

Report for Intellectual Output 4 Professional Development

The Education for Equity project was a unique vehicle to share good practice between the 3 partners, research and develop innovative strategies then disseminate this new knowledge to Educational professionals throughout Europe.

Professional Development outcomes were achieved through two main strands;

1. Learning, Teaching and Training (C1 &C2)

Transnational learning opportunities for core EfE colleagues.

5 days of Joint Staff Training took place in Berlin, May 2016 and Uppsala, May 2017.

All three partners acknowledge that the 5 day intensive joint staff training events were essential elements for achieving successful outcomes. It was during these face to face sessions that the 15 core members analysed data, researched good practice, discussed and assessed impact of innovative strategies, established collaborative learning opportunities and planned professional development activities,

The three recurring themes which linked to reducing dropout rates were:

Motivation

Inclusive Pedagogy

Effective Partnerships

These themes provided a unifying thread upon which we could pin exemplar good practice which could be shared and disseminated through a wide range of stakeholders.

2. Multiplier events (E1 B1/B2/B3/B4 E2 B1/B2 E3 B1)

These incorporated national and transnational professional development activities to disseminate the Intellectual Outputs. A series of Professional Development opportunities, seminars and workshops were organised and these cascaded our findings and raised awareness amongst hundreds of fellow Educationalists and stimulated interest in adopting new strategies to achieve improved outcomes for young people.

	E1 B2 (5 day Course)	E1 B3 (Seminars/short courses)	E1 B4 (Seminars/short courses)	E2 B1 (Good Examples)	E2 B2 (Welcoming Stakeholders)
FBA	24-28th April 2017	8.3.16	9.3.17	N/A	N/A
Uppsala, Sweden	'Education, Inclusion, Integration'	'School Success and Inclusion'	'Newly arrived migrant Students- Health, School and Learning'		
BWK	6-10th March 2017	11.10.16	10.3.16 12.4.16 12.1.17	9.6.16	22.2.17
Berlin, Germany	'How to create a Berlin Job Route'	'Causes of Dropouts' Local Training Alliance	'Intercultural Competence'	'Vocational Training' for Refugees & Employers	'Inclusion of migrants & Refugees' Panel discussion (Federal level)
AVCT	5-9th June 2017	9.2.17	5.4.17	26.1.16 26.2.16 15.6.16	10.6.16 21.11.16 24.4.17
Liverpool, UK	'Everything makes a difference- positive responses to disaffection'	'Skills for Work'	'Cooperative Education'	'Creating & sustaining effective Partnerships'	'New Vocational Pedagogy'

The table demonstrates the range of blended learning opportunities that the project provided for Educational Professionals.

Each partner took responsibility for devising the aims, target group, content, delivery method, marketing and evaluation. Whilst transnational participation was encouraged most activities outlined in this table were attended by local nationals.

‘Showcase’ events (In our original application we had planned for the course to be held in Uppsala and the final dissemination conference to be held in Liverpool but we swapped locations as it was felt that it was more appropriate to have the leading accountable body facilitate this event)

Two key multiplier events were planned and delivered as a collaborative endeavour;

5 day Professional development course 7-11th November 2016 (AVCT,Liverpool,) E1 B1

Making a Difference Achieving positive outcomes for young people in our changing world

This was a collaborative venture designed mostly at the Joint Staff Training event in Berlin (May 2016). A steering group with representatives from all 3 partners supported the final design process and organisational arrangements.

Aims and Objectives

- **To explore innovative strategies which can reduce the number of drop outs and early school leavers**
- **To share ‘high impact’ examples of good practice which increases student motivation and engagement**
- **To enable Professionals in Education to reflect upon current practice and make a difference to the lives of our young people.**

Participants

Registrations and course uptake was really slow in the initial stages but happily a ‘last minute’ surge resulted in a total of 61 participants (49 external Professionals in Education and 12 core EFE personnel)

Programme

The programme was deliberately designed to provide a wide range of ‘blended’ learning opportunities so these incorporated Key note addresses, workshops, Forum theatre, practical ‘hands on’ sessions, interviews with learners, and visits to schools and Educational establishments.

Monday Scene setting and Forum Theatre with students and their teachers

Tuesday Victor Merriman (Professor of Critical Performance Studies at Edge Hill University) Key note address

Choice of one workshop from each theme (Pedagogical process and Inclusion)

Wednesday

Nick Small (Assistant Mayor of Liverpool and Cabinet Member for Education, Employment and Skills) and Barry Kushner (Cabinet Member Children and Young Peoples' Services) Key note address

Choice of one workshop based upon the theme of Effective Partnerships

Practical demonstration of The Berlin Job route learning activity and Plenary

Thursday/Friday

Full day of visits and further self-directed research

Workshop Summaries

The Pedagogical Process

Assisted Vocational Training

Jurgen Draheim

Social problems and lack of education among young people often means that they are not accepted by companies for vocational training. Assisted vocational training provides them with an individual preparation in form of application and merging with potential companies. It also offers coaching during the training for the company as well as for the trainees.

Motivation – a Crucial Factor for School Success Maria Allström and Annika Nittmar

The workshop presented thoughts about motivation in relation to school success, based on a Swedish study where newly arrived students and their teachers have been interviewed. Participants discussed and analysed various aspects of motivation as a crucial factor in education and for working life.

New Vocational Pedagogy

Gill Mason

The workshop covered how AVCT against continuing seismic changes to Further education is creating a vocational pedagogy with NEET learners aged 16 -18. The practice truly listens to and involves young people in their own educational experiences, leading to successful achievement of high level qualifications and employment opportunities which they feel to be meaningful and rewarding.

Inclusion

Aspects of Inclusion & Exclusion in Intercultural learning

In this presentation we heard about BWK's work to develop Intercultural competence. It was an interactive workshop.

Social Codes and Linguistics Marita Gareis, Babiker El Obeid and Simeon Oxley

The Importance of Social Codes for Social, Linguistic and Cultural inclusion

During the workshop we discussed how an awareness and understanding of social codes help students and teachers promoting and enabling inclusion in and outside school. We presented two different methods to help with student inclusion in a new situation

- Using school as a resource to learn about society
- Guidance in mother tongue – a manual for learning social codes

Specialist intervention for disengaged young people Alma Mason

This workshop outlined the strategies deployed by a large secondary school to meet the needs of a group of disengaged and vulnerable teenagers who were all classified as being 'at risk' of becoming NEET (not in Education, training or employment)

Specialist intervention enabled learners to re-engage with the formal educational system, take ownership of their education and re-join their path towards employment opportunities.

Partnerships

Berlin Berufsrouten (Berlin Job Routes) Khalid Sharif

The workshop illustrated how the Berlin Job-Routes take place. It provided insight in how they attach vocational guidance to the everyday reality of young people, how we mobilize

young people to go out and get them to explore their neighbourhood from a different perspective – the perspective of vocational training and work life and life-long learning.

Promoting Employability – Preventing Exclusion Johanna Redelius

This workshop presented good practise regarding bridging education with working life. Johanna gave examples from local and regional support activities in Gothenburg, Sweden. Participants had the opportunity to discuss and analyse these issues related to their own contexts.

Establishing Meaningful Links with Employers Danielle Forman

This workshop featured Case Studies to illustrate how qualitative work placements can lead to full time employment for young people who are classified as NEET. It outlined how AVCT works with employers to support young people to gain full time employment.

Final dissemination conference 19th May 2017 (FBA, Uppsala University, Sweden) E3 B1

Achieving Positive Outcomes for Young People in our Changing World

The final conference was organised by the Centre for Professional Development and Internationalisation in Schools, Uppsala University, in cooperation with the Alt Valley Community Trust, Liverpool, and the BildungsWerk in Kreuzberg, Berlin. The purpose was to disseminate the project's findings, which was presented in the form of plenary lectures, workshops, table talks and the launch of the project's film and book.

Presentations:

Plenary lecture

Education for Equity – Social, Linguistic and Cultural Inclusion

Alma Mason, EfE coordinator, AVCT, Liverpool.

Alma summed up the phases of the three-year-long project, 2014-2017, and presented the themes we have been working with.

The Art of the Possible – Successful strategies to reduce dropouts and include young people

Under this heading three parallel workshops were offered:

- **New Vocational Pedagogy**

Gill Mason & Lesley Baugh, Alt Valley Community Trust, Liverpool

This workshop presented a case study of how AVCT created a Pedagogy of Vocational Training for young people who were not in Employment, Education or Training (NEET). Outcomes exceeded expectations and the Department for Education recognises the model as an example of good practice in meeting the needs of vulnerable groups.

- **Berlin Job Routes**
Khalid Sharif, BildungWerk in Kreuzberg, Berlin
This workshop presented the pilot project “Berlin Job Routes (Berliner Berufsrouten)” which is carried out by the BildungsWerk in Kreuzberg since April 2015. Berlin Job Routes is an innovative method to provide vocational guidance for young people and to help companies to find suitable apprentices.
- **The relevance of social and cultural codes for social, linguistic and cultural inclusion of migrant students**
Marita Gareis, Uppsala University & Babiker El-Obeid, Celsiusskolan, Uppsala
During the workshop we discussed how an awareness and understanding of social and cultural codes help students and teachers promoting and enabling inclusion in and outside school. We presented two different methods to help with student inclusion in a new situation:
 - Using school as a resource to learn about society
 - Guidance in mother tongue – a manual for learning social codes

Parallel table talks

- **Health issues among young migrants and the relation to schooling and learning**
Moderator: Hans Nytell, Uppsala University
- **How can multilingual study guidance enhance young people's experiences in educational settings?**
Moderator: Simeon Oxley, Uppsala University
- **Effective partnerships – What role can non-educational partners play in supporting young peoples' achievement?**
Moderator: Danielle Forman, Alt Valley Community Trust
- **Positive climate for learning – Can professionals in education agree about what contributes to the creation of an inclusive classroom culture?**
Moderator: Alma Mason, Alt Valley Community Trust
- **Supporting enterprises in the training of disadvantaged young people. New challenges of social pedagogical work in the support of disadvantaged young people during vocational training.**
Moderator: Jürgen Draheim, BildungWerk in Kreuzberg

- **Intercultural Competence Training: Which concepts and methods are relevant for developing intercultural competences that are important in education?**
Moderator: Khalid Sharif, BildungsWerk in Kreuzberg

Keynote lecture

Inclusion and Democracy - Every person matters

Gunilla Lindqvist, Associate Professor in Education, Uppsala University

Lindqvist presented theories about inclusion and democracy and put them in relation to the results of the EfE-project.

The conference was attended by 50 educational professionals, including policymakers, teachers, teacher trainers, head teachers, school health officers, career advisors, researchers ... from the three project countries, Germany, Sweden and the UK.

Innovative

The conference provided a platform to share good practice and innovative strategies which had reduced the dropout rate.

Impact

This conference was an important occasion for the project partners to share, discuss, analyse and reflect on the results from the project's research areas and to learn from each other. It was also an opportunity to disseminate the findings to a bigger forum, in the form of the project's film, which was displayed as an introduction, and the project's book, which all participants received a copy of. With this we believe we have disseminated the research results in order to influence educational professionals in Europe.

Transferability

The ultimate purpose of the conference was to transfer the project's research results in a bigger forum, between different contexts and categories of educational professionals. The conference was also a meeting place for the project's vast network to get together and to develop sustainable contacts.

All Professional Development activities were evaluated and participants expressed overwhelming rates of satisfaction with proposed aims ,outcomes and learning opportunities provided .Further details of Impact, transferability and innovation are incorporated in the Intellectual Activity Guidelines Report.