

Educational Policies that Address Social Inequality

The Netherlands case study 3 Tutors for Homework Guidance

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The EPASI project is a programme of analysis of educational programmes in fourteen European countries, designed to address various forms of social inequality. The project analysis was conducted in the period 2007 – 2009. This report is part of the overall project, details of which are at <http://www.epasi.eu>.

The analysis is intended to be used within the overall framework of the EPASI programme.

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Tutors for Homework guidance

1. Description

Country	The Netherlands
Title	<i>ProFor - Tutors for homework guidance</i>
Funded by	<ul style="list-style-type: none"> - Prestatieplan subsidie, Provincie Noord-Holland Stadsdeel Z.O. - Bestuurlijk Arrangement Hogeschool, Amsterdam - ProFor
Action implemented by	<ul style="list-style-type: none"> - Hogeschool Amsterdam - ROC - ALO-students - Stadsdeel ZuidOost - Zelforganisatie Almraaif - ProFor - Saturkos
Partners	Idem
Cost	
Where did it operate? Local, regional, national ...	<p>Three city parts of Amsterdam:</p> <ul style="list-style-type: none"> - Dependence South-East - Dependence West - Dependence East
Target group (theme, or other)	<ul style="list-style-type: none"> - Students - Children from primary schools and their families from allochthonous origin
Theme (of 7 strands)	Ethnic minorities
Duration from	01-08-2000
to	17-04-2007

1.1 Rationale for action

There were two reasons to set up the project:

Especially children from ethnic minorities have language and learning problems. They also experience more social and emotional problems. Primary schools have insufficient means to deal with these problems.

Students of HBO (Higher professional education) have difficulties finding a place for their work placement where they actually have own responsibilities and can work independently.

1.2 What are the aims of homework guidance?

The aims of the project are situated on the level of the child and on the level of the student:

- help children catch up on language and learning problems;
- help children improve their social skills;
- make students acquainted with other cultures.

1.3 How does homework guidance work?

Students tutor primary school pupils with language and learning problems. The children are also allochtoneous. The students also work on improving the children's social skills. In turn students learn about the cultural background of the children.

Students from the first and the second year work with the children. Students form the fourth year coach first and second-year students.

One student tutors three children two or three days a week after school. The guidance is very intensive. Students work intensively together with the teacher and the parents. Next to tutoring students also offer cultural and sports activities. Every year a camp is organised. Every Wednesday all children eat together. During lunch they learn about healthy food and table manners.

The activities differ according to the city part. Examples of activities that were organised:

- sports activities
- preparing examinations
- visiting Tun Fun
- making Valentines cards
- workshop about friendship and love
- parents' afternoon
- preparing a musical
- workshop on health
- Easter celebration
- camp, etc.

Family coaches visit the families and help parents with practical arrangements. If necessary the coaches refer the parents to other instances.

Practice supervisors evaluate weekly with the students.

1.4 How is homework guidance organised?

Homework guidance is organised by ProFor, a non-profit organisation which gets basic funding from the province. ProFor supports projects that have the aim to reinforce the first line of care (ie

well-being, education, health care, work) with the goal of promoting participation from ethnic minorities.

The following persons are involved in the project:

- 52 apprentices (students)
- one co-ordinator from ProFor
- one teaching assistant from ProFor
- for Dependence South-East: two practice supervisors
- for Dependence West: one practice supervisor
- for Dependence East: one practice supervisor
- three volunteers (retired teachers)
- two family coaches

The students tutor the pupils. The students can get support from the practice supervisor and the volunteers. The family coaches work with the families of the pupils if necessary. The project is co-ordinated by someone from ProFor.

Other activities were organised in the different city parts:

1. South East

The project started in September 2006 and has been continued. Activities were organised for the children on Tuesday from 16.00 until 18.00 and on Wednesday from 13.30 until 16.30. Before the start of the programme children eat together.

On Tuesday approximately 40 and on Wednesday approximately 45 children participated.

Four families with four children were guided by a family coach.

2. West

The project started in August 2006. Activities were organised on Wednesday. Approximately 39 children participated. The children were divided into three groups.

3. East

In March 2006 the self-organisation Al Maarif was contacted. In April and May information was spread about the project. The project started at the end of August 2006. Activities were organised on Wednesday. Approximately 39 children participated. The children were divided in three groups.

2. Results

How:

- An evaluation interview between ProFor, apprenticeship supervisors and students was taken.
- Reports were evaluated
- Parents were asked about their experiences.

Positive outcomes:

- children catch up on their language and learning problems;
- problems in the family situation are dealt with;
- children are more at ease at school;

- children can control themselves better;
- children have more self-esteem;
- parent participation and involvement within the school increases;
- drop out is minimised;
- flow-through to secondary education is improved.

Negative aspects:

There is a waiting list because of the lack of space. The start of the project could be better organised. To address this problem a reader was made and the introduction was well prepared.

The project will start in another part of the city: dependence North. The project will also publish a newsletter intended for children and their parents.

The trust in the project has grown. Teachers discuss difficulties and the results of the pupils more openly. Parents' meetings are organised to inform parents about the working of the project and the progress of their children.