



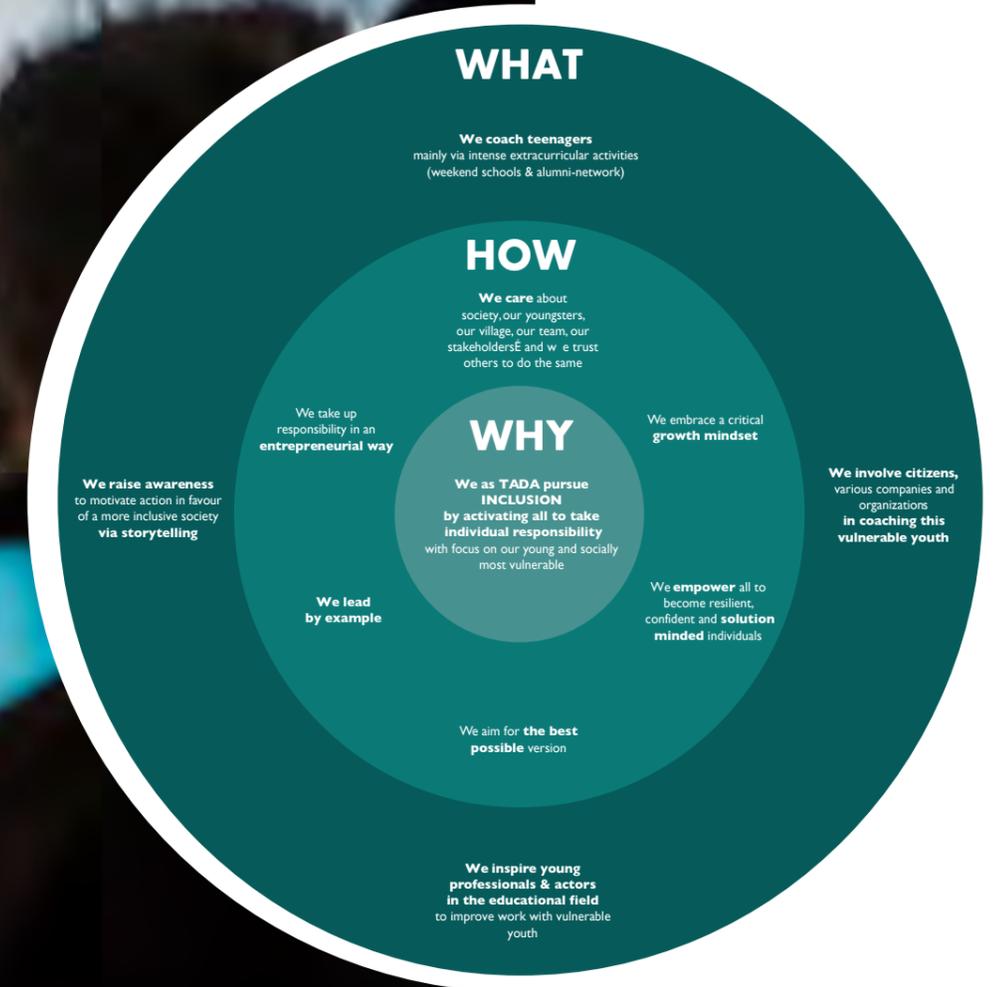


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# TADA IN 3 QUESTIONS

ToekomstATELIERdelAvenir, shortly TADA, is a non-profit organization that involves citizens and businesses in the **emancipation and inclusion of socially vulnerable teenagers and their entourage.**

## WHY?

TADA pursues a more **inclusive society**. The non-profit organization inspires people to increasingly take **individual responsibility** in order to move towards better integration. The focus is on the emancipation of Brussels' socially vulnerable teenagers. The learning network from TADA also wants to encourage adults to take action for more social cohesion.

## WHAT?

TADA offers more than 1000 socially vulnerable teenagers from Brussels' most disadvantaged neighborhoods **intensive extra-curricular activities**. In an environment that fosters self-confidence, TADA inspires and informs them by showing what opportunities 'later' might have in store.

At our weekend schools, teenagers (10-14 years old) discover themselves and society. Each week, **passionate professionals teach a hands-on course**. They could be judges, nurses, chefs or mechanics. After 3

years of weekend schooling, we offer continuous support via our **alumni program** (Tada For Life)

TADA also creates **awareness**. Via communication and workshops (e.g. in schools and companies), we hope to be a contagious example and to stimulate inclusion indirectly.

## HOW?

In order to all be on the same page, we developed a 'Code of Conduct' with our team and board of directors. The 'How' in the circle below circle briefly explains TADA's values.

Regardless of 'What' TADA undertakes, these values are essential. In everything we do, we are focused on 'growing/learning' and 'caring'. In the broader TADA network, we also invite people to put these values into practice in their daily lives.



# TADA'S IMPACT UP TO NOW?

General overview

## # TEENS REACHED



**>1000  
BRUSSELS' TEENS**  
DIRECTLY IMPACTED

670 in weekend school & 430 alumni

**>1000** families | **>50** schools | **4** municipalities

## HOW ?

Through our **weekend schools and alumni network**, we offer extra-scholarly activities that set the **learning** (-bar) high, while equally fostering the **wellbeing of the child**

## IMPACT ?



Only **0,4%** of alumni dropped out of traditional school early



Over **75%** of alumni act for society, via TADA or other organisations



**>5000  
BRUSSELS' TEENS**  
INDIRECTLY IMPACTED

Through **companies, scholarly projects, non-profit organizations and former employees**



**150** Brussels' teachers/principals inspired

**22** ex-employees active in education

**130** inspired through TADA workshops or visits



**75%** say they got ideas to apply at school

*We publicly advocate for change and try to implicate as many adults as possible in TADA's pursuit of a more inclusive society. That way, we aim to amplify our impact beyond Brussels and beyond our daily work.*



We have engaged **>7500 volunteers** in the weekend schools, 9 out of 10 say they learned something about themselves and society



We gave **>50 workshops & keynote speeches**, inspiring teachers and other citizens to take individual responsibility for an inclusive society



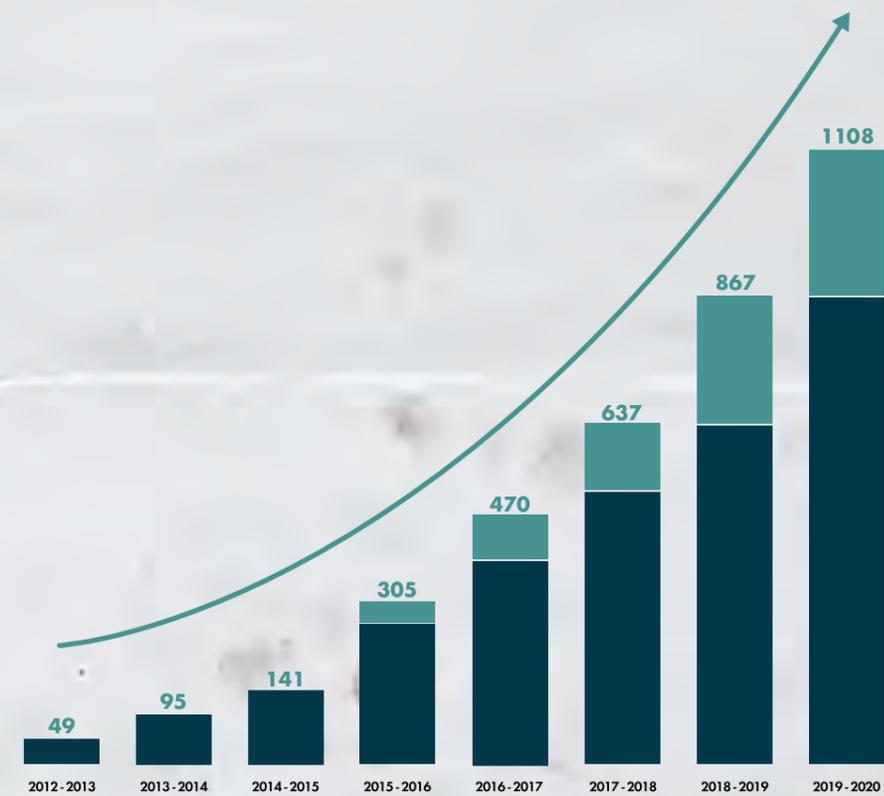
**> 17 organizations** have started **acting for society** and were directly inspired through involvement with TADA, 12 of which are active in education

# TADA'S DIRECT IMPACT

TADA was founded in 2013, inspired by the Dutch IMC Weekendschool.

At first, we coached two classes, reaching a bit less than 50 students.

In October 2019, **672 children** were attending TADA classes on a weekly basis while we were coaching **436 alumni**. This means that **we reached TADA's goal** to make a difference in the lives of more than 1000 youngsters before 2020.



GROWTH OF TOTAL NUMBER OF ACTIVE TADA PUPILS AND ALUMNI

TADA pupils

TADA alumni





# GIVING WINGS

How do we give our teenagers wings?

TADA believes that **small gestures can lead to big changes**. By offering complementary schooling during the weekend, we broaden children's lives and keep them motivated.

TADA aims to **make teenagers grow**:

- by broadening **their perspectives** on the future
- by teaching them how to be motivated, resilient, knowledgeable and **confident**
- by developing **their soft skills**
- by expanding their general knowledge and/or **feeling of belonging to society**

- Meeting professionals from very different industries triggers our TADA teenagers during the weekend and encourages them to **discover society in a broader way**.
- We discourage thinking in stereotypes** by putting role models in front of the class who have a different age, sex, education and origin. "Of course girls can work in the construction industry!" We build bridges by bringing children to places they considered out of reach and only know from tv, such as the courts, a pharmaceutical company, a theater or a star restaurant.
- By making sure that our TADA teenagers experience a **eureka moment** during the interesting extracurricular activities, we develop their desire to learn. Paying attention to well-being and discipline ensures an attendance of 85% every Saturday.
- Following the slogan '**You cannot learn without making mistakes**', we stimulate a growth mindset. This implies that each one's capacity to learn is not fixed, but can develop when making an effort. We complement our TADA teenagers on behavior that shows determination to learn/grow (unlike complimenting them on innate skills or talents).

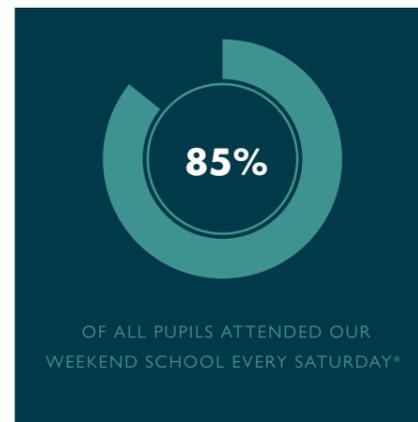
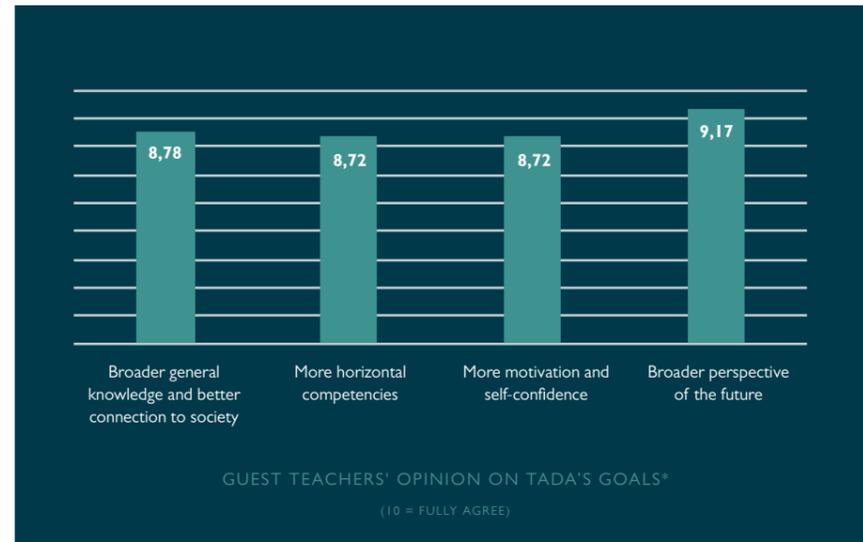
# TADA'S IMPACT SCORE CARD

In 2016, TADA started a **collaboration with Vlerick Business School** to follow up on the quality of the TADA weekend schools and to measure the effect of TADA on the target group in a uniform way. Together we determined a series of indicators, also called **TISC**, or TADA's Impact Score Card.

applies **qualitative criteria**. By encouraging teenagers to recreate certain situations through role-play, TADA aims to stimulate and follow-up on the growth of teenagers in terms of citizenship and in terms of non-cognitive competencies. This is measured and compared at the beginning and at the end of the program.

The TISC includes **quantitative key performance indicators**, such as the number of TADA teenagers who subscribe and then drop out, the average number of volunteers per TADA class per Saturday, and the number of alumni who graduate in the traditional education system. TADA also

Lastly, by means of **questionnaires** based on the 'Net Promoter Score', we ask diverse TADA stakeholders, such as our volunteers, whether they believe that TADA achieves its objectives.



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\*All graphs in this annual report refer to the 2018-2019 school year.

# TADA'S INDIRECT IMPACT

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Over the years TADA's indirect impact has also enlarged like an oil slick. Many adults got **inspired by TADA's approach**. Regularly they change the lives of vulnerable youngsters by launching similar activities themselves.



# TADA'S INDIRECT IMPACT

The indirect impact of TADA is hard to measure, but we still do our best to collect data. We make a distinction between TADA's indirect impact in Brussels and outside of Brussels.

## IN BRUSSELS

In Brussels, TADA inspired around 150 adults who are working in the traditional education system.

- In the past year, approximately **130 teachers/principals** visited TADA on a Saturday and/or participated in **our motivational workshops for adults**. During these interactive sessions, we demonstrate our approach to tackle the challenges in the education system in Brussels. The impact? **75%** of the hundreds of adults who participated in the TADA motivational workshops stated afterwards that they were inspired and would implement these ideas in the traditional system.
- About **20 former employees from TADA** went back to work in the challenging **education system in Brussels**. TADA is also an excellent training ground for everybody who, as a teacher or a principal, wants to maximize his or her impact in a diverse and metropolitan area. That is what many of them say

## OUTSIDE OF BRUSSELS

Also outside of Brussels, TADA aims for a more inclusive society. In the past years, **we publicly called for change** and tried to engage as many adults in our activities and to inspire them to take on more individual responsibility. The result?

- More than **7500 volunteers** became involved at least once with TADA since the start of our organization.
- No less than 90% of our thousands of guest teachers state that they themselves also learned something from teaching our teenagers. TADA appeared **in the media more than 340 times** and advocated for change in more than **50 keynote speeches**, making numerous people aware of the educational inequality in Belgium.
- Over **17 new organizations inspired by TADA** were founded, of which 12 in the world of education. Following our advice or after a visit to our youth work, dozens of other organizations (schools, companies, ...) integrated elements of TADA's approach in their way of working.

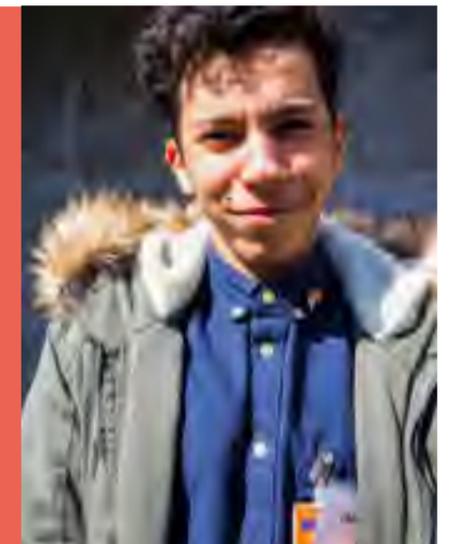




Chadi is committed to Brussels. "I am caregiver at the Red Cross, I study to become a fire fighter, I participate in different humanitarian projects..." he sums up.

Chadi recently started a **police officer training course**. One day he wants to **share his experiences** with the TADA pupils. "I will bring my uniform so kids can try it on."

**Chadi (18 years old): caregiver at the Red Cross and firefighter in the making**



Junior wants to be a **pediatrician**, because he loves children. He promised his mother he will make it happen. In the meanwhile, being the eldest of the family, Junior takes up more and **more responsibility**.

"TADA made Junior into a **good big brother**", explains his mother. "He is an example for his little brothers. He shows them the way and explains many things to them. Junior also helps me with **various household chores**. I thank TADA for that!"

**Junior (13 years old): oldest in a family of four**

Every Saturday, Tolga voluntarily assists in a TADA class. He sees himself as **'the big brother' of the children**. "I love to work with kids", he explains. "After three years at TADA, I want to **give back**."

Last summer Tolga participated in a **training** at JES to become animator at Brussels' Speelpleinen. "I am happy when I get **responsibilities**" he explains.

**Tolga (15 years old): helper at TADA and animator at Speelpleinen**

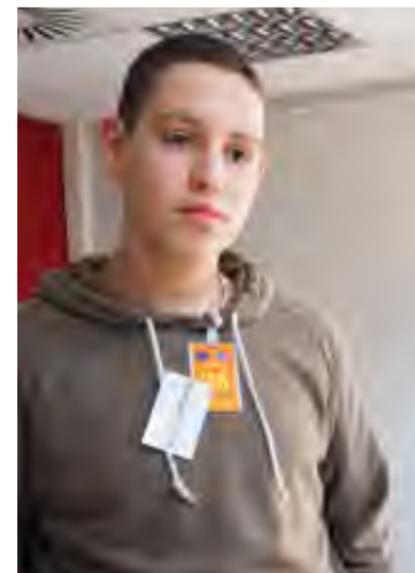


Last summer Armando and Makoura animated a group of kids at the **Summer academy** of Teach For Belgium in Anderlecht. Soulayman was **animator** at Spelket Schaarbeek.

Sven Moens, who organized this youth work, is happy: "After I launched a call to find motivated animators, I immediately received **tree emails from enthusiastic TADA alumni**."

Several teachers from one of the 50 schools TADA collaborates with, confirm that **TADA kids dare to take initiative** and motivate their friends. "In my class, I often hear them say to other kids: "If you don't study, you will not get there", says Sally, teacher in La Sagesse at Sint-Josse.

**Makoura (15 years old), Armando (16 years old) and Soulaymane (17 years old) : youth animators**



## MORE THAN 100 COMMITTED ALUMNI FOR BRUSSELS

At this day **more than 100 TADA alumni** contribute to a better society in Brussels.

Many alumni take action and motivate their environment to take action. They are **role models** for the youngest in the TADA community, contribute to other organiza-

tions or give the good example by motivating their loved ones.

Discover how our alumni take more and more responsibility by reading **their stories**.



“THE WHOLE OF BRUSSELS SHOULD BE A BIT MORE TADA”

*I was living in Molenbeek for ten years, but what did I actually know about this commune? I wanted to commit in a positive way, a way in which I could help to make Molenbeek a better place.*

*For the newspaper, I write down a lot of opinions, but sometimes it is better to just do something. In September 2015 – when all my neighbors got arrested (laughs) – I was being asked to lead a TADA workshop on journalism. As a small group we interviewed a police officer, responsible for youth matters. The teens had to come up with questions and write down the interview. That was a lot of fun. After that day I told TADA: you can call me anytime, for everything. They did it ever since and that made me one of the permanent volunteers.*

*At TADA we work a lot on self-confidence. I had underestimated how important self-confidence is, the fundamental trust you can do anything. The discovery that you're good at something, which you didn't know before. That happens not enough in traditional schools I think. There is a whole generation of youngsters convinced that they don't excel in anything. For kids with my background, from the western part of Flanders, where you are being encouraged, that is a given. Here you see how much teenagers long for that.*

*TADA is an almost necessary addition to traditional education in Brussels, of which we know it has many flaws. This is frustrating to me: TADA exists, every Saturday. Why don't we do these kind of things more often? How long are we talking about the problems in Brussels' education, Brussels' labor market, Brussels' kids? I have lost count on how many times we said that we are dealing with a lost generation. Are we going to continue saying this or are we going to do something about it?*

*A small push in the back, a little support, can mean a lot. TADA is hopeful, because I genuinely believe that TADA makes a difference. It will not resolve everything, but it's these kinds of building blocks of which we need many more to be able to finally change that story. Sometimes I think by myself: the whole of Brussels should be a bit more TADA, in attitude, ambition and care for teenagers.*



LIESBETH VAN IMPE  
Editor in chief of Het Nieuwsblad

# “TADA IS AN EXAMPLE OF PREVENTION”



As an investigating judge, I see criminals committing crime after crime because of very **low self-esteem**. People who commit offences do so because they don't have a goal in life; they don't have anything to lose.

We expect justice to be fair, but that is often not the case because **from a young age, opportunities are unequally divided**. Judges aren't capable of providing answers to social injustice. TADA on the other hand, tackles the problem at its roots.

TADA invites all kinds of professionals to have a positive look on youngsters. During the Saturday workshops, these kids are being told they can do anything. Through encounters and enriching experiences teenagers become conscious of possibilities and they build on future projects.

From my position I admire TADA a lot. In the judicial world we hear every day that we have to choose prevention over repression. That is an urgency indeed. I believe TADA is an example of prevention. It is good to have examples and to show them: it is possible. I want TADA's message to pervade in traditional education and in society; we have to believe in our teenagers and show them what they are capable of.

The world we live in does not make me an optimist, but I refuse to give in. If I see kids that spend their Saturday at TADA and give the best of themselves, it motivates me to say that we must stick together and go for it.

If TADA alumni stay loyal to who they really are, they will become the most attentive and experienced people, that know which problems exist and contribute to finding solutions. When you powerlessly undergo an injustice, it is impossible to resist it. But if you tackle that injustice and have acquired the means to fight it, then it becomes interesting.

The TADA kids know where they are coming from, they know their roots. In addition they acquire useful tools. They build their identity by experiences and encounters on Saturday. Chances are high they become extraordinary people. **And in this difficult world, we need extraordinary people.**

Finally, **encounters at TADA are mutually enriching!** It has often been said that justice lives in an ivory tower. To participate at TADA is a good way for people of the judicial world to get in touch with kids and more generally, the world in which they grow up. I recommend it to everyone. By the way, I am the first to recommend TADA to my colleagues at the Palace of Justice in Brussels.



**DAMIEN VANDERMEERSCH**  
Advocate General at the Court of Cassation and  
professor at the Catholic University of Leuven and  
the University Saint-Louis-Bruxelles



# WHY IS TADA NECESSARY?

The educational inequality in Belgium is particularly big. PISA studies from the OECD and numerous different studies show that students in Belgium coming from underprivileged neighborhoods or/and with a migration background run a much higher risk to have learning difficulties compared to their peers else in Europe.

The situation in Brussels is particularly challenging because no less than 4 out of 10 children is born in a precarious situation. The result? Far more students in Brussels have to repeat a grade, drop out without a degree and become NEET youth. A NEET (someone between 15 and 29 years old who is nor in education, nor in employment) costs more than 30.000 euros per year, per capita to our Belgian society.



**4** out of **10**

±40 000 primary school teens in Brussels are **socially vulnerable** (at risk of poverty) and need more than traditional schools offer

## THE BRUSSELS CHALLENGE IN EDUCATION EQUALITY



**3 x more** study delay by 6th secondary grade vs EU average



**+50%** more teenagers without higher education vs average neighbouring countries



**+20%** more NEETs (Not in Education, Employment or Training) vs EU average

## GIVE CHANCES DONATE TODAY!

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A contribution to TADA is an investment in the 'Brussels of tomorrow'. Thanks to your support, TADA can motivate socially vulnerable teenagers, promote a positive self-image and help them be informed about themselves, society and the job market.

**Make a much-appreciated donation on our bank account today:**

**BNP PARIBAS FORTIS  
IBAN: BE05 0017 4290 3575  
BIC: GEBABEBB**

Gifts to TADA as from 40 euros are **tax-deductible under the condition** that the transfer is made to the account 'Fonds Vrienden van TADA' of the Koning Boudewijnstichting (KBS: BE10 0000 0000 0404 with structured communication 017/0080/00006). TADA cannot deliver tax certificates for contributions made to other accounts of TADA (such as BE05 0017 4290 3575).

*Merci!*