Dat verschillende soorten ouders elkaar ontmoeten;
 - Dat er minder kinderen terecht komen in de jeugdzorg doordat we meer in de wijk naar elkaar om te kijken.
-



Waar komt VRAC vandaan?

'It takes a village to raise a child' is in het Nederlands 'Er is een dorp voor nodig om een kind groot te brengen'. Het is een spreekwoord van de Igbo en Yoruba, twee groepen volkeren die in het tegenwoordige Nigeria leven. In Igbo zegt men: 'Ora na azu nwa' en in Yoruba: 'Enikan lo nbi omo, gbogbo eniyan lonto'. Die laatste betekent letterlijk: 'Iedereen is nodig om een kind op te voeden, ook al heeft het kind zijn ouders.'

Andere Afrikaanse spreekwoorden die erop lijken zijn: 'Eén knie voedt geen kind op' in Sukuma en

'Eén hand voedt geen kind' in het Swahili.

In Afrika worden kinderen vaker dan in Europa ook opgevoed door ooms, tantes, opa's of andere mensen uit de gemeenschap. Het gezegde wordt wereldwijd gebruikt om gevoelens van gemeenschap en familie uit te drukken, in je gezin, je school, je wijk, je dorp of stad, je land en zelfs de wereld. Het wil zeggen dat je er samen voor gaat om een kind een goede opvoeding en jeugd te geven.

*Dit project wordt mede mogelijk gemaakt door subsidie van het fonds
Interreg 2 Zeeën van de Europese Unie.*

THE VRAC PROJECT

It takes a Village to Raise A Child

The VRAC project is active in four different countries: Belgium, France, the Netherlands and the United Kingdom, and is a consortium of eight partners, consisting of local governments, social services and a knowledge centre.

We all share the same goal, although we work in very different contexts.

OUR SHARED GOAL

VRAC **develops a new organizational model for education** that accommodates the complex situation of vulnerable children, specifically in deprived areas.

By developing an **integrated service**, the limitations of individual attempts will be transcended and the potential of all partners to create strong learning environments will be unlocked. Rather than focusing on isolated issues, **VRAC intervenes across all contexts in which vulnerable children learn and develop.**

VRAC tackles early school leaving and school delay:

- We strengthen the sense of belonging and wellbeing of children and families
- We build an integrated service for strong learning environments.
- We increase family involvement in children's education.

THE YEAR 2020, cross-border cooperation at a higher level

2020 is a year we will not easily forget, to put it mildly. The pandemic disrupted in so many ways our actions, thoughts, hopes and expectations. A lot of people lost their lives or their loved-ones, or got very seriously ill. But also our social and working life changed

dramatically. Trying to cope with all this, resulted however not in resignation and apathy, on the contrary.

The teams of VRAC in all the participating countries showed empathy, resilience and devotion to the objectives of our project and to all people involved, especially vulnerable children.

However, we also had to re-evaluate our planning: what are the delays, when will we be able to meet again, can we find alternative online methods, and what is the impact on our budget?

In successive online meetings, we redrafted our project planning. The VRAC project is extended until beginning 2023. More online methods will be used, both in the local pilots as in cross-border cooperation.

2021 will be an important year for the VRAC project, as in each region the implementation of the pilots will be at cruising speed. We will support, listen, co-create and learn. Beginning next year, several social media channels will go online to communicate our achievements. We are full of expectation and hope. I hope you do too!

Partner 2: Karel De Grote University of Applied Sciences and Arts (B)



<https://www.kdg.be/vrac>

As part of the VRAC project, Karel De Grote University College (KdG) is the responsible partner for the monitoring, evaluation and research component.

Broadly, KdG will focus on three components. Firstly, by investigating the six different pilots in the VRAC project, KdG aims **to gain a deep understanding of how local partners can offer an integrated service** to children and their parents with the objective of decreasing children's school delay and early school leaving. To gain such an understanding, KdG will depart from a 'realist evaluation' perspective which, in essence, asks the following question: 'what works, for who, in which circumstances, and why?'. This will result in the construction of a 'VRAC programme theory', which can be regarded as a blueprint of how local partners can set up an integrated service step by step.

Secondly, KdG aims **to provide training for and support to the different project partners and pilots**. The first training will be focussed on how schools and other

professionals can work around parental involvement and pedagogical skills. The second training will be focussed on professionals' intercultural competences in working with parents and families.

Thirdly, KdG is responsible **to co-create guidelines and recommendations** for practice and policy. These sessions and events will be organised from 2021 onwards.

Contact information: zeno.nols@kdg.be

Partner 3: East Sussex Community Voice (UK)

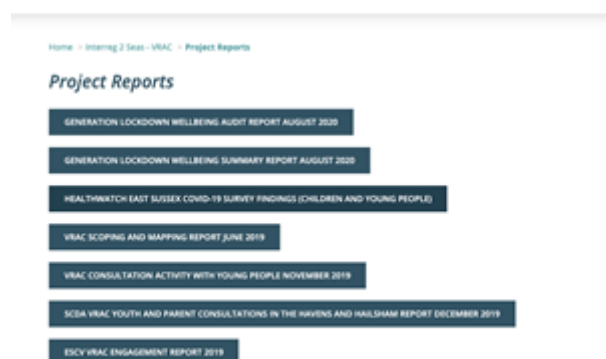


<https://www.escv.org.uk/vrac>

The tender for the extended learning time activity programme was won by Sussex Community Development Association (SCDA) - This programme will deliver activities, (from January 2021) during term-time directly after school and in the evening in cooperation with secondary schools, partners, families and young people recruited to the VRAC programme.

Michelle Hocking from SCDA is the project manager for the programme and will be working on the project on Mondays – you can contact **Michelle by emailing -** michelle.Hocking@SussexCommunity.org.uk

We made the most of Lockdown One by engaging as much as possible with young people and parents. We wanted to make sure that any further VRAC activity was informed by the voice of young people and reflected their experience of lockdown and home schooling. You can read our reports here [Generation Lockdown](#).



You can also look at the [COVID-19 Survey](#).

The VRAC Network, which acts as a project steering group, has continued to come together in support of the project. The network engages a wide, diverse range of practitioners. These include young people, parents, teachers, youth workers, mental health professionals, community leaders, the police, social workers, volunteers and anyone else that comes into contact with young people.

So, as you can see, lots to do!

We are very much looking forward to the new year - working and engaging with young people, schools and communities.

Partner 4: AFEJI



<http://www.afeji.org/?s=VRAC>



Adrien Lefevre, social service assistant at AFEJI: The VRAC at the CMPP is an opportunity to work differently, and to enrich its practice and institutional practice, creating new modes of intervention for children who settle in school dropout.



Jean Sibeud, physician-director at AFEJI: What is exciting in VRAC is that it stimulates the imagination, and that the exchanges allow us to propose innovative projects. The opinion of the European partners allows us to see that to the same question, a lot of

answers are possible.



Christian Calonne, Territorial Director at AFEJI: The dynamics of the VRAC project are totally in line with our values, and regarding the child, it allows us to get to know people better, to foster a relationship of trust.

Partner 5: Wattrelos Association of Community Centres



<https://acsw.centres-sociaux.fr/vrac/>



Even if Covid crisis has impacted our activities, the children attended leisure activities especially during vacations. They experienced some workshops on well being and on art expression.

We also gifted tablets to some families during the 1st lockdown to fill in the numeric fraction among the inhabitants.

Our social workers were trained to “psycho - education” to enhance their modus

operandi and better understand both children and parents.



In order to enhance VRAC impact on our beneficiaries, we'll work in collaboration with AFEJI with a common partner called CMPP. The aim of this three-parties partnership is in one hand create a front wellbeing team in our organizations and in other hand exchange about our knowledge and practices.

2021 will be the VRAC year in ASCW as the project will be implemented within our three community centers. In that regard, all the city's deprived areas will be fully covered by the project and we will be very closed to people.

Partner 7: Mancroft Advice Project (UK)



<https://www.map.uk.net/vrac/>

VRAC schools – who are our schools and our relationship with them

MAP continues to work in partnership with three Norwich schools: City of Norwich School (CNS), Jane Austen College, and Hellesdon High School.

The VRAC project will develop an integrated child and community-oriented service in partnership CNS, Jane Austen College, and Hellesdon High School by jointly creating and offering a person-centred “menu” of support and engaging opportunities. An important concept of this project is that young people will have an active part to play in choosing the support and activities that they engage with.

The VRAC Network – what is the network and examples of who is involved

MAP continues to facilitate a network of local organisations and professionals that work to support young people. Recent organisations to attend network meetings include The

Garage, The Matthew Project, Spurgeons and the Norwich International Youth Project. We aim to hold network meetings once per term. We aimed to hold these meetings in our partner schools, but have had to move them online due to Covid-19. MAP will share bulletins from these network meetings with parents, along with the ways they can contact organisations to find out more.

Covid 19 – How we are working with Covid-19 and what are we doing to adapt

Covid-19 continues to pose challenges to the VRAC project and the young people we support. During the first lockdown, all of our support for students moved to online platforms or telephone. This included all of our counselling, mentoring and mediation. Since schools re-opened in September, we began to gradually and carefully reintroduce our services. This involved a combination of face-to-face and online support for our one-to-one work. We made the decision to halt our group work for safety reasons.

For our face-to-face work to restart, we had to make sure our school spaces were 'covid secure'. This meant making sure the rooms we used were ventilated where possible, a 2-metre distance could be adhered to, hand sanitiser was available, and the area was cleaned routinely. We also put in place clear screens between the MAP worker and young person.

This hybrid approach of face-to-face support and online support continues to be used by MAP workers in schools.

Partner 8: Municipality of Leiden



<https://gemeente.leiden.nl/inwoners-en-ondernemers/jeugd-en-onderwijs/onderwijs/gelijke-kansen-in-het-onderwijs/>



The children in the extend learning time project in Leiden indicated in a co-creation group session that friends, breaks, exercise and learning something new daily make them happy. Because they are co-owner of the project we will do our best to make these aspects part of the program!

In January 2021 the children will start doing fun exercises with sports coaches and they will learn how to program.

Other things the children would love to learn are languages like French, Spanish and Greek, ICT skills, drawing, making art and the science of animals.

We believe that extended learning time is an unique way to improve the horizon of children, so let's go!

