

Report for Intellectual Output 3 Networking

The partners agreed that networking is a basic instrument to promote a positive development in the economy and the social situation of the region. Hence, covered to the project, the newest developments and changes of networking were stated which result from the topical social-political and economic development.

The representation of national networking can only be described for every partner individually at first. Hence, it was decided that everyone performs his own networking at regional and national level under the headings "Innovation", "Impact", "Transferability" and "Sustainability".

Centre for Professional Development and Internationalisation in Schools (FBA) - Sweden

Innovation:

The research field of this project is new and up-to-date in the way that we have assembled educational professionals, researchers and stakeholders from two different fields:

Inclusion, integration and schooling for migrant young people has been merged with research and experiences regarding Drop-outs and NEETs.

The network has provided a broad base for knowledge and experience which FBA can use for professional development events for educational professionals in Europe.

The discussions between the members of the network contributed to the identification of various areas of topic and enabled us to choose what to focus on within the project - guidelines.

Furthermore: An important part of the local network is our silent partner Celsiusskolan, an upper secondary school with a Language Introduction Program, in Uppsala. During the project period educational professionals on all levels and from different professional areas have been involved. Even the migrant students have been included in our work. This cooperation between a university department with research focus and educational professionals and students working in the field, is an innovative approach to develop new knowledge and good practice.

Impact:

FBA have, thanks to the network, gained a greater knowledge and made contact with actors and decision makers within the fields of education for newly arrived students and of Drop-outs and NEETs (see enclosure).

This has made it possible for FBA to act in a wider arena and to influence policy makers within the Swedish educational system, and of course to carry out our national remit to enhance the competence amongst educational professionals.

During the project FBA has noticed a large interest and demand for professional development events, within Swedish municipalities and schools, regarding the topic of newly arrived students'

education. Thanks to the project, these needs for professional development can now be met by FBA.

The network has also functioned as a bridge between various actors, for example between researchers within different universities and committed head masters and teachers at different schools.

A close cooperation within the Uppsala region (for example the municipality) as well as with parts of the Uppsala University have provided opportunities for FBA to increase and deepen our own competence within the field and to better understand the challenges met by educational professionals in their day to day work.

Therefore we can offer professional development events according to their needs.

Transferability:

During the project period members of the Swedish network have been offered the possibility to participate in Efe's professional development events.

The staff at FBA has also had the possibility to participate in various events organised by the Swedish National Agency, amongst others, to promote and disseminate the work and the results of the project.

The national and local networks, built by FBA, have a shared interest in developing new knowledge and good practice within the field of education for newly arrived migrant students.

FBA holds a key position in these networks. Dissemination of the project results goes hand-in hand with FBA's national remit to promote internationalisation of the Swedish schools. This remit has been given to FBA by the Swedish parliament.

Sustainability:

The theme of the project relates very well to the remit FBA receives from the Swedish parliament and is thus a prioritised area within our ordinary field of work.

The contacts and the networks developed during the project period will therefore be an important source for discussion, further development of knowledge and future professional development events, even long after the project has finished.

Alt Valley Community Trust (AVCT) - England

The main scope of AVCT's networking opportunities centred on seeking new vocational curriculum models to engage vulnerable and disaffected learners. We researched the barriers facing our young people, sought examples of good practice, devised our own bespoke model and cascaded it through our networks.

- **Impact – influencing Government policy as to Apprenticeship frameworks. Changing delivery provision across the city providers. Directly influencing delivery of early years and health care training in the North West region**

- Funding innovative delivery programmes for NEETS e.g. Alder Hey Children's Hospital Health Care Apprenticeship programme had led to increased and sustainable job outcomes. The new model was well received by several funding bodies and financial support was provided by The Big Lottery's 'Power to change', The Education and Skills Funding Agency, and The Workers Educational Association.
- This model has been adopted as best practice and is transferable across programmes nationally and internationally. The following partners embraced the model and were an excellent source of knowledge transfer for this innovative strategy.

GMLPF – Federation of training providers across Merseyside. We met regularly in order to disseminate findings from Erasmus+ EfE project with the intent to improve provision for NEET young people across the city

Liverpool Local Authority – through colleagues at LA we have been directly able to influence Government policy to remove obstacles from learning e.g. GCSE qualifications from Apprenticeship Frameworks have recently been withdrawn so this will increase recruitment in key vocational areas.

OFSTED and MATRIX -national standards relating to Educational provision and Careers guidance. AVCT's Inspection reports from these bodies confirm that delivery is innovative.

Awarding Organisations networking – City and Guilds, Open Awards (Board member) CACHE, TQUK. Production of best practice papers and examples circulated amongst members.

Liverpool Health care forum – updates on projects, research to improve delivery of vocational training in Health, Social Care Early years qualifications

Inspire Network of adult education providers across the city

Network of North Liverpool and Knowsley schools to offer alternatives to main stream education

NHS Strategic Leads group meeting to promote best practice in delivery of Health qualifications across the NHS

VOLA (Voluntary Organisation Lead Association)- network of voluntary organisations who bid for funding to improve delivery of NEET across the city

PVI representatives (Private Voluntary Independent) 148 early years settings across city.

- AVCT hosts bi monthly breakfast meeting s/networks to improve practice of early years practitioners
- Attend early learning matters quarterly meetings
- Attend 0-19 Education meetings

Publications

**We have contributed and featured in articles in the following outlets;
International handbook of Action research**

New Statesman

Liverpool Echo

Daily Mail

Study Visits

Over the Education for Equity's lifespan we have hosted several National and International Study Visits to 'showcase' our educational and community focused model. These include the following non Liverpool based organisations;

- **Amsterdam University (Netherlands) Social Policy students**
- **Ashoka UK network (London,UK) Supports change makers and social innovation**
- **Centrum Pisop (Poland) A Regional support organisation for third sector organisations who run training courses and work with young people.**
- **Edge Hill University (Ormskirk,UK) Trainee Student Teachers**
- **London Metropolitan University (London,UK) Trainee Student Teachers and Social Workers**
- **North West University (Port Elizabeth, South Africa) Research staff**
- **Power to Change (UK) Research visit to investigate Community accountability**
- **School for Social Entrepreneurs (UK) Programme for small businesses to responding to local need.**
- **UNITE Trades Union (UK) Education and Schools programme staff**
- **VHW Federal Association for Housing and Urban Development (Berlin, Germany) A non-profit organisation focusing on training and research in urban development. It helps Local Authorities to act effectively.**

BildungsWerk in Kreuzberg GmbH – Germany

Innovation:

In the first year of the project, contact was made with the Technical University in Berlin. In the Faculty of Vocational Education and Training led by Prof. Dr. Schütte, practical training was given to working educators in vocational education and training with disadvantaged young people, especially those with a migration background. At first, the courses promoted by the Agency for Employment were explained, the target group was described with its problems and difficulties and possible new ways of motivation for career planning among young people were presented. Afterwards, the students visited the BWK and were able to see the "real" work and have a discussion with the participants about their opinion towards the course. Unfortunately, the attendance of the students was very low, so the further cooperation was terminated.

In the following time, networking was focused on extending and deepening existing contacts with schools, companies in the region and the chambers. This is due to the fact that the courses promoted by the Agency for Employment were no longer related to vocational training itself, but involved intensive cooperation with training companies and educational advice and support. In addition, professional orientation at school was promoted through professional counselling and testing.

At the regional level, the BWK therefore had intensive contact with general schools and carried out professional orientation courses. In close cooperation with the teachers, pupils of higher classes could get an experience in different professions, suitability and competence assessments were carried out, and new methods of motivation for the labour market were applied.

The network with training companies has been expanded and intensified, as the training should be carried out almost exclusively by the companies themselves. To ensure that disadvantaged young people could have a vocational training and the risk of dropouts has been reduced, the educational establishment has concluded cooperative ventures with these companies. It offers social-pedagogical counselling and support for the trainees as well as for the trainers.

Impact:

The changed content of the courses offered by the employment agency also call for a change in the tasks that an education institute has to carry out. The main task now lies in the social pedagogical treatment, to motivate to learn and to work, to support to realistic career choice. In addition to the young people, the other players are also addressed: teachers, companies and trainers.

Social workers and teachers now have to deal not only with other social institutions. Their task is to encourage companies and trainers to raise awareness of trainees with social difficulties, handle these problems and be able to give and get advice. Training companies with many years of experience can help them to keep young people motivated and make good progress learning a job.

In addition, a professional orientation early at school is necessary to assist young people to choose suitable and realistic vocational training. A cooperation between schools and educational institutions is also supported and teachers receive professional support from social pedagogues who have often worked in vocational training for many years.

Transferability:

Cooperation between educational institutions and enterprises has to expand in various sectors to promote the willingness to vocational training in small companies. They very often need help to organize vocational training, need information about rules and regulations of the government and the Chambers. So, the network grows because more and more partners were involved in the process of vocational orientation and training.

Sustainability:

Less dropouts and failed examinations, better matching of trainees and companies show the effectiveness of the cooperation. Many pilot projects and new methods show, that there is a way to motivate young people, make learning attractive to them and help them to keep on and at last complete successfully the exam. Also trainers and companies can see the good results and get more experience in vocational training with young people with problems.

International networking, especially between all three partners

Innovation:

The project has provided opportunities for exchange and merging of knowledge and experiences between various nations and contexts. Methods, approaches and policies proven successful in one field have proven useful in new areas. This has been very enriching.

Modern information technology was used in order to facilitate close and regular contact with educational professionals and various policy makers.

Impact:

The European network has been a great asset to our own development of expertise. We have learnt from each other, gained and contributed with new perspectives, new knowledge, new experiences and so called good practice.

Many have been directly applicable for professional development activities to promote educational success and prevent early school leaving.

Transferability:

Thanks to the new European contacts, we all have a greater chance of reaching educational professionals and policy makers in other European countries presenting the results of the project.

All partners look forward to future cooperation with each other and to use colleagues as experts in our professional development events for educational professionals.

Sustainability

Thanks to the numerous and interesting new relations that the partners have developed during the project period, lots of new ideas for coming projects and cooperation have emerged. We are now looking forward to continue the development of new knowledge, good practice and innovative methods in the field of education, inclusion and integration; knowledge that can be disseminated to educational professionals also in other parts of Europe.

The close personal and professional ties that have been established between the project members vouch for a continued cooperation in the future.

Summary

These individual partner reports highlight the efficacy of networking with a broad range of partners for mutual support. The impact of networking as part of the Education for Equity project was threefold;

1. Increased networking contributed to greater internal effectiveness for each partner. It added value to mainstream work and supported strategic plans and delivery outcomes.
2. Networking contributed to a more effective EFE project as it enabled more 'joined up thinking' and the augmented audience base was made aware of our key findings and best practice strategies via other Intellectual Outputs such as the digital platform, the book, film and Professional development opportunities.
3. The positive working relationships established throughout the plethora of EFE networks greatly increased the potential for future sustainability.

Preliminary discussions in September 2014 indicated that all three partners had well established working networks which were an integral part of the organisation's working practices. An audit in August 2017 demonstrates that each organisation's partnership data base has expanded quite significantly.

Quantitative data is evidence of how EFE contributed to the growth in Local, National and European networking opportunities. Each partner proactively sought additional individuals and organisations that could increase the capacity and capability to understand and respond to the early school leaving issue. Initially the three partners researched sources of new knowledge but by the end of the project we discovered that the EFE themes had generated momentum and interest from others who now increasingly sought us out to learn more about new developments in the prevention of school drop outs. In addition most evaluations from Professional Development activities cite the value of networking with others to learn, adapt and improve practice. The cross fertilisation of ideas was a powerful end product in most networking sessions.

Evaluation of Intellectual Output 3 (Networks) took place at the Joint Staff Training event (Uppsala, May 2017) and this exercise established common agreement that working in partnership with a wide network spectrum had resulted in positive outcomes for all. Sustained collaborative partnerships unified by the common theme of reducing early school leaving had created synergy, mutual benefits and sustainability.