

Report for Intellectual Output 1 Guidelines

From the outset the Guidelines Intellectual output was seen as the coordinating vehicle for investigating, developing and promoting best practice. The 3 coordinators from each partner were the key members of this output group and met regularly to assess progress. They convened for an additional day before most of the transnational events and always held monthly cyber meetings. The stages outlined in the Erasmus+ application form were adhered to and there was only minimal 'time slippage' in proposed activities so no changes were made to our planned activities.

Stage 1 January- September 2014 PREPARATION

Whilst the project commenced in September 2014 a working party had been established in January 2014 to ensure regular contact in order to devise a high quality application. Communication channels were set up to agree the aims, outcomes, division of labour and compose the detailed bid.

When notified about the success of the application FBA invited the other 2 partners to a 'kick off' event on 4-5th September to establish our 'ground rules' and agree membership/representation from each partner.

Stage 2 September 2014- July 2015. INITIATING and MAPPING.

The first Transnational meeting was held in Liverpool (6-7th November 2014) and the main outcomes were the establishment of a Memorandum of understanding, project structure, and agreement on monitoring, evaluation and reporting systems. Cognisance was paid to contract compliance and 6 Intellectual Output working groups were set up with identified lead coordinators.

A significant amount of time was dedicated to familiarising the core group with the budget controls, auditing procedures and mobility tool. The latter was unavailable so FBA created bespoke documentation such as Individual activity logs, financial excel spread sheets and evaluation templates to act as quality assurance tools.

At the second Transnational meeting in Berlin (15-17th April 2015) the following outcomes were achieved;

- EU goals discussed
- 3 partners target groups and operations compared and mapped
- Shared baseline data and relevant scholarly articles to help partners understand our different contexts.
- Identified barriers which young people face and influence early school leaving.
- SWOT analysis of each partner
- Agreed division of labour and responsibilities amongst partners
- Data collection methodology discussed and agreed to use interviews, lesson observations and Case Studies to explore best practice.
- Began to map Local Networks

Throughout this phase the partners conducted comprehensive research into the current situation by collating relevant data, Government reports and published materials capturing early leaving problems. For the remaining part of stage 2 the partners focused their attention on establishing the Digital Platform and networking opportunities . In addition we ensured that the project's budget, timescales and identified outcomes were regularly assessed by all 3 partners. The Guidelines group coordinated exemplar material and some initial best practice strategies then uploaded overviews of all partner's sub projects onto the digital platform.

Stage 3 July 2015- September 2016

INVESTIGATE, DATA COLLECTION, TOOLS FOR ANALYSING and TRANSFER

The 3rd Transnational meeting was held in Uppsala (1-2nd October 2015) the main component being the opportunity for partners to present evidence and case studies of all best practice initiatives which had increased participation rates in their contexts. In addition the group visited Celsiusskolan to meet the students and staff from the effective SPRINT language programme for new arrivals. The meeting also identified concerns regarding slow progress and low output in some intellectual outputs .It was recognised that too much attention and time had been given to discussing issues relating to semantic terminology, differentiated national legislation and educational systems.

To address the tardy progress we designed a project delivery plan and new Quality Assurance systems to provide more rigorous monitoring, accountability and reporting procedures.

The 4th Transnational meeting was held in Liverpool (16-18th March 2016) and at this juncture there was a sense of nervous anticipation as one partner had experienced a staff re structure so a new team was to join the established one. Evaluations and project 'temperature checks' indicated that colleagues felt frustrated at the lack of progress and tangible outcomes. This face to face session was facilitated effectively and partners developed productive and trusting relationships. All accepted that new processes and a greater sense of urgency were needed in order to 'drive' the project to a successful conclusion.

Two new procedures were designed, agreed and implemented at this transnational. The first was a Project Delivery Plan (available on the digital platform) which replaced the original 6 working output groups.

1. Guidelines
2. Digital Platform
3. Networks
4. Professional Development
5. Publications
6. Film

These Intellectual output groups had been operating independently so a silo effect had come into being. The partners prioritised the need to view the EfE outcomes in an holistic manner and to ensure that clear success criteria was cited so we could rate our progress using a traffic light rating system.

The second newly designed component was a robust flow chart indicating all Quality Assurance requirements (available on the digital platform)

Throughout phase 3 partners continued developing their investigations and exploring commonality of approach. We were unable to agree a standardised methodological framework given our diverse contexts and young peoples' profiles so we adopted an eclectic approach and methodological pluralism to allow individuals to select a best fit from techniques such as interviews with students, staff, managers, lesson observations, surveys, case studies and researching secondary data sources. Gradually we began to formulate an Issues framework within each country to detail initial findings which informed the final phase of the project.

The Joint staff training event held in Berlin (May 16-21st 2016) marked a watershed moment in the project's development as the week acted as a catalyst for improvement by offering qualitative planning time to assess findings and plan professional development opportunities to share new knowledge and innovative strategies. Finally we were in a position to agree the scope and identified 3 key themes and threads which contributed to Social, Linguistic and Cultural inclusion;

- Pedagogical Processes which increase motivation
- Inclusion and personalisation
- Effective partnerships

All available evidence was synthesised, evaluated and applied as core content for the forthcoming Educational Professionals course later in the year which aimed to showcase best practice. This phase proved to be the one in which the project really 'picked up pace' as we had moved on from focusing too much on our cultural differences and re directing our energies towards identifying generic themes and strategies that could enhance young peoples' experiences in Educational environments.

Stage 4 October 2016- 31st August 2017
PRODUCTION, IMPLEMENTATION and DISSEMINATION.

5th Transnational Meeting held in Berlin (29-30TH September 2016)

Main agenda was to finalise plans for the 5 day course to be held in Liverpool 7-11th November 2016 and to complete practical run through for innovative strategies such as the Berlin Job Route.

6th and final Transnational meeting held in Uppsala (16-17th March 2017)

Main agenda was to finalise plans for the final dissemination conference at FBA on 19th May 2017. We also spent a lot of time checking that the digital platform and web site was up to date and contained all relevant materials for Educationalists to peruse (eg published articles, case studies, project overviews)

Partners were pleased with the final phase as all planned outputs were in place so the following had been achieved;

- Local workshops, seminars and courses organised to demonstrate new methodologies and new knowledge.
- Book published and launched on 19th May 2017

- **Film produced and premiered on 19th May 2017**
- **Dissemination Conference took place at Uppsala University on 19th May 2017. This attracted European Educational professionals, policy makers and other stakeholders. The Conference was the summative achievement of the Education for Equity project.**
- **Joint staff training week was held at FBA (15-20th May 2017) the main focus was for partners to conduct a review/preview evaluation exercise. The group assessed activity evaluations and discussed the learning takeaways and value added dimensions that the project had created.**
- **Throughout the summer of 2017 partners worked on final evaluation of the project and contract compliance by populating the mobility tool.**

Innovation. Several new strategies were devised and tested over the course of the project. These included The Berlin Job Route, Assisted Vocational Training, Inter Cultural understanding through interactive games, Guided Inquiry, Dragon's Den, Europass, Knowledge Diagnosis, Language development approaches, Social Codes initiative, Plug In, Learner voice via Forum theatre, New Vocational pedagogy and specialist intervention for the most disaffected students.

Transferability

The project ensured that all new knowledge was shared with as wide an audience as possible in order to raise awareness of the current situation facing Europe's young people and encouraging others to try to improve their pedagogical practice and increase student engagement.

Four modes were deployed to transfer newly acquired knowledge;

Partners' face to face sessions at Transnational and Joint Staff Training events.

1. Each partner articulated the value of our cross fertilisation of ideas which took place at Transnational and Joint Staff training events. Whilst nobody took hosts innovative strategies for direct application to their context a learning process did take place and strategies were adapted to suit the local circumstances. For instance the Berlin Job Routes was regarded as being a significant motivational tool so AVCT and FBA were supported by BWK to develop an Action Bound app to use with learners. So a 'same but different' response ensued.

The partners definitely learnt from each other and challenged one another's thinking. New methods were introduced to pay cognisance to the importance of social codes, health Issues, young peoples' voices, assessment of prior knowledge, careers guidance, language development, partnership working and Intercultural understanding.

2. Multiplier events.

The report for Intellectual Output 4 illustrates the wide range of Professional Development opportunities that were organised in order to transfer new knowledge and strategies. Seminars, networking events, study visits, courses and conferences attracted interest from a plethora of professionals in Education and encouraged new approaches to dealing with early school leaving. Positive feedback and evaluations from participants reflect the efficacy of the training and the transferability of themes and models. The majority of participants appreciated the sharing of good practice and reported that the sessions had motivated and inspired them to adapt their pedagogy because they had seen how one could 'tweak to transform'. There was greater enthusiasm and confidence to try new approaches. Typical feedback being;

Lots of practical ideas and strategies generated which we can take back to our schools.

Exchange of ideas with other professionals.

Young peoples' involvement and hearing about what they wanted really influenced my thinking.

We learned so much from each other and I realised that sometimes you can adopt simple changes and these can result in improved outcomes.

Feel better educated and aware of the issues discussed and therefore better prepared to contribute if and when they arrive in my work.

It was inspirational to see that everyone was determined to go away and improve their practice for the benefit of young people.

3. The Digital Platform.

The publications working group uploaded each partners top ten articles which supported awareness raising amongst professionals. The platform and web site was a rich communication channel for Educationalists to access and explore the findings of sub projects as well as participating in blogs and debate forums.

4. The Book and the Film

These two qualitative, tangible outputs act as a legacy to transfer newly acquired knowledge and methods to wider audiences. Both have been favourably received and distributed to our diverse range of networks. In addition our project's work has been recognised by the national press and Government agencies. The project findings can be cascaded through many outlets so to date the film and book have been shared not only with Educational Professionals but with learners, employers, families and policy makers.

Impact

Partners established that there was commonality in all regardless of the European country we represented. We achieved a deeper understanding of issues facing young people and the key method to increase engagement was to ensure that pedagogical models treat learners as individuals and meet their diverse needs within supportive environments. Personalisation and positive inter personal relationships were paramount.

It has been demonstrated that three very different organisations (profit, non-profit and a University) can work collaboratively, learn from one another and go on to bring about positive outcomes for young people.

Partners assessed the evaluation forms from every Multiplier event (available on the digital platform) and there was overwhelming agreement that Educationalists had been encouraged to re assess their practice and try new techniques to motivate learners.

The Education for Equity project resulted in positive outcomes for all three partner organisations, the key impact being evidenced by synergy, affirmation and sustainability.

Each partner identified synergy as a key indicator of success. The spirit of cooperation, trust and cross fertilisation of ideas enriched all. Horizons were broadened and members were enlightened. We took ideas from fellow partners and re- calibrated processes to suit our individual contexts. In turn this enriched partners, their associated organisations, stakeholders and young people. Participants reported improved team working, confidence, competence and capacity building as a result of working on Education for Equity.

An unintended consequence of the project was to provide affirmation to all participants and allowed invaluable reflection time to remind ourselves that Educational Professionals can and do make a difference to young peoples' lives. Sometimes it feels like sailing into a headwind with system pressures but small changes to practice can achieve impressive results despite the economic, political and social constraints .Participation in the Erasmus + initiative raised the status and profile of member organisations as increasing numbers of requests were made for further information and/ or study visits to observe best practice exemplars in situ.

All three partners expressed satisfaction at the positive impact generated by the project and articulated a desire to participate in similar EU initiatives. An appetite for sustainability had been created, as after an intense three year partnership there was momentum in place and a desire not to lose the effective, sustainable partnerships and powerful networks that had been established at a pan European level.

In conclusion, the Guidelines Intellectual Output can be viewed as the project's 'engine room' driving and coordinating all of the diverse strands and activities. The additional Intellectual Outputs (Digital Platform, Networks, Professional Development, Book and Film) will validate this narrative.