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# EDUCATION IN CARNISSE

A CLOSER LOOK AT QUALITY OF EDUCATION AND ACTIVITIES WITHIN PRIMARY SCHOOLS



Sander van der Kooij |  
Tijds Rothweiler |  
Froukje Visser | 4573315

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# INTRODUCTION

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In this multidisciplinary report an analysis on Education in Carnisse will be portrayed. Carnisse, is a neighbourhood in Rotterdam-South. Carnisse is part of a bigger area called Charlois, this area of Rotterdam is known because of its high-crime rates, low incomes and high unemployment. The main aim of this research is to find out where Carnisse's education system is falling behind and what the opportunities are. To do so, it was decided upon that the relationship between socio-spatial inequality in the neighbourhood and education was to be analysed. The main research question thus is:

*How does socio-spatial inequality manifest itself in Carnisse's education and what role do primary schools play in creating more equality?*

To find the answer to this research question, the research was in need of some structure, this structure is both the way the research was conducted as well as the way in which this report is built up. In the first research week, mostly general observations were done. This week, was mostly meant to find out the first few basic characteristics of the neighbourhood. Without having defined the research question fully, an open view towards the neighbourhood and education was still in place.

After doing these general observations, there was a need to collect data on Carnisse and Education in the neighbourhood. In the beginning of the data collection process, the main aim was to collect as much data concerning education in Carnisse as possible. During the data collection process a focus on primary schools slowly came into being, this was mainly because primary school tend to be more integrated within neighbourhoods.

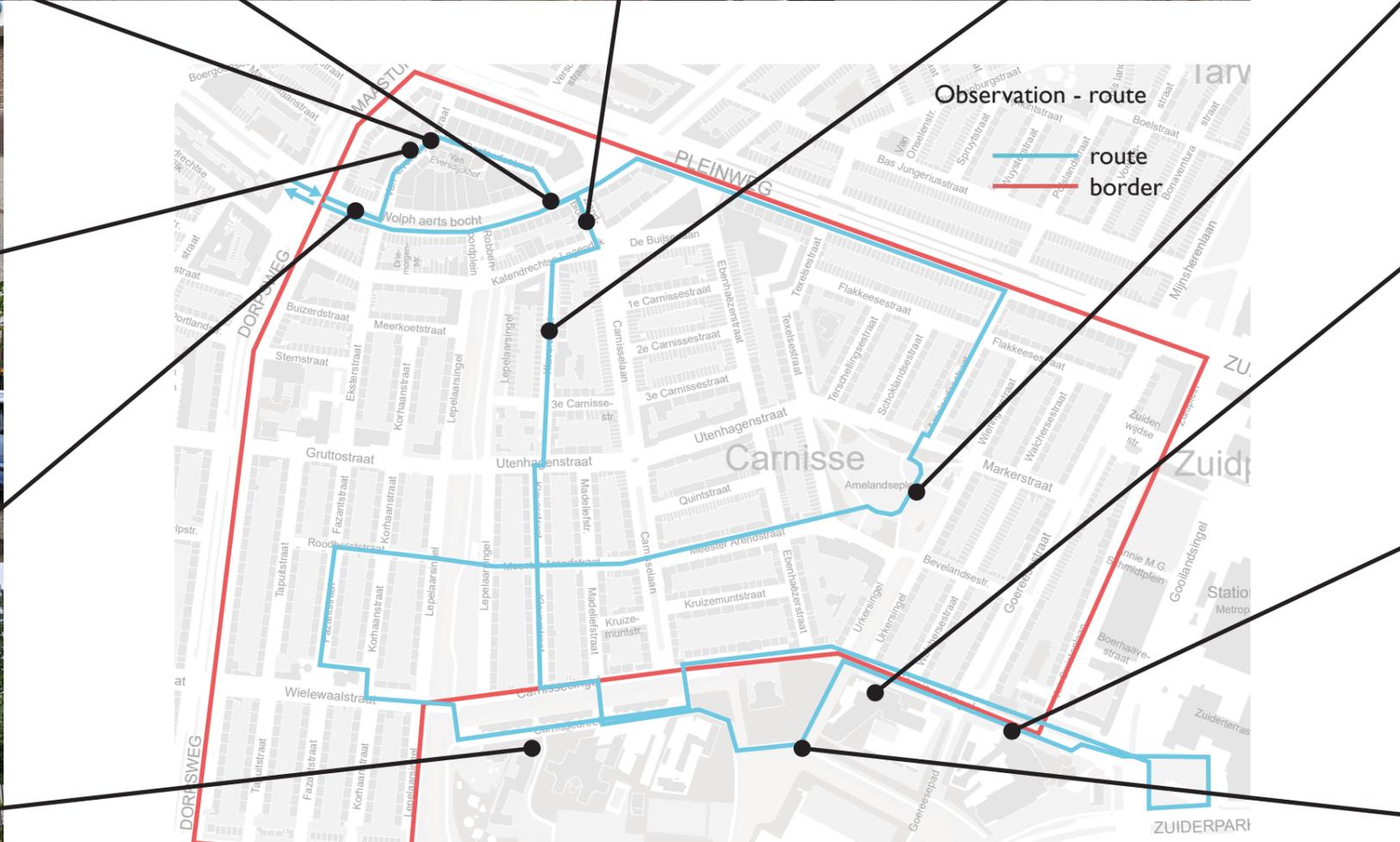
The next step in the research was to do interviews with stakeholders, who were mapped in the data collection process. These interviews have been worked out and analysed in this report.

Finally, it was time to make an anchor point analysis to decide upon the weak and stronger parts of the neighbourhoods. For this analysis the relation between, observations, data collection and interviews have to be analysed properly.



### **Observations**

In this chapter the observations that were made during this course are being discussed by a protocol provided by the Veldacademie. Most observations were made in the first week of the research project, to get a general feel of Carnisse. During the research more observations were made, aimed at the main subjects of this project: education in Carnisse, facilities for children, facilities for activities and more. This also provides a bridge between the spatial inequality and the organizations, activities and programs in the neighbourhood.



**Observations**

For the observations we used the protocol of the Veldacademie. This protocol describes the objects in different aspects, date, time, subject and the most interesting, just or unjust. In this way we argue what observations are just and what observations are unjust. It is not just black and white. Many observations are in a grey area, whether they are just or unjust.

For the first impressions, a route around the neighbourhood was determined, not yet focussing completely on schools, but already taking a look at them, this included the primary schools, as well as secondary schools. Possible important spaces were also explored.

## General observation A

Title: New and Old buildings

Location: Katendrechtse Lagedijk, Carnisse

Date: 3 september 2019

Key subject: New and old buildings across the street. In the region Carnisse, there is a diversity of newer and older, postwar buildings.

Just or unjust?

Just, because it enhances the quality of the street, although it might be considered unjust, because the old appearance of the street gets partially lost.

Notes: The new and old buildings provides a contrast in the streets. The neighbourhood has a lot of diversity in buildings. Housing in the newer buildings is more expensive than housing in the older buildings.



## General observation B

Title: Furniture on the street

Location: Multiple locations, Carnisse

Date: 3 september 2019

Key subject: Throughout Carnisse, furniture on the sidewalk can be found laying around.

Just or unjust?

Unjust, because it leaves a dirty trace in the appearance of the street.

Notes: People are proud of their neighbourhood, but leave old furniture on the streets. Some furniture looks like it did not lay there for too long (yet). The furniture might lay there because people do not have the possibility to drop off the old furniture.



## General observation C

Title: Rules for in Zuiderpark  
Location: Urkersingel, Carnisse  
Date: 3 september 2019

Key subject: Rules for Zuiderpark. Note that visitors of the park are invited to go bbq in the park. There are also areas in the park where dogs are allowed to be unleashed.

Just or unjust?  
Just, because it gives a clear set of rules and invites people to the park.

Notes: There are a couple of green spaces in the neighbourhood, but rules are not shown at every space, like at the Amelandseplein. The location of Zuiderpark is well indicated, the location of the "De Groene Oase" (the community garden) is not clearly indicated.



## General observation D

Title: Wallpainting on building  
Location: Van Eversdijkstraat, Carnisse  
Date: 3 september 2019

Key subject: An art expression on the facade of a building a mosque, next to the school Wereldwijs (Cosmicus).

Just or unjust?  
Just, because it allows people to express themselves in the neighbourhood and gives the area its own character.

Notes: There are multiple expressions of art throughout Carnisse



## Detailed observation A

Title: Playgrounds  
Location: Katendrechtse Lagedijk, Carnisse  
Date: 3 september 2019

Key subject: Throughout Carnisse there are a lot of playgrounds, where children can play.

Just or unjust?  
Just, because it provides a opportunity to play near-by school or their homes.

Notes: A lot of playgrounds are used by loitering youth and not by children. This is why there are not many children playing on the playgrounds, but rather go to a fenced playground. In the evening the spaces are also used to hang around and to trade drugs. Seperate playground equipment is placed throughout Carnisse. During observations, none were in use.



## Detailed observation B

Title: Green spaces  
Location: Multiple locations, Carnisse  
Date: 3 september 2019

Key subject: There are a lot of green spaces in Carnisse, where children can play and learn.

Just or unjust?  
Just, it provides an opportunity for people to spend time, together and places where they can relax.

Notes: A lot of the playgrounds are green, like the spaces around schools. Children can play and learn in the green spaces, a very good example is "De Groen Oase", a community garden, where people can learn gardening.



## Detailed observation C

Title: Fences around schools  
Location: Multiple locations Carnisse  
Date: 3 september 2019

Key subject: Around schools high fences are placed.

Just or unjust?  
Just, because it keeps children inside the school area.

Notes: The fences are to keep children at the school yard, around the buildings for younger children (till group 3), the fences are lower. Around the public playgrounds the fences are also lower.



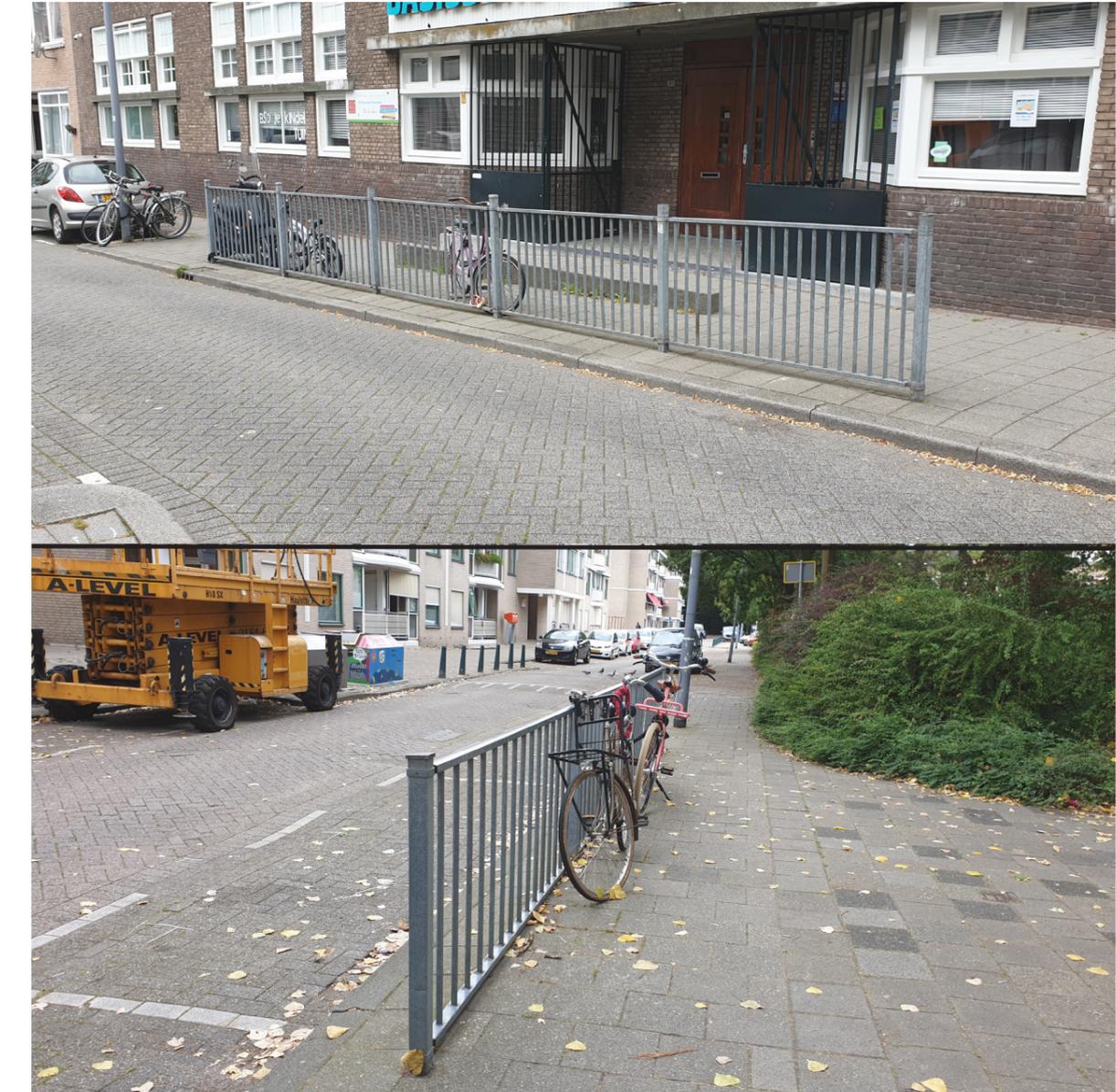
## Detailed observation D

Title: Bikes placed against fences  
Location: Multiple locations, Carnisse  
Date: 3 september 2019

Key subject: Bikes against fences, which are meant for keeping kids from running on the streets.

Just or unjust?  
Unjust, because there is a lack of bike racks in the neighbourhood.

Notes: Bikes are placed at random places around the neighbourhood. Bike racks are stacked and bikes are placed against fences and light posts.



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# CONSLUSION

## OBSERVATIONS

### Most important findings of this chapter

#### General observations

During the first stages of the research, general observations were made. While walking through the Carnisse, the first impressions are that the neighbourhood has a lot of variety in people and buildings. Next to this, there are a lot of green spaces and playgrounds in the area, for example the Zuiderpark. These spaces are not always used in the way they are meant to be used. For example, there are a lot of loitering youths sitting in the parks and playgrounds.

Throughout the neighbourhood, stacks of old furniture and garbage can be found on the sidewalk. Also, people doing community service are cleaning up the neighbourhood almost every week.

#### Observations focussed on education

During the research, observations regarding education in the neighbourhood were made. As stated before, the neighbourhood has a lot of facilities for children, like playgrounds, green spaces, sports facilities and most important, a lot of schools. These schools are surrounded by high fences and look like they are closed. As for the facilities, the neighbourhood seems to offer quite a range of different facilities to organize different activities, like “De Groene Oase”, a community garden.



## 2. DATA INVENTORY

### Chapter introduction

During the course a continuous amount of desk research was done. The data was used primarily to map out what the strong and weak spots of Carnisse's education were and what the shortcomings in data are. Due to the fact that this research focuses on how primary education relates to social sustainability in the neighborhood of Carnisse. It was decided that several key points were of importance, these key points are: the level of primary education, after school activities organized and average travel distance to the school.

## The Level of Primary Education

The relevance of the level of the educational system can not be denied. According to Shover (1992) there is a causal relationship between crime, safety and level of education. The levels of education of the four primary schools in Carnisse is measured in several ways. Firstly, there are the results of the national tests (Cito, IEP), on average the schools in Carnisse score lower than the national average. The average on the Cito score of both the Elisabeth school as well as the de Klaver are 533, the national average is 536. The scores of both the Elisabeth school as well as the Klaver thus are just a little lower than the national average. De Wereldwijs School and De Kameleon both take the IEP tests as national tests. The score of the Kameleon is 74 and the score of the Wereldwijs is 77, were the national average of the IEP test is 80. The first, very basic analysis thus results in the conclusion that all schools in Carnisse are less 'good' than national averages.

A second way to analyze the level of the schools in Carnisse is by looking to what the level of secondary education the kids of each school go. In the next section, each of these schools will be discussed separately. The Elisabeth school has, compared to national averages, a very high amount of children going to Havo, this seems nice because it is a relatively 'high' form of secondary education. It is interesting to note that the average of children going to VWO is significantly lower than the national average. Lastly, the Elisabeth school has a relatively high percentage of children going to Beroepsonderwijs, which is one of the 'lowest' forms of education. This data is visualised in figure 2.1.

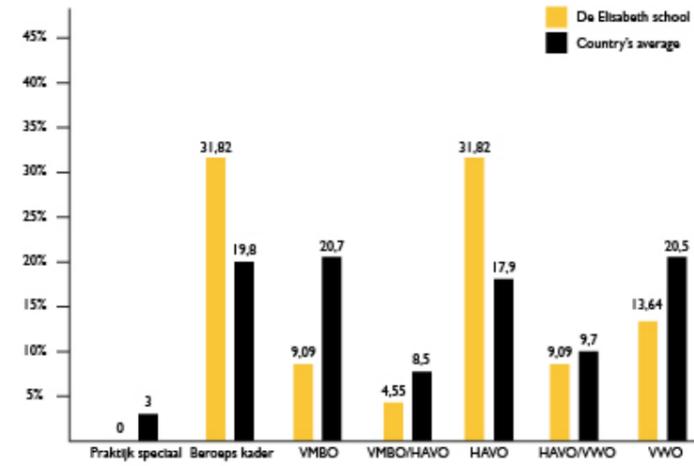


figure 2.1: percentage of students proceeding to a certain level of secondary education (Alle Cijfers, 2019)

The Kameleon school differs from the Elisabeth school in several ways. Not only does this school have low percentage of students going to both Havo as well as VWO, the percentage of kids going to Beroepsopleiding or Kader is more than twice as much as national averages. This indicates that the quality of the school's education can be increased significantly.

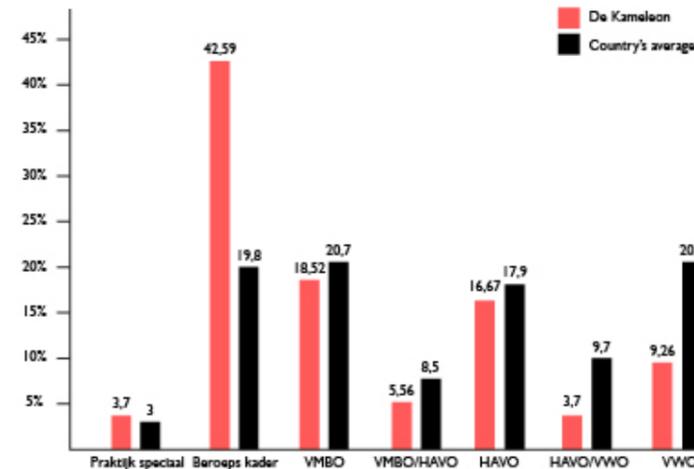


figure 2.2: percentage of students proceeding to a certain level of secondary education (Alle Cijfers, 2019)

## Elementary school de Kameleon

Profile: Public school  
 Amount of students: 441  
 Average IEP-score: 74  
 Country's average IEP-score: 80

The next school analysed in this way is the Klaver. This school again differs from the Elisabeth and the Kameleon school. Although this school also has a low percentage of its population going to Havo and VWO. The amount of children going to beroeps and kader is just above the national average. What is interesting to see is that The Klaver has a big part of its population going to VMBO, which is just between Havo and Kader/Beroeps.

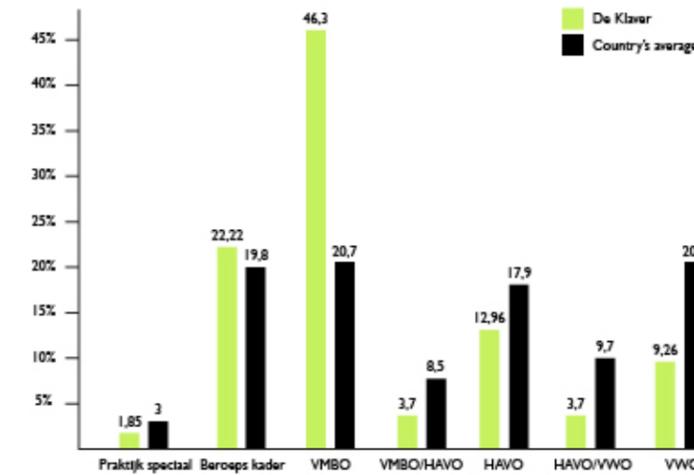


figure 2.3: percentage of students proceeding to a certain level of secondary education (Alle Cijfers, 2019)

Lastly, the Wereldwijs school shows a similar pattern as the Elisabeth school. There is a relatively high percentage of students going to Havo. But

## Elementary school de Klaver

Profile: Christian (protestant)  
 Amount of students: 361  
 Average cito-score: 533  
 Country's average cito-score: 536

then again, a very low percentage is going to VWO. The main difference with the Elisabeth school is that de Wereldwijs school has a relatively high percentage of students going to combination level such as Havo/VWO of VMBO/Havo. This is visualised in figure 2.4.

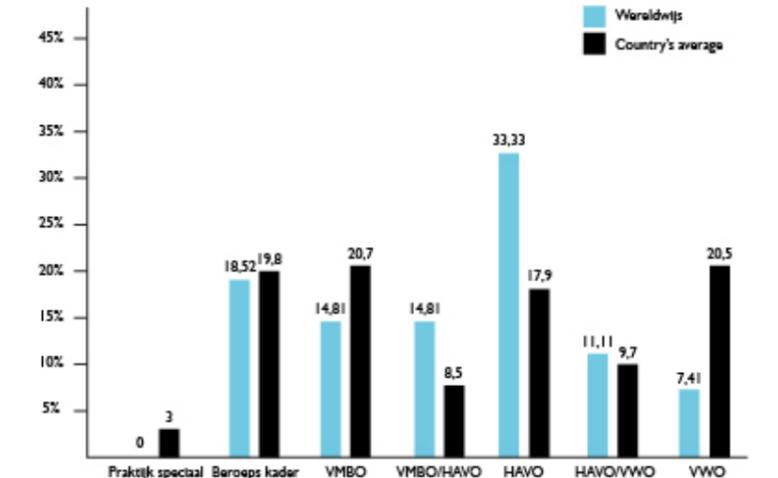


figure 2.4: percentage of students proceeding to a certain level of secondary education (Alle Cijfers, 2019)

## Elementary school Wereldwijs

Profile: Public school  
 Amount of students: 155  
 Average IEP-score: 77  
 Country's average IEP-score: 80

### Opinion of the Education Inspection

All elementary schools in Carnisse have been appointed the basic arrangement: no additional supervision by the Ministry of Education, Culture and Science

#### Wereldwijs (Inspectie van het Onderwijs, 2016)

*“For students who need more than repeated instruction, there is a lack of structured help”*

*“Because of the high amount of switches in direction and the staff is the care for quality inadequate and it can’t stimulate growth. There is a need for stability”*

#### De Klaver (Inspectie van het Onderwijs, 2013)

*“In too many classes the instruction is not narrowed down to the needs of individuals... ..as a result the weaker students as well as the smarter students are lacking in proper education”*

*“Furthermore the inspection has found that the regular help for children with special needs could be better structured”*

#### De Elisabeth school (Inspectie van het Onderwijs, 2013)

*“Even though the inspection has assessed the indicators for analytical skills for quality care and guidance as sufficient, they are of the opinion that the team can improve on this... ..because of this the school runs risk that there is not enough research being done on underlying causes and/or points of difficulty”*

#### De Kameleon (Inspectie van het Onderwijs, 2015)

*“Moreover, the teachers don’t align their instruction enough to the needs of the students who perform better”*

*“Finally, the school lacks a shared view on citizenship”*

### After School Activities

The after school activities organized are seen as important to our research because of the fact that these might enhance a positive relationship between the school, the students and the neighbourhood. This is the case especially when these activities are taking place within facilities situated in the neighbourhood. In this part of the research, we analyse how the different schools and their activities contribute to the feeling of a safe and secure neighbourhood

The most interesting school to look at concerning this topic is the Elisabeth school. This school has organized after school activities since 2011 (Hoefnagels, 2015). In this year the organisation Vakmanstad enrolled a program which organized after school activities in collaboration with the following three schools in Carnisse: The Klaver, The Kameleon and The Elisabethschool. After the disappearance of the Carnissetuin in 2016 the Klaver and the Kameleon stopped with these after school activities. The Elisabeth School took another turn and decided to integrate these after school activities within the curriculum. The school combined this seemingly radical decision with a broader new turn in which they decided more changes were needed to increase the quality of the schools. These changes included hiring more personal, firing teachers who were failing and educating all teachers. Due to these changes the Cito scores have risen considerably within the past couple of years. Also, these activities partly take place within the neighborhood of Carnisse. The children used to do gardening in the Carnissetuin, which as recently been demolished. Van Duivenbode (2015) writes about the Carnissetuin and how this bottom-up initiative has had a positive influence on the neighborhood. She writes on how the Carnissetuin has brought together all the people of Carnisse, from youth to elderly. The fact that the schools came to visit the Carnissetuin creates a relationship between schools, children and Carnisse.

### Travel Distance to School

Travel distance to school is an important indicator for the research because if a primary school has a relatively low travel distance to school, they have more kids from within the neighbourhood of Carnisse. The role of the school within the neighbourhood will then be of greater importance. If the school has a higher travel distance, the kids will probably not live in Carnisse, thus the school has less influence on the Social Sustainability in the neighbourhood. In Carnisse there are is a high density of schools, compared to other parts of Rotterdam, this indicates that the travel distance to the schools will be smaller (Gemeente Rotterdam, 2015). It is also known that the schools in Carnisse are relatively small.

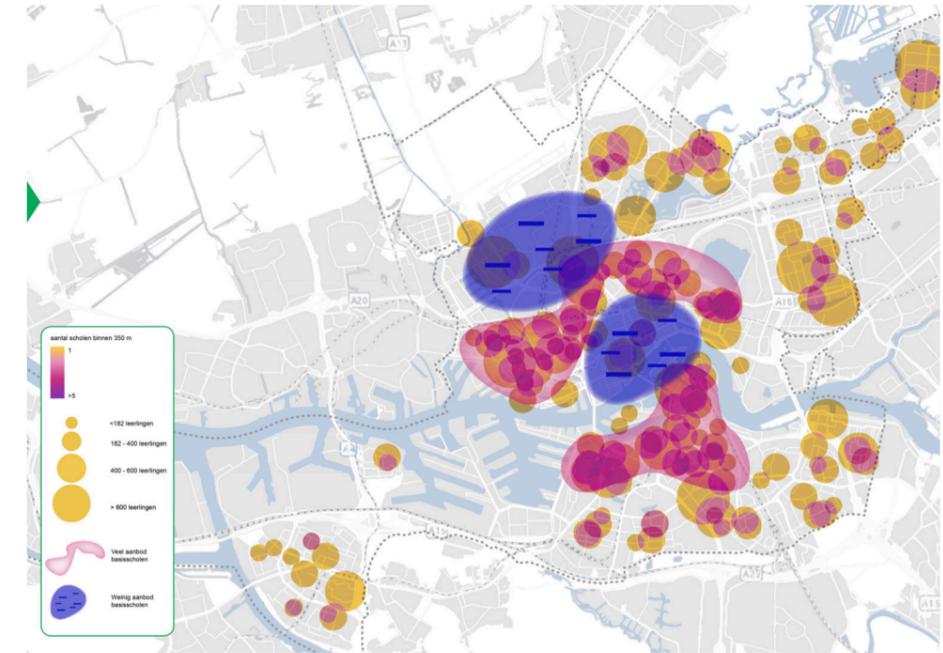


figure 2.5: Schools in Rotterdam (Gemeente Rotterdam, 2015)

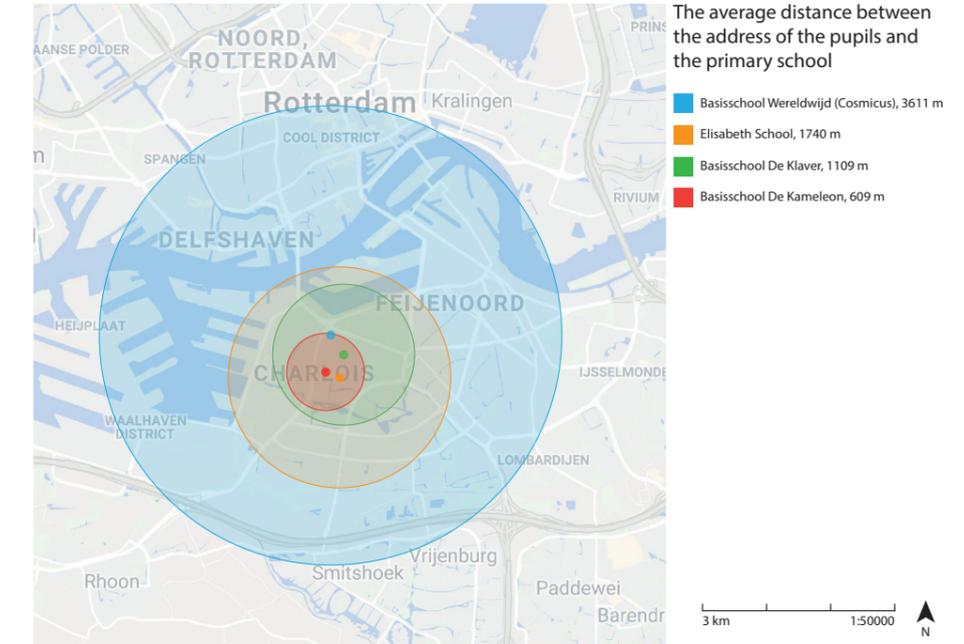


figure 2.6: Average travel distance students travel to their primary school

This next figure shows, what the average travel distances are. It is clear, that the Wereldwijs School has a very big travel distance, this indicates that their role within the neighbourhood is of lesser importance. The Elisabeth School and the Klaver both an average range, their population probably partly comes from within Carnisse and almost fully from within Charlois. This means their they seem to have a role to play in increasing the social sustainability of the neighbourhoods. Important note here is that de Klaver as a dependance school in Tarwewijk, this might increase the travel distance. The Kameleon has the smallest travel distance for kids to the schools. This indicates that almost all kids on this school live within Carnisse, thus the Kameleon could definitely play a role to increase the social sustainability.



figure 2.7: Places of worship and community

## PLACES OF WORSHIP AND COMMUNITY

- Elementary schools
- Highschools with a strong religious connection
- ✝ Churches
- ☾ Mosques
- 🎯 Community centres

### Introduction space analysis

This space analysis consists of finding the key areas or organisations in the neighbourhood of Carnisse, finding a connection between them and finding their social meaning or practical function within the area.

Through finding what places in the area are important and connecting them to the schools a pattern of opportunities might arise out of the data. This might be in possible connections or collaborations or barriers that can be broken through.

### Places of worship and community

In the area of Carnisse there are many religious centres and institutions. The two schools (a high school and a school for vocational education) with the strongest religious connection are located in a cluster of churches.

This strong religious connection (in the case of these two schools christian) can be a strength and a weakness. Churches in general are focussed on community and charity, something that can be very beneficial in a neighbourhood like this. On the other hand, The schools ask a certain world view of parents and students that go to this school, which means that inside the schools there is less diversity, not only on religion, but also in terms of ethnicity and background. It can also create a barrier for youngsters who would like to attend the school, that may be better in terms of education for them, but feel stopped by the religious practises of the institution.

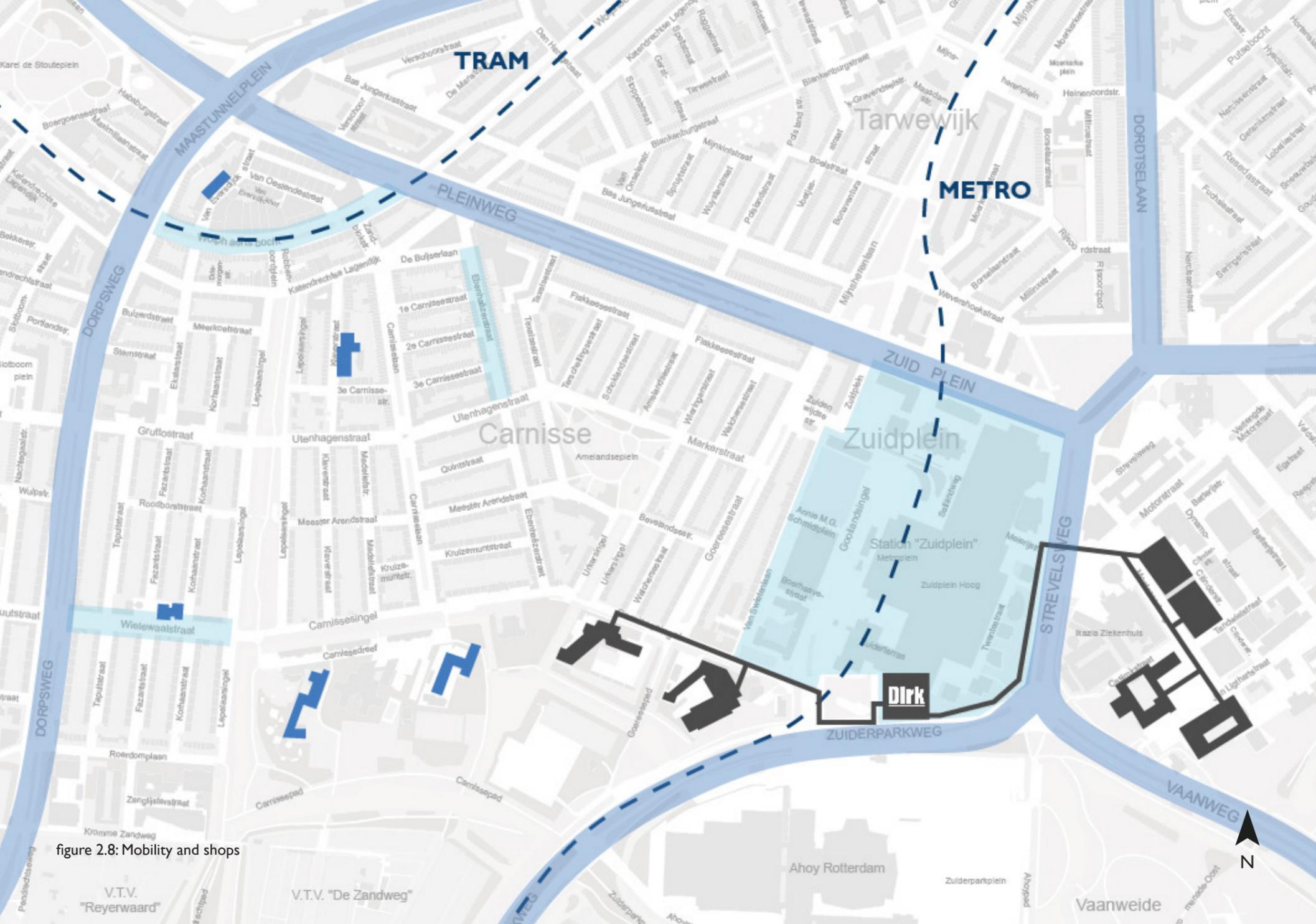


figure 2.8: Mobility and shops

## MOBILITY AND SHOPS

- Elementary schools
- Area with a concentration of shops
- Highschools and follow-up education
- Dirk Supermarket
- Route Schools - Supermarket
- Large roads
- Metro- and tramlines

## Shopping and mobility

The 'Hart van Zuid' area is slightly disconnected from Carnisse. The main reason for this is the Gooilandsingel, quite a busy road which creates a barrier between the two areas. The Hart van Zuid area is obviously the biggest shopping area nearby, therefore it seems like most people in Carnisse go here for their daily shopping. Within Carnisse there is a small amount of shops which are slightly centralised in the northern part of the neighbourhood, these shops are connected by a tramline.



## Green, playgrounds and sports facilities

**Urban green, playgrounds and sport facilities**  
 This map shows the different places for leisure in the urban green space in Carnisse. There are several sport facilities and urban green spaces within the area. The south border of Carnisse is truly a hotspot of sport and urban green space.

- Elementary schools
- Playgrounds
- Sports facilities
- Green spaces
- Water
- Community garden

figure 2.9: Green, playgrounds and sports facilities



figure 2.10: Opportunities

### Opportunities

Several educational opportunities can be withdrawn from the public space in Carnisse. The schools are surrounded by green hotspots such as the Zuiderpark and smaller green areas within Carnisse. The community garden and centres also have opportunities for possible connections with the schools in Carnisse.

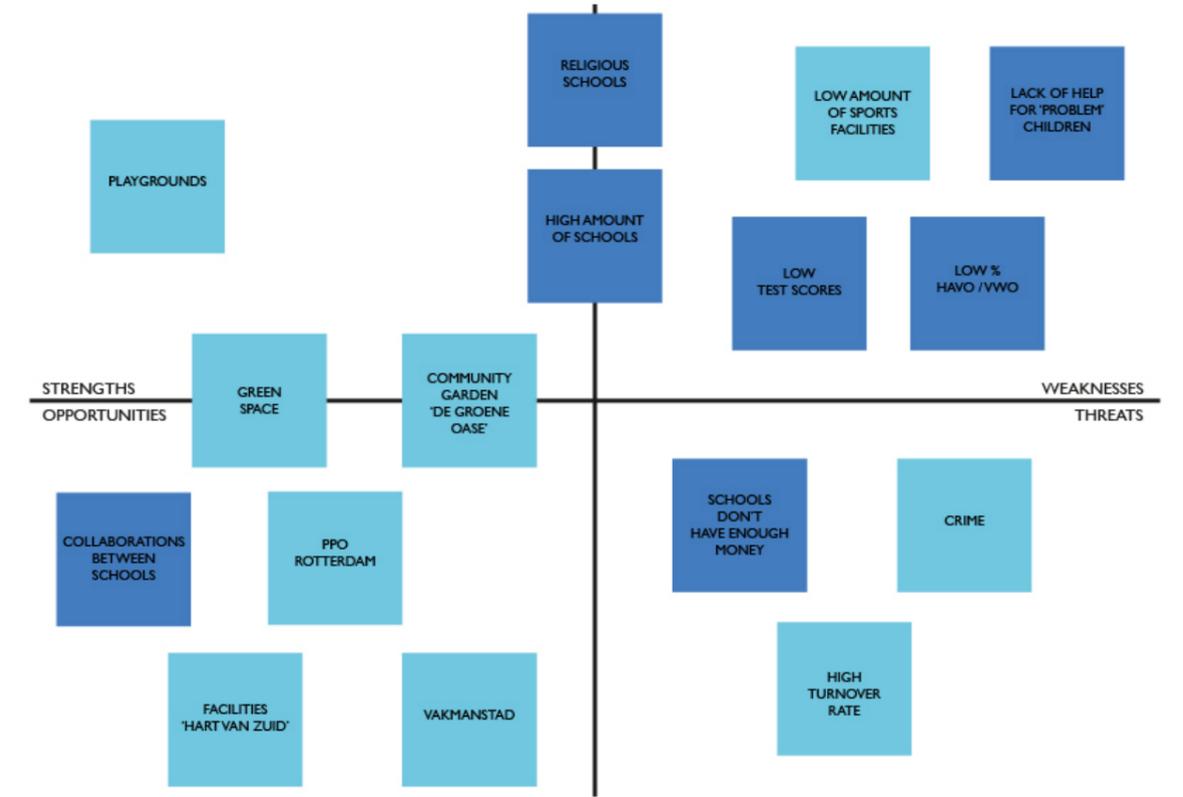


figure 2.11: SWOT analysis

### SWOT analysis

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was used to determine certain key points in relation to the strengths and weaknesses of the schools. With this information it was easier to determine some strong opportunities for schools in Carnisse.

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# CONCLUSION

DATA INVENTORY

## **Most important findings of this chapter**

The data gathered consists of a very wide range of information. All data collected is relevant for this research in a different way. The data collected has various implications for the fieldwork conducted. Firstly, the wereldwijs school is not so interesting for our research because their role in the neighbourhood shall be smaller. This is interesting as well because this school is neither in a shopping cluster nor in an urban green cluster. The Elizabeth School and the Kameleon school are both settled near the urban green cluster of Zuiderpark, this comes with several opportunities like making use of the Groene Oase or the Zuiderpark itself. The Klaver school on the one hand has great opportunities because their population mostly consists of children from within Carnisse. It is problematic though that this school is not near urban green space, sport facilities or shops. This complicates the opportunities for (after) school activities which might enhance social sustainability. The schools in Carnisse are relatively small and have access is really easy, this indicates that there are possibilities for collaboration between the smaller scaled schools. There was no information available on how the people of Carnisse see the quality and role of the schools in this area, to find out how these relate, interviews were done.



# 3. INTERVIEWS AND SURVEYS

## SURVEY DE ELISABETH SCHOOL

### General information

Gender: male  
Function: principal  
Heritage: unkown  
Living here for: unkown

**Wat maakt volgens u de Elisabeth school anders dan andere scholen in de omgeving?**

*“Door ons brede aanbod aan extra activiteiten voor alle leerlingen van gr 3-8: judo, techniek, filosofie, koken/tuinieren en dans.”*

**Wat vind u het sterkste punt van de school?**

*“Dat wij alle extra activiteiten kunnen aanbieden voor onze leerlingen.”*

**Als u meer tijd / geld / middelen zou hebben, wat zou u dan veranderen binnen de school?**

*“Ik zou graag meer personeelsleden aannemen om leerlingen met specifieke onderwijsbehoeften nog beter te kunnen helpen dan wij nu al doen.”*

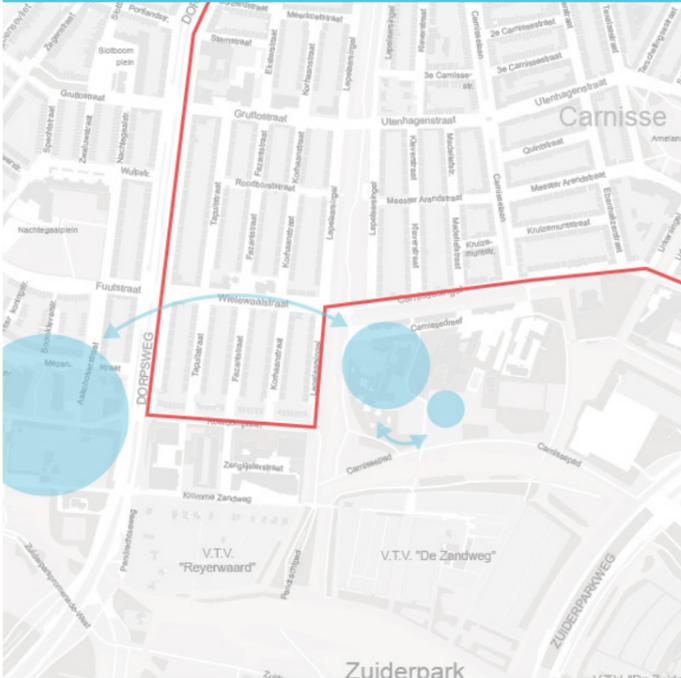


# INTERVIEW I PARENT

## General information

Gender: Female  
School children: de Elisabeth school  
Heritage: Belarus  
work: healthcare  
Living here for: 10 years

Appreciation school: Mainly positive  
Appreciation neighbourhood: Mainly positive



## The school

The first part of the interview was related to the school her children attended. The interviewee has a son who attends the Elisabeth school and her opinion on the school was overwhelmingly positive. She loved the after school activities the school does and all the sports they offer her child. Her son's favorite is swimming.

*“What’s great about this school is their after school activities and how much they do with sports. What I would like to see more of is music”*

Furthermore, we talked about the activities the school organised. For example, during Easter the children make and bring breakfast to the elderly home in the neighbourhood. The interviewee tells us the children go to the elderly home for gardening too.

Another positive note she mentioned was that a lot of parents (mostly moms) come together after school regularly to talk, this happens mostly when their children are playing. She really loved this community of people and always stays on days she does not have to work.

## The garden

During the interview, we stumbled upon the subject of the community garden, the Groene Oase. She was very enthusiastic about the garden. She called it ‘a little paradise’ and told that her kids loved it as well. In the past she had some health problems related to stress, but all her symptoms disappeared when she started to work in the garden. According to her it is the best therapy someone could have. However, the interviewee liked the Carnissetuin (former community garden) better. The main reason for this is that the Carnissetuin was a better place for the community of Carnisse to gather. The Groene Oase is smaller and has a lot more rules, she said.

*“Some people I know in the neighbourhood do have a harder home life, I bring them to the garden and it’s amazing to see their faces light up.”*

## The neighbourhood

Lastly, we talked a little bit about the neighbourhood in general. Her view on it was mostly, very positive. She loved the fact that she lived next to the park and how tight knit the community was. The interviewee said that some people do have trouble at home, but she still felt connected to those people as much as anyone else in the neighbourhood.

*“My neighbour just bought a table for their barbeque, the whole street comes together.”*

Her overall view of the area is that there used to be more crime, but that this has gotten a lot better in recent years. Once in awhile the interviewee would hear about something bad which happened in Carnisse, but she also felt like that was just something that happened in big cities, not something that was worse in this specific area.

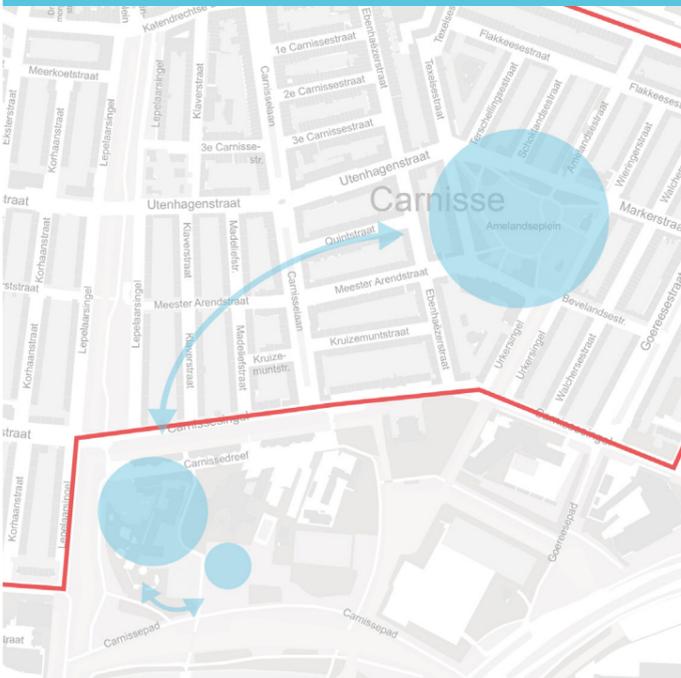


## INTERVIEW 2 PARENT

### General information

Parent 1  
 Gender: female  
 School children: Elisabeth school  
 Heritage: unknown  
 Work: unknown  
 Living in neighbourhood: 12 years, near Amelandseplein

Appreciation school: Mainly positive  
 Appreciation neighbourhood: Neutral



Playground Charlois is located next to the Elisabeth school and is a fenced playground with a certain amount of security. The interview was in a group of 4 mothers, 2 of which were willing to be interviewed. The other two mothers had children who were attending schools which were not in Carnisse.

### School

The interviewee chose the Elisabeth School because it's nearby and it is Christian. She tells us that the "extra" courses, like gardening and cooking, are not seen as extra courses, but are fully integrated in the curriculum. The interviewee tells us that her daughter (grade 7) is going to dance classes, which she first heard of via her school. Children can apply for these dance classes via the school as well. The interviewee also tells us that parents can get a fund for sports classes when they are in out of work benefits. She states that the main problem is that people do not know how to apply for these funds or/and do not speak Dutch. All of these sports and dance classes are at local facilities. The interviewee tells us that the school provides extra attention to children who are in need of this. This is mainly focussed on the intellectually challenged children. Also, the children get the time to make their homework at school is this way they can get some extra help.

### Environment

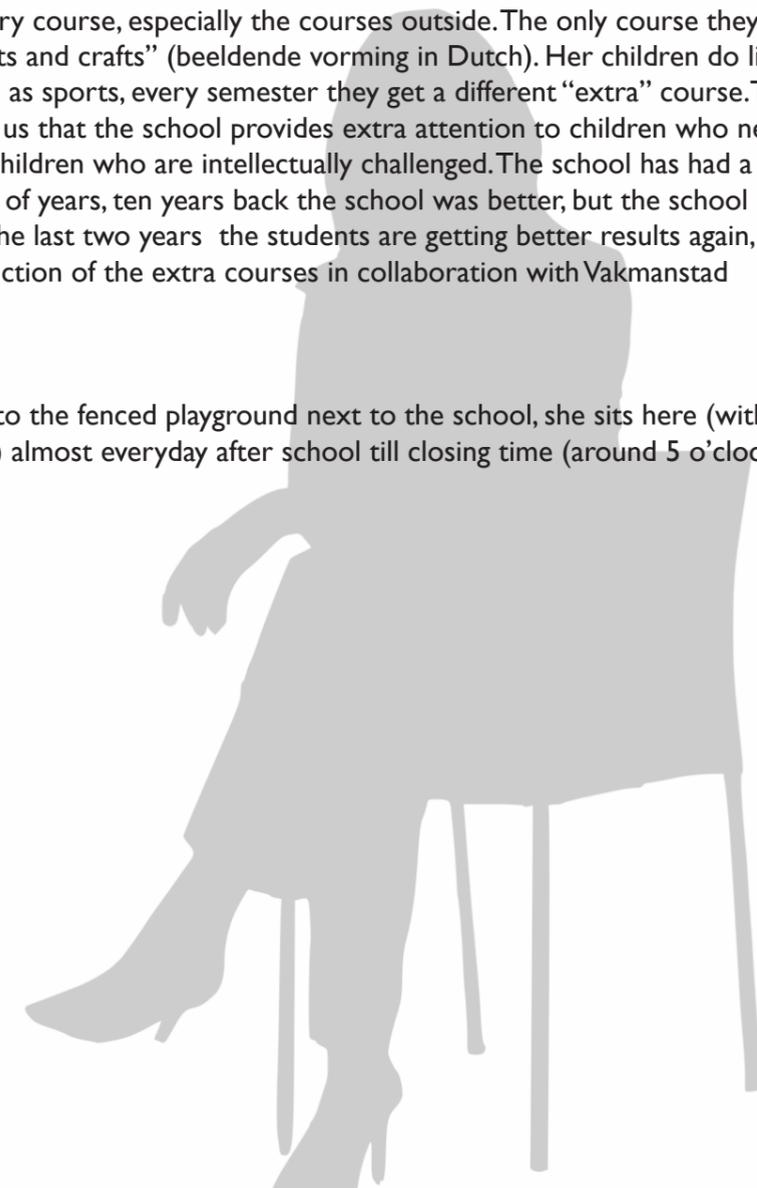
The interviewee states that the playground at Amelandseplein is occupied by 10-12 year-olds who bully the younger children away, this is the reason why her children do not play there. After 8 o'clock older children gather at the Amelandseplein, (12-18 years) they sit there and the interviewee thinks they deal drugs. This is the main reason why her children are not allowed to play at the Amelandseplein after school and why they go to the fenced playground next to school. Her daughter (grade 7) has just started going to school by herself, her son (grade 5) is not allowed to go there by himself. The reason for this is because the large road (the Carnissesingel) they have to cross, not necessarily because the neighbourhood is or feels unsafe.

### School

The interviewee tells us that she chose the Elisabeth school for her children because cousin went to the same school and the population of the school is more advanced in the Dutch language than on other schools in Carnisse. She tells us that the "extra" courses, like gardening and cooking, are not seen as extra courses at all but are fully within the curriculum. The interviewee tells us that her children enjoy almost every course, especially the courses outside. The only course they do not like is "arts and crafts" (beeldende vorming in Dutch). Her children do like gardening as well as sports, every semester they get a different "extra" course. The interviewee tells us that the school provides extra attention to children who need this, mostly the children who are intellectually challenged. The school has had a turbulent couple of years, ten years back the school was better, but the school had a downfall. The last two years the students are getting better results again, since the introduction of the extra courses in collaboration with Vakmanstad Rotterdam.

### Environment

Her children go to the fenced playground next to the school, she sits here (with the other moms) almost everyday after school till closing time (around 5 o'clock).

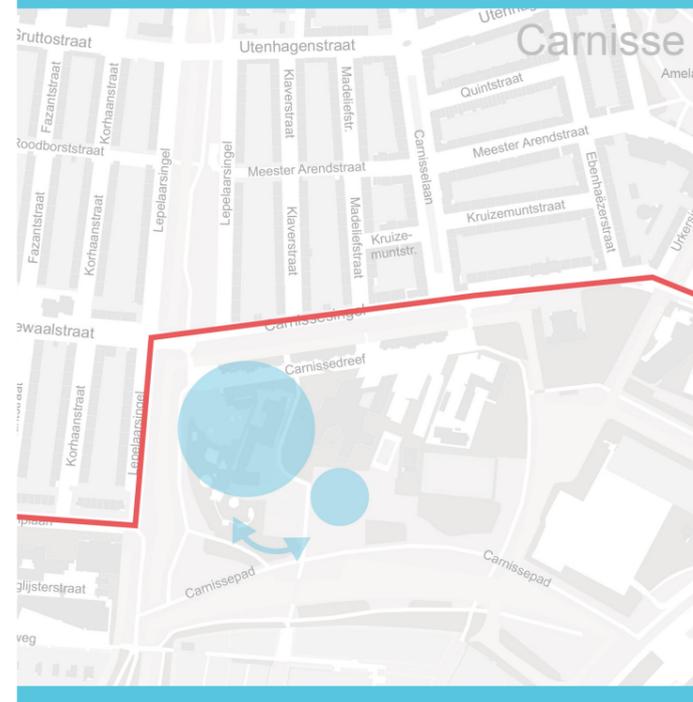


## INTERVIEW 3 PARENT

### General information

Parent 2  
 Gender: female  
 School children: Elisabeth school  
 Heritage: islamic background  
 Work: unknown  
 Living in neighbourhood: 40 years

Appreciation school: Mainly positive  
 Appreciation neighbourhood: Neutral



## INTERVIEW 4 EMPLOYEE 'GROENE OASE'

### General information

Name: Kobi  
Gender: female  
Function: gardner, the only paid employee of the 'groene oase'  
Heritage: Dutch

Appreciation neighbourhood: Neutral

The Groene Oase is situated at the southern border of Carnisse, right in between the Elisabethschool and the Kameleon. We accidentally stumbled upon the groene oase. A community garden, which is open to all citizens and visitors of Carnisse. In this garden, we started a conversation with two women.

### De Groene Oase

De garden has been started with the main aim that it could be a place where the people of Carnisse meet and Interact. The Groene Oase has been opened for approximately for a year, the function of meeting place is just developing in the most recent weeks. There are 20 to 25 small private gardens within the garden, the owners visit regularly. The biggest part of the Groene Oase is for communal gardening, 75% of the garden is taken care of by citizens in combination with Kobi.

### Education

This is also just starting to develop. A few children regularly stop by to play and learn. But the schools have not been actively visiting the garden yet. Two weeks ago, two teachers from the Kameleon came by to investigate the possibilities. They have been here with their children once now. Also, the teacher from the Elisabeth schools pass by with their children sometimes but this doesn't happen often. Kobi has as a goal to place little texts by the plants in the garden with Dutch as well as Polish and English names and a picture of the vegetable. In this way children passing by will learn from their trip. Kobi finds the Elisabeth school's own garden too small for proper education and would recommend them to pass by more often. She has been a teacher herself and would like to help setting up regular trips. Kobi does state that the Groene Oase is not officially an educational garden and that this might complicate things.

### Information Groene Oase

Angry at the way the municipality treated the Carnissetuin. Has been to a lot of information evenings on Carnissetuin, Hart van Zuid and groene oase. She is very skeptical about the way the renovation at Hart van Zuid are going to influence or help Carnisse. Strongly believes that bottom-up initiatives are way better to create social sustainability in the neighborhood. Constantly refers to the Carnissetuin and how this influenced the neighborhood positively. Tells about the essential role Vakmanstad played within educating the children. Is pessimistic on the future of the groene oase because the garden is supposed to be self-sustainable in three years, but she does not see this happen.

### Education

Believes that schools are less willing to contribute to the new garden with time as well as money because the old Carnissetuin disappeared after a couple of years. Says that in general projects do not last very long in Carnisse and that this influences hope and thereby efforts of schools and people. Tells us about the way that vakmanstad linked the Carnissetuin with the schools and hopes that this will happen in the future with the Groene Oase, but does not see this happen.

## INTERVIEW 5 VOLUNTEER 'GROENE OASE'

### General information

Name: Annie  
Gender: female  
Function: volunteer in garden as well as on the board  
Heritage: Dutch

Appreciation neighbourhood: Neutral

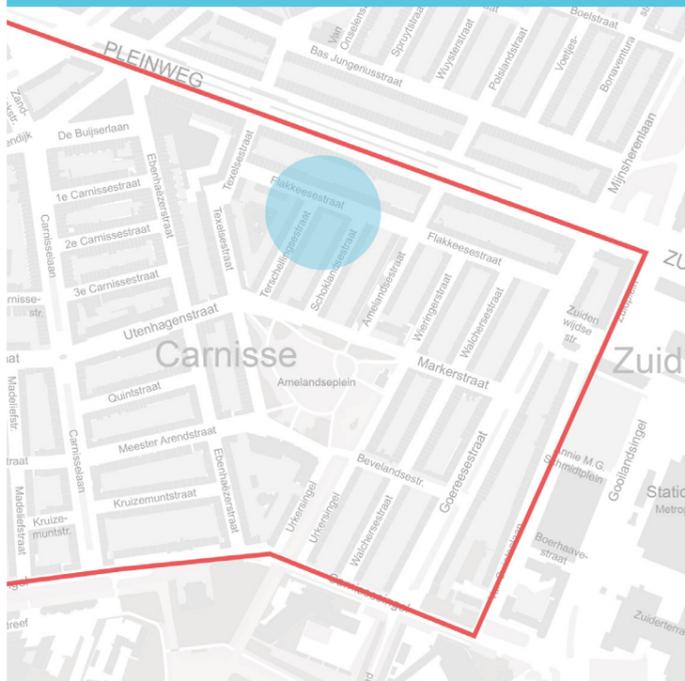
## INTERVIEW 6: DOCK - HUIS VAN CARISSE

### General information

Gender: female  
Heritage: Dutch  
Work: social worker  
Living in neighbourhood: no

Appreciation neighbourhood: Slightly negative

DOCK is a social organisation that helps people in the neighbourhood to develop talents, improve their life and help organize activities. DOCK in Carnisse was located at community center Huis van Carnisse.



### General information DOCK

DOCK is a social organisation which helps people to develop mostly social skills, they do this via guidance. Dock guides people three to six months officially, in reality, this is three months to one year, in this way they can monitor whether the guiding is working. DOCK guides people from a range of different ages, from children in grade 8 (final grade of secondary school) to parents in need of help. People can get in contact voluntarily with DOCK via several ways which are: the district team (wijkteam), walking in their office at Huis van Carnisse, by the probation service or by school. After this, people need to do an intake conversation. DOCK tries to help people using a principle of three pillars which are: School, Work and Home.

### School

The interviewee tells us that DOCK guides children from grade 8 onwards to discover their talents and choose the right form of future education. The main goal is to find which form of education is suitable for the child, this they call this the “Talentscan” (Talentenscan in Dutch).

*“VWO or HAVO is not necessarily seen as better, some children are really skilled in working with their hands”.*

The interviewee also says that sometimes, children receive extra Dutch Language lessons when needed. Also the children are stimulated to look for Dutch lessons to follow when the DOCK trajectory is over. According to the interviewee, the motivation of the children is high, but because often the children choose the wrong level or direction of education, they drop out of school, which she sees as a pity. The organisation of DOCK tries to prevent that children get the label for special education too soon, the interviewee tells us why this is important. In Carnisse children get the label for special education quickly while it might not be needed, the label comes with some negative side effects. There is a high amount of children with special education in Charlois, but that is not only caused by unnecessary labeling children with special education, there is also a high amount of slightly intellectually challenged children.

### Work

The interviewee tells us that often students are helping their parents to get more income. Higher educated students work at grocery stores, the lower educated have more difficulties being hired and often prefer an “easier” job: dealing drugs. In this way, they can make money surprisingly fast. DOCK also helps people to find a job. People have some difficulties with this because they often do not have proper network.

### Situation at home

When the interviewee tells about the last pillar she says that newly immigrated parents have a difficult time to find their way around in the Netherlands, this makes it hard for them to be fully involved with the education of their children. To help the parents with this DOCK invest in a prevention project by explaining the educational system in the Netherlands. Besides this, parents often have a difficult financial situation. Often the parents have the right to get money, but they do not know how to apply for the money, do not understand the Dutch language or they are ashamed of asking for money. The interviewee uses the Dutch expression:

*“Ze moeten met de billen bloot.”*

### Activities

DOCK organizes a couple of events in Carnisse, this they mainly do in order to increase social sustainability in the neighbourhood. The interviewee told about the following activities:

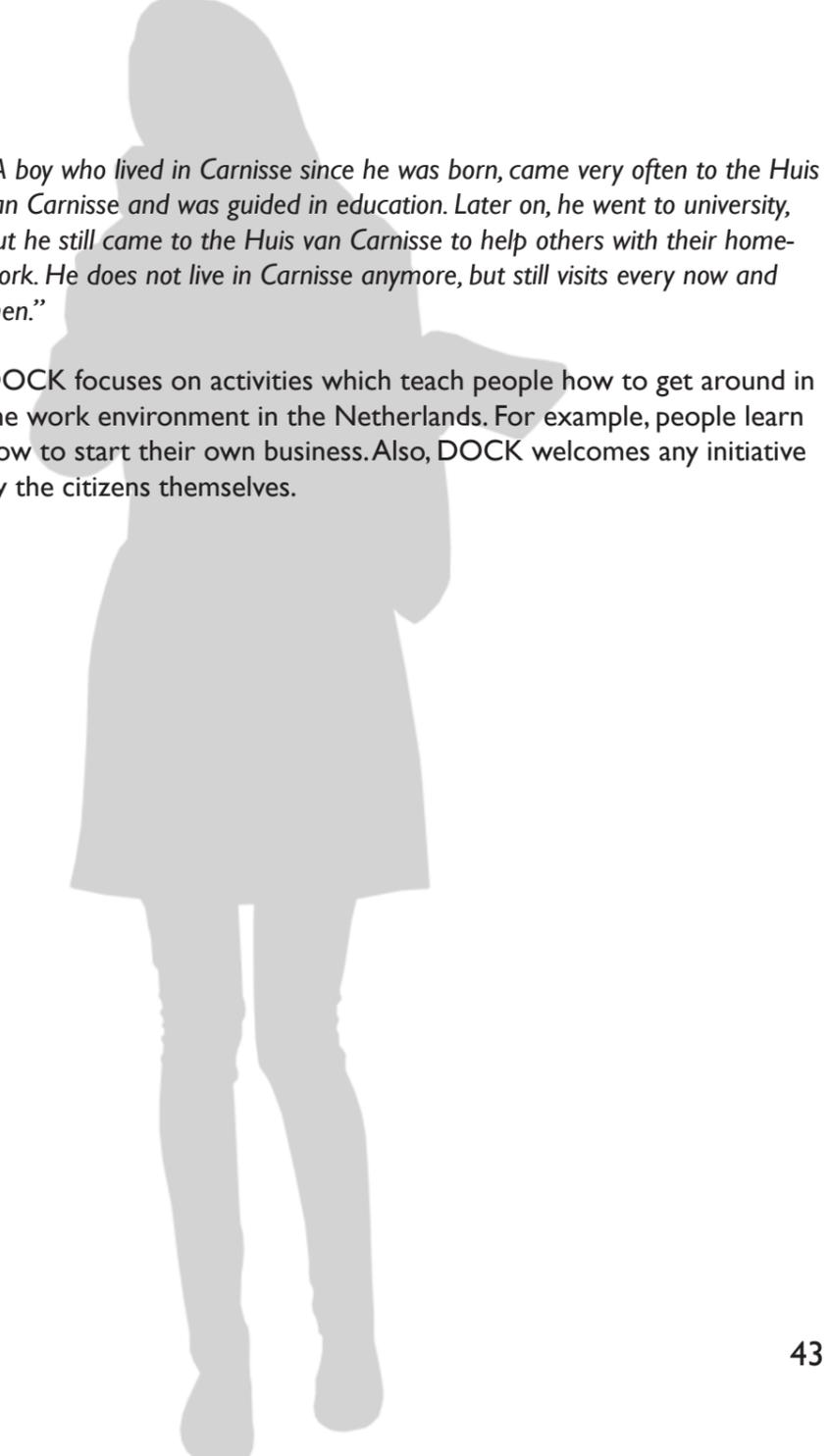
Taalontbijt: Organized breakfast (around 1,- or 2,- euros) at Huis van Carnisse to study Dutch language and eat together

Netwerklunch: Lunch for citizens (around 1,- or 2,- euros) to meet people from organisations in the neighbourhood, for example the police or the physiotherapist. People can learn their influence in the neighbourhood and get connections.

A lot of different people attend the events, people from different religious or ethnic background as well. These people help each other by creating a network. The interviewee tells a success story:

*“A boy who lived in Carnisse since he was born, came very often to the Huis van Carnisse and was guided in education. Later on, he went to university, but he still came to the Huis van Carnisse to help others with their homework. He does not live in Carnisse anymore, but still visits every now and then.”*

DOCK focuses on activities which teach people how to get around in the work environment in the Netherlands. For example, people learn how to start their own business. Also, DOCK welcomes any initiative by the citizens themselves.



# CONCLUSION

## INTERVIEWS AND SURVEYS

### Most important findings of this chapter

All interviews have been worked out, but in order to draw proper conclusions from the data retrieved during the interviews, the data needs to be coded. To code the interviews, the program ATLAS.ti was used, this data transmitting program is designed to quantify, qualitative data without losing the qualitative meaning. To analyse the qualitative information which is relevant for the research, various codes were used which directly relate to this research. The two main variables in the research are education and social sustainability. Social sustainability has been coded in ATLAS.ti as community. Education has been divided into different variables. Which are formal education, informal education, after school activities.

### Quantification

Community (and thus: social sustainability) stands out as a central theme in all interviews. This code is used the most while bringing structure to the interviews. It is interesting to analyse what kind of codes are used in combination with the community code. In the interviews, community is most often mentioned in combination with informal education or after school activities. For instance in the DOCK interview, the initiatives Taalontbijt and Netwerklunch both function as community strengthening as well as they informal educational purposes. One of the main quantitative conclusions drawn from the interviews thus is that informal education has more connection to social sustainability than formal education has. This quantitative analysis of the qualitative data is only an indicator of what might have been discussed in the interviews, therefore the quality of the information will be discussed separately.

### Qualitative information

Social sustainability is essentially related to how people feel about their neighbourhood. In this case, interviews were used in order to get to know how people feel about Carnisse. In general, the interviewees were quite positive on Carnisse and these people had strong belief in the community of Carnisse. Some points definitely stood out, these are mentioned here. Firstly, some interviewees told about doubts they were having concerning the neighbourhood, these doubts were mostly concerned with high crime rates. Drugs dealing teenagers make playing on the Carnisse's squares and

playground less attractive.

Secondly, central qualitative data retrieved was on the disappearance of the Carnissetuin and the emergence of a new gardening opportunity, the groene oase. Although the Groene Oase is in general seen as a good initiative which contributes to neighbourhood safety and community feeling, it is stated that the Carnissetuin had more positive aspects. The Carnissetuin had a greater community reach and there was more space for education via the organization Vakmanstad and the primary schools. The demolition of the Carnissetuin thus seems a missed opportunity.

A third aspect mentioned in several interviews is language problem on the schools in Carnisse. DOCK, parents and employees of the Groene Oase mentioned it. A focus for future education in Carnisse seems to get the basis level of Dutch higher. Children are already falling behind before they even visit school because they do not speak the Dutch language properly. Lastly, the efforts done by Vakmanstad were also discussed in several interviews. Interestingly, the subject the Vakmanstad organization offers to the Elisabeth school are not seen as after school activities but are properly integrated within the curriculum. A missed opportunity in this project is that most activities take place within the boundaries of the school. In this way the activities do not contribute to neighbourhood safety, belonging and social sustainability.

### Interview discussion

Although several interviews were done, some critical notes need to be placed. Due to the short amount of time reserved to conduct this research, not as much data is gathered as desirable. The schools in the neighbourhood were not eager to help us. We contacted the wereldwijs school via mail twice and called them once, sadly they did not respond. The same can be said for the Klaver school which we also called, emailed twice and we passed by once. The Kameleon school also did not respond on the two emails we have sent them.

The two organizations which we wanted to speak because their connection towards the schools seemed interesting to us unfortunately did not have time in the weeks we conducted the research. We emailed back and forward with Vakmanstad thrice but they did not manage to find time. The same can be said for PPO who we called and emailed. The main problems

with these big organizations is that contacting a general email address means that communication within the organization can sometimes be slow. A third aspect which is a weakness might be the fact that the people who we interviewed did not clearly reflect the population of Carnisse and the schools. We interviewed only women and mostly people who had ties to the Elisabeth School and not the other schools. For future research, a recommendation would be to speak to Vakmanstad, PPO, a diverse group of parents and the different schools. One might find this hard because the school are busy and not so eager to find a spot in their agenda for researchers.

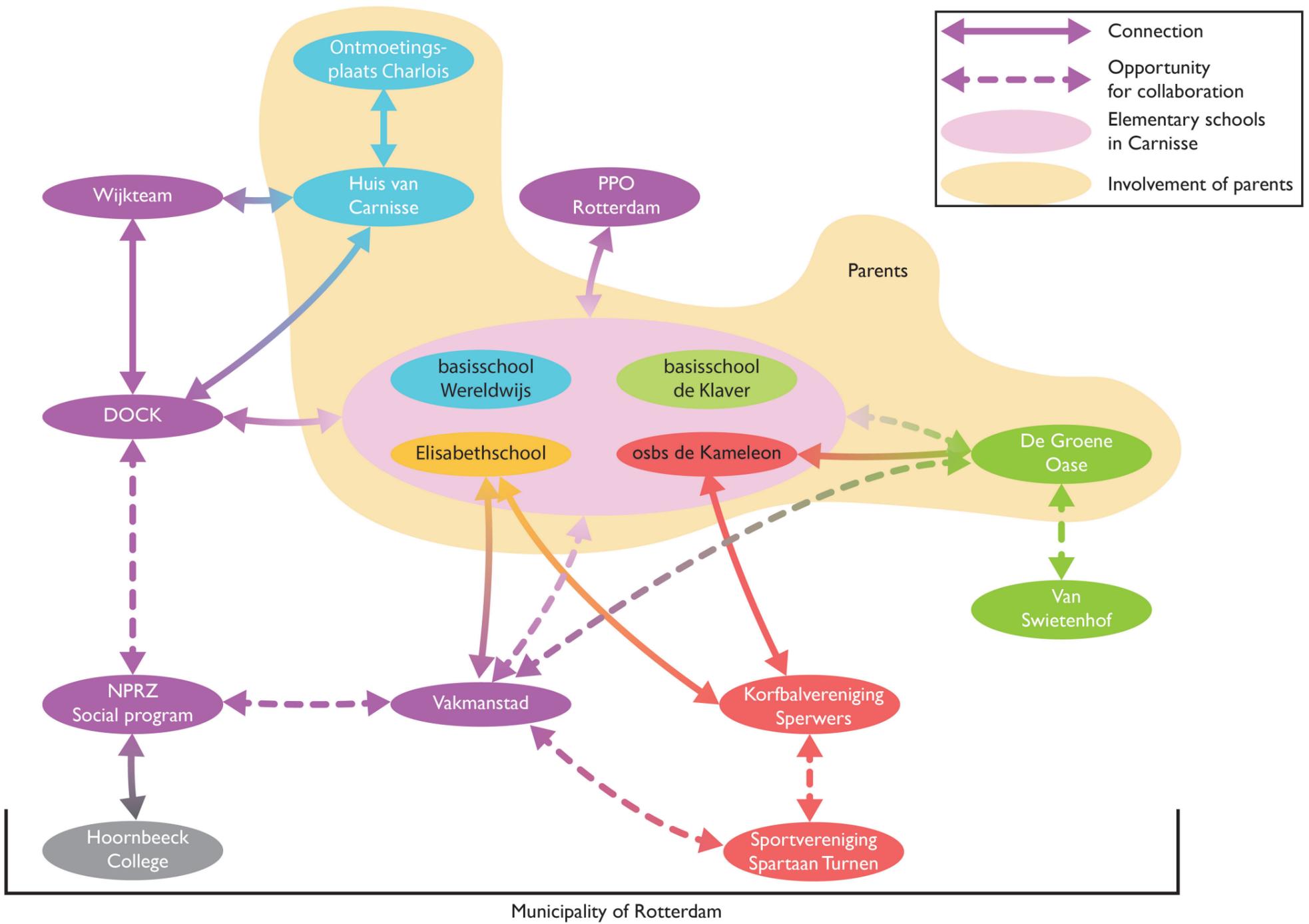


## 4. ANCHOR POINTS

### Chapter introduction

The anchor point analysis consists of finding key areas or organisations in the neighbourhood of Carnisse, finding a connection between them and finding their meaning / function within the area.

Through finding anchor points and connecting them to the schools a pattern of opportunities might arise out of the data. This might be in possible connections or collaborations or barriers that can be broken through.



**De Groene Oase**  
Community garden replacing the old Carnissetuin. Starting a collaboration with elementary school De Kameleon. Currently no educational purpose.

**PPO Rotterdam**  
Organization that is represented at every school in Rotterdam. Schools can apply for extra support for children that need extra attention.

**Wijkteam**  
The wijkteam estimates problems of local citizens and provides help and goals for them. It also connects citizens to other organizations for help.

**Parents**  
The parents are almost involved in every aspect, especially education and community. The extent to which they are involved is important.

**Van Swietenhof**  
Community garden in the area of Carnisse, adjacent to Zuidplein. It is hidden between two rows of buildings.

**Vakmanstad**  
Organization that develops educational programs where health, sustainability and talent development are central.

**Korfbal club Sperwers**  
Korfbal club where you can play tennis and Jeu de Boules, next to Korfbal. Schools use the terrain to do gymnastics.

**Green spaces**  
 Green spaces

**Gardening**  
 Gardening

**Educational purpose**  
 Educational purpose

**Huis van Carnisse**  
Community center, with Dutch lessons, lunches/breakfast and the "living room" (de huiskamer). Everyone can chat, study and eat (together) here.

**DOCK**  
Organization that is represented in every district. It helps citizens with school (for example choosing the right education) and administrative issues.

**Sports club Spartaan Turnen**  
Sports club for gymnastics. It is a small, private business.

**Community function**  
 Community function

**Providing opportunity for networking**  
 Providing opportunity for networking

**Providing financial and social assistance**  
 Providing financial and social assistance

**Ontmoetingsplaats Charlois**  
Community center adjacent to the Amelandseplein. Unlike Huis van Carnisse, more elderly are coming here.

**NPRZ social program**  
Program of the NPRZ that focusses on the social aspect of the area. It focusses on work, education and opportunities for local citizens.

**Municipality of Rotterdam**  
The municipality in connection with almost every organization. Providing subsidies, assignments and room for the different organizations.

**Accommodation**  
 Accommodation

**Sports**  
 Sports

**Providing subsidies.**  
 Providing subsidies.

Municipality of Rotterdam



## ANCHOR POINTS

- Elementary schools
- High schools and secondary education
- Organisation who collaborate with the schools
- Important shopping point for students
- ! Opportunities for collaboration

### Anchorpoint card

The main anchorpoint in the area of Carnisse is a belt of education that continues through Carnisse, Hart van Zuid and Vreewijk. It consists of a couple of elementary schools, high schools and some institutions for secondary education. Some organisations that the schools collaborate with cluster around this belt as well. At certain points it is interrupted by a large road, which creates a barrier (small or big) to either Hart van Zuid or some of the schools.

### Opportunities

Within the range of the belt there are some other opportunities and possibilities for collaboration with the schools that are not utilized. This includes the theater in Hart van Zuid, the sports fields located next to Ahoy, the community garden 'De Groene Oase' and DOCK; and organisation located in the community centre. These organisations could offer schools a place to further explore talents of some of the students and through certain activities this could benefit the organisations and the neighbourhood as a whole.

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# CONSLUSION

ANCHOR POINTS

## Most important findings of this chapter

There are a lot of opportunities within Carnisse and Rotterdam to uplift the primary education within the neighbourhood. Not all these opportunities are being taken advantage off.

For example the overlapping programs from DOCK and NPRZ, there is an obvious connection in their programs and ideas, but they don't work together towards their goal. Making this connection could greatly increase their means and chance of getting there.

Another case of this are the facilities in and around Carnisse, such as 'De Groene Oase'. The schools and facilities could both greatly benefit from making a connection.



## 5. CONCLUSIONS

This report consists of a description of education in Carnisse, it is part of a broader spectrum of problems existing in Rotterdam-South area. The report tries to analyse and map how socio-spatial justice manifests itself in Carnisse and more specifically how it manifests itself in the primary schools in this neighbourhood. Also, we tried to suggest possible opportunities to create more socio-spatial equality through these primary schools. In this conclusion the content of the report will be summarized briefly, after this suggestions for solutions and future research will be done.

### Education

The results of all primary schools in Carnisse are less than average, this has several possible causes. Firstly, the basic level of Dutch on the schools seems to fall behind. This mostly caused by the fact that a significant part of the school's their population has never spoken Dutch when they enter the school. A big part of the school's population has an immigrant background and their parents do not speak Dutch with them. This language barrier when the children enter the school seems to result in an increase of so called 'probleemkinderen'. Because of a shortage in teachers, money and / or time these children with basic problems do not get the attention they need. Another reason for the low average score is the fact that children who are able to excel at school do not get enough opportunities to do so. This results in a low amount of children going to VWO or HAVO. What is an interesting note is that our interviewees who had children attending the Elisabeth school do not see this school nor this neighbourhood as essentially bad. Although, the conclusions concerning the quality of the schools seem pretty dramatic, this not directly indicates that the schools are doing a bad job. The schools, seem to work quite well with what is given to them. The various initiatives to connect the neighbourhood to the school show these efforts.

### Problems and Solutions

The schools thus seems to do pretty well concerning what they got to work with, there are some opportunities for helping the schools develop even better programs to decrease socio-spatial inequality. The external opportunities will be elaborated upon at first afterwards we will take a look on what the schools can do themselves. Initiatives to help the schools

develop and fight against socio-spatial inequality tend to not last long. The example which is often mentioned in the report is the Carnissetuin, this can be seen as a combination of schools and community. But as Annie told us, there have been more initiatives in the neighbourhood which have lasted too short, one of the main reasons is that subsidies always have an end date. It has not been good for people's hope for a better future for Carnisse. The Groene Oase might offer a solution to this problem but it is advisable to make sure this initiative will not disappear like many initiatives before it.

The Hart van Zuid redevelopment plans make it seem like a solution is offered, the social program focuses on helping youths from Charlois (age: 14-30) to get their lives back on track. This seems nice at first but when looking at the root of the problem it does not seem to help at all. As argued in this report, the main problem lies with the primary schools or even before the children go to primary school. It seems like helping youths in this phase (14-30) of their life would not tackle the roots of the problem. The problem also depends on voluntary sign up from the youth itself. It is possible that young people in the most need of help will not make this first step. The Hart van Zuid redevelopment plan fails to increase collaboration between stakeholders who are at the root of the problem, as shown in the anchor point analyses. The redevelopment project only seems to increase local borders, simple bottom-up solutions could possibly help overcome these problems. For instance connecting the primary schools to institutions such as the theatre in the Hart van Zuid area.

In general, connecting institutions and schools might help to increase the quality of the schools. As analyzed in this report, there is a lack of collaboration between schools but also between schools and other institutions. These connections seem like a missed opportunity for both the schools as well as the redevelopment project of Hart van Zuid. Both of these stakeholders could try to make a bigger effort to collaborate with neighbourhood initiatives. It seems like the schools miss out on playing a central role in decreasing socio-spatial inequality in this way. Maybe DOCK, Hart van Zuid redevelopment project and the schools can work

together to increase the basis level of Dutch in schools. This can be done by both helping parents understand Dutch as well as helping parents understand the Dutch educational system.

#### **Suggestions for future research**

The data collected seems to give a first insight on the problems primary schools in Carnisse are facing. This research, is too small and there was not enough time to properly investigate all possible problems concerning education in Carnisse. Future research would do benefit to investigate how the relation between primary schools and other stakeholders manifests. To do so, it would be good to do interviews with the different schools.

Furthermore, this research does not analyse how the 'bad' scores of the primary schools influence the lives of these children in the future. It is not proven, that the youths in Carnisse who are experiencing social problems, have any relation with the primary schools in the neighbourhood. Thus, it seems interesting to investigate whether the social problems in the neighbourhood are truly negatively impacted by youths who have attended the various schools.



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# APPENDIX

## APPENDIX I Presentation boards week 2, 3 and 4

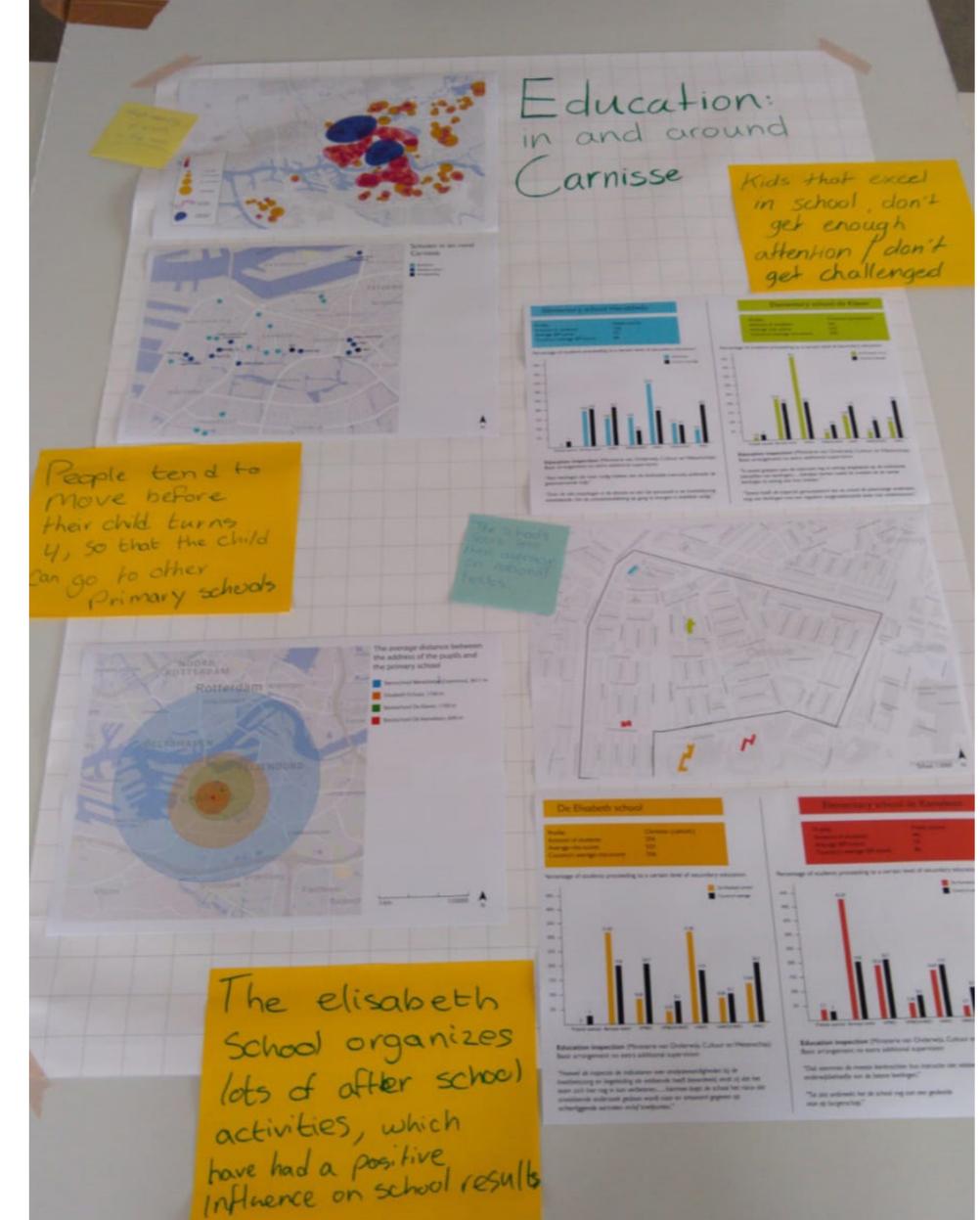


figure 1: Presentation board week 2

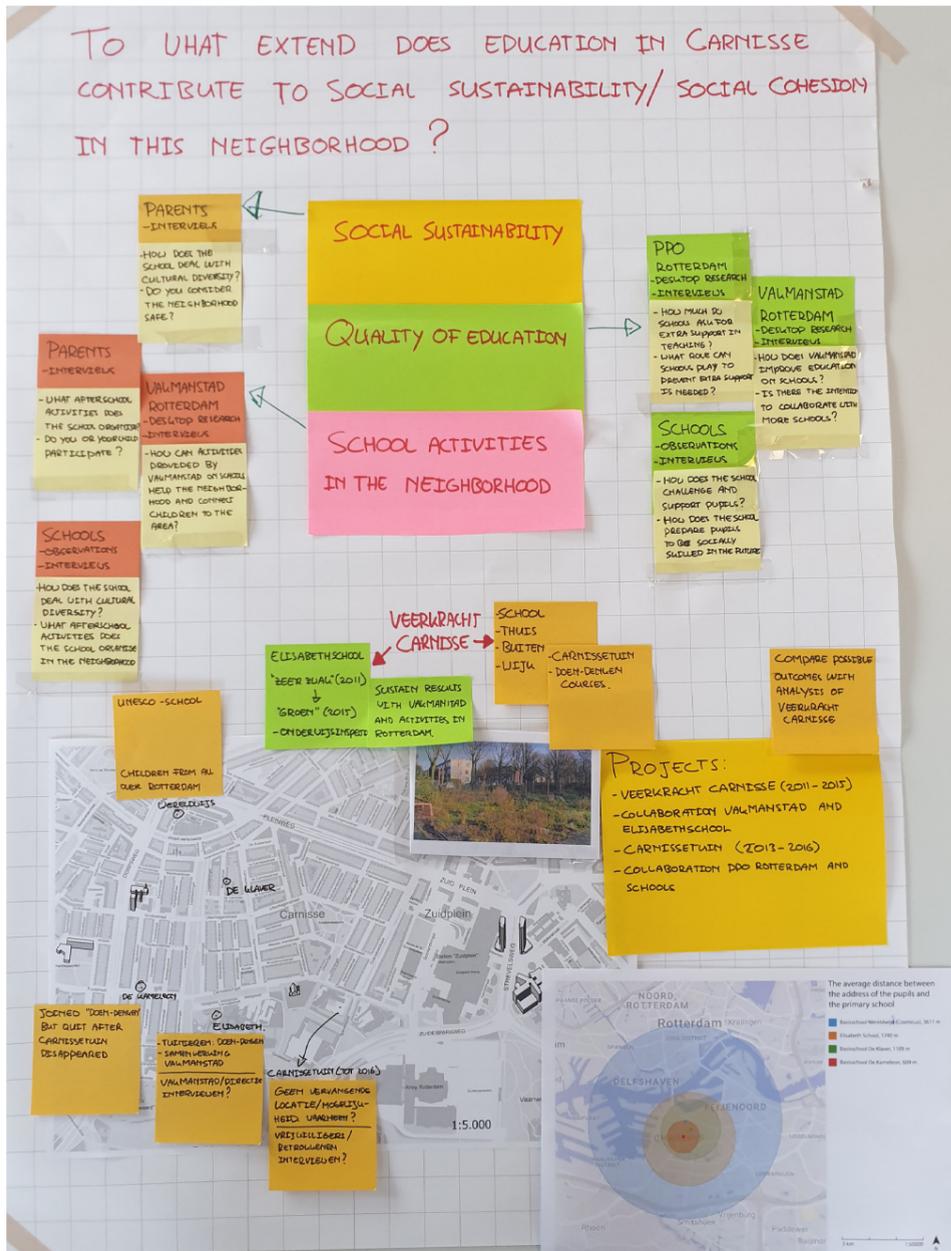


figure 2: Presentation board week 3

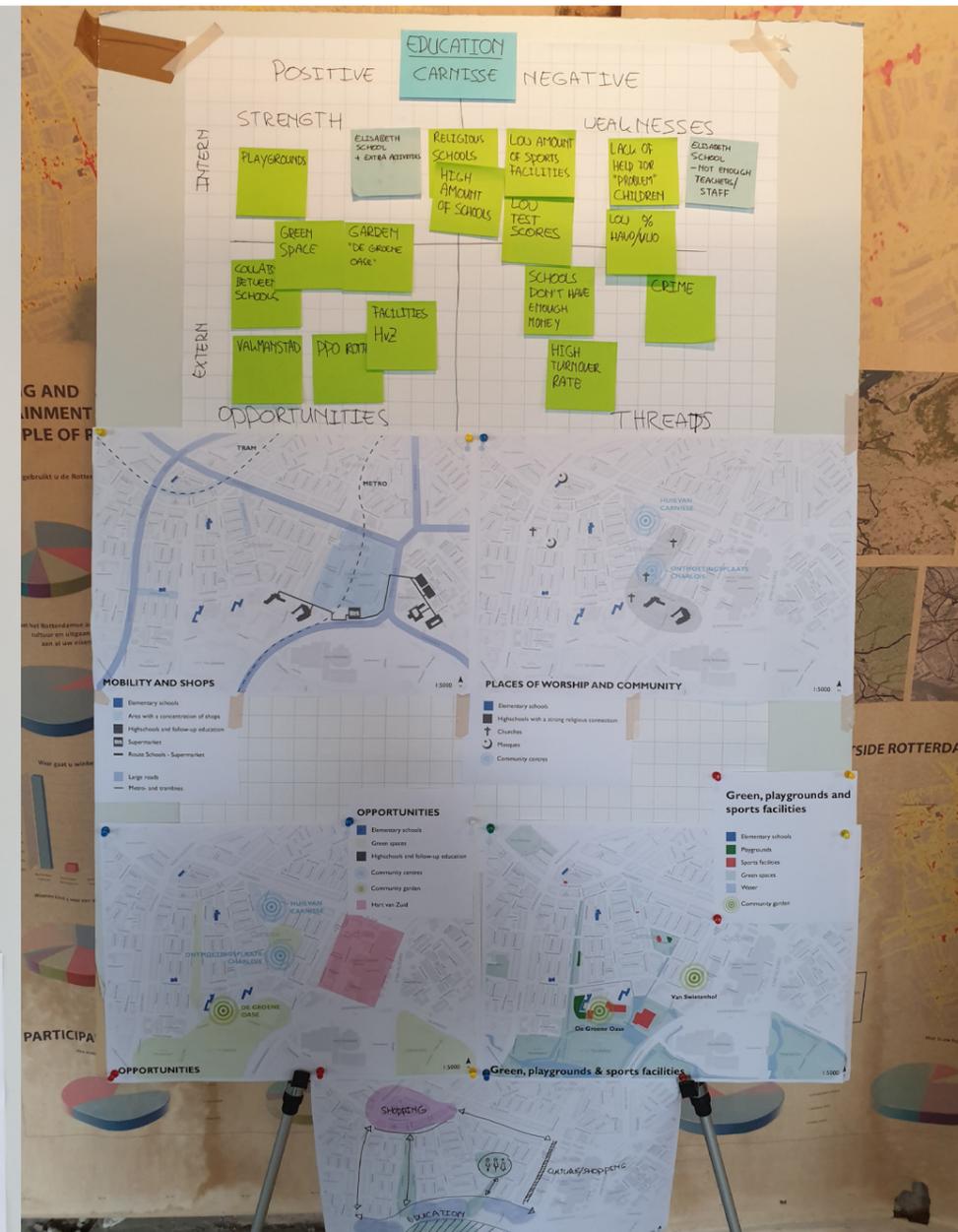


figure 3: Presentation board week 4

## APPENDIX 2

### Interview protocols

All protocols are set up in Dutch, because that's the language we spoke in with all the interviewees.

### Interview protocol parents:

#### Itemlist

- Welke school, wonend in wijk?
- Wat vind u leuk/goed in deze wijk?
- Waarom deze school?
- Buitenschoolse activiteiten op school?
  - In welke mate dit al plaats vindt
  - Wat nog mist
  - Ook voor meer dan de kinderen
- Hoe veilig vindt u de wijk?
  - Laat u uw kinderen op de speelplaatsen spelen?
  - Laat u uw kinderen alleen naar school lopen?
- Hoeveel ondersteuning geeft de school aan de kinderen?
  - Speciaal onderwijs (beperking, hoogbegaafd etc.)
  - Biedt de school voldoende uitdaging

#### Introduction

Goedemiddag, wij zijn Tijs, Froukje en Sander. Wij studeren aan de universiteit van TU Delft en doen nu een onderzoek in deze wijk. We zijn geïnteresseerd in de basisscholen in Carnisse. Zouden wij u hier een aantal vragen over mogen stellen? (En dit mogen opnemen?)

#### Opening questions

Naar welke school gaan uw kinderen?  
Kunt u ons iets vertellen over de school?  
Waarom heeft u voor deze school gekozen?

Hoe ondersteunt de school uw kind?  
Krijgt uw kind voldoende uitdaging/ondersteuning?

Organiseert de school buitenschoolse activiteiten?

Kunt u ons iets vertellen over de wijk (Carnisse)?  
Hoe veilig vindt u de wijk?

## Interview protocol parents (continuation):

### Possible follow-up questions

Zou je hier meer over kunnen vertellen?

Wat zijn je ervaringen hier mee?

### In-depth questions

Hoe gaat de school om met de grote diversiteit op school?

Hoe vaak doet u kind mee aan buitenschoolse activiteiten georganiseerd door school?

### Closing the conversation

Is er nog iets wat u graag wilt delen/vertellen aan ons dat we over het hoofd hebben gezien?

Heel erg bedankt voor het beantwoorden van de vragen.

Heeft u nog vragen aan ons?

Interview protocol teachers / boardmembers:

## Interview protocol teachers / boardmembers:

### Introduction

Goedemiddag, wij zijn Tijs, Froukje en Sander. Wij studeren aan de universiteit van Delft en doen nu in samenwerking met de veldacademie een onderzoek in deze wijk. We zijn geïnteresseerd in de basisscholen in Carnisse. Zouden wij u hier een aantal vragen over mogen stellen? (En dit mogen opnemen?)

### Opening questions

Kunt u ons iets vertellen over de school?

Kunt u ons iets vertellen over de wijk (Carnisse)?

Possible follow-up questions

Zou je hier meer over kunnen vertellen?

Wat zijn je ervaringen hier mee?

### In-depth questions

Hoe gaat de school om met de grote diversiteit in Carnisse?

Welke projecten/activiteiten organiseert de school in de wijk/buurt?

Wat voor een buitenschoolse activiteiten organiseert de school?

Hoe goed worden buitenschoolse activiteiten bezocht?

Welke rol moet een school volgens u spelen in de wijk?

Op welke manier biedt de school uitdagingen aan leerlingen?

Op welke manier biedt de school extra ondersteuning aan leerlingen?

### Closing the conversation

Is er nog iets wat u graag wilt delen/vertellen aan ons

Heel erg bedankt voor het beantwoorden van de vragen.

Heeft u nog vragen aan ons?

## Interview protocol PPO:

### Introduction

Goedemiddag, wij zijn Tijs, Froukje en Sander. Wij studeren aan de universiteit van Delft en doen nu in samenwerking met de veldacademie een onderzoek in deze wijk. We zijn geïnteresseerd in de basisscholen in Carnisse. Zouden wij u hier een aantal vragen over mogen stellen? (En dit mogen opnemen?)

### Opening questions

Kunt u ons iets vertellen over de rol van het PPO op de scholen?

Kunt u ons iets vertellen over de wijk (Carnisse)?

Possible follow-up questions

Zou je hier meer over kunnen vertellen?

Wat zijn je ervaringen hier mee?

### In-depth questions

Hoe gaan de scholen om met de grote diversiteit in Carnisse/op school?

Wat kunnen scholen doen om algemene resultaten te verbeteren?

Hoe spelen buitenschoolse activiteiten een rol in het verbeteren van de schoolresultaten?

Welke rol moet een school volgens u spelen in de wijk?

Op welke manier biedt de school uitdagingen aan leerlingen?

Op welke manier biedt de school extra ondersteuning aan leerlingen?

### Closing the conversation

Is er nog iets wat u graag wilt delen/vertellen aan ons

Heel erg bedankt voor het beantwoorden van de vragen.

Heeft u nog vragen aan ons?

## Interview protocol Vakmanstad Rotterdam:

### Introduction

Goedemiddag, wij zijn Tijs, Froukje en Sander. Wij studeren aan de universiteit van Delft en doen nu in samenwerking met de veldacademie een onderzoek in deze wijk. We zijn geïnteresseerd in de basisscholen in Carnisse. Zouden wij u hier een aantal vragen over mogen stellen? (En dit mogen opnemen?)

### Opening questions

Kunt u ons iets vertellen over de rol van Vakmanstad Rotterdam op de scholen?

Kunt u ons iets vertellen over de wijk (Carnisse)?

Possible follow-up questions

Zou je hier meer over kunnen vertellen?

Wat zijn je ervaringen hier mee?

### In-depth questions

Hoe gaan de scholen om met de grote diversiteit in Carnisse/op school?

Of: Hoe zouden scholen om moeten gaan met de grote diversiteit op school/in Carnisse

Hoe verbetert Vakmanschap Rotterdam het onderwijs in Rotterdam?

Welke projecten organiseert Vakmanstad Rotterdam met de scholen?

Wat kunnen scholen doen om algemene resultaten te verbeteren?

### Closing the conversation

Is er nog iets wat u graag wilt delen/vertellen aan ons

Heel erg bedankt voor het beantwoorden van de vragen.

Heeft u nog vragen aan ons?