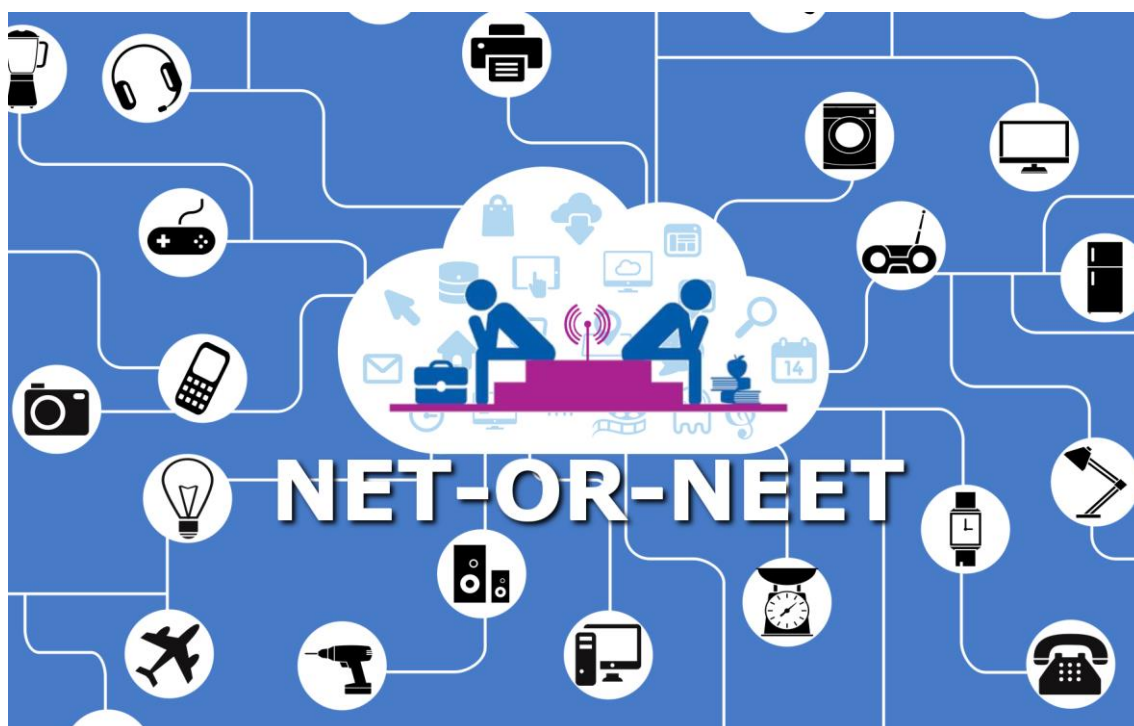




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NET-OR-NEET

How can Multi-stakeholders NETwORks prevent early school leaving?



21/06/2017



Executive Summary

“NET-OR-NEET – multi-stakeholders NETwORKs prevent early school leaving and reduce NEETs promoting innovative integrated education techniques” was an Erasmus plus project of Mobility for youth workers, that took place in Sandrigo (Vicenza - Italy) and involved 8 partners from 10 different countries (France, Spain, Serbia, Slovenia, Montenegro, Albania, Poland, Italy). This project, originated from the previous T-TRUST, aims to make a contribution into the reduction of Early School Leaving (ELS) fostering quality improvements in youth work and enhancing cooperation between organizations in youth field, schools and other stakeholders. The main expected result is that the competences acquired by project participants will transform into the creation of local and international networks of stakeholders and institutions working to prevent ESL through the integration of formal education and non-formal education techniques and methodologies.

Concretely, the project allowed to realize a 5 days seminar, which involved 30 participants to support their professional development while promoting new collaborations and the exchange of good practices. The participants were “educators” coming from 8 countries where for educators we intend all those different professional and non-professional figures working with and in support of pupils.

This manual is an attempt to collect and systematize all contents of the seminar to make them usable for all of those youth workers who are willing to strengthen their networking for prevention of ESL. Moreover, it is an effort to promote dissemination of best practices and achieved results. In fact, in the document you can find the description of realized activities and permanent links to all of the materials (presentations, documents, references, etc.) shared.

In section number one you will find a detailed description of the project followed in section number two by the explanation of all phases. These two parts will be the main roadmap for those who wants to replicate similar types of projects/seminars in their context.

Section number three is entirely devoted to the description of the seminar. You can find details about its structure and all the activities realized. In particular, you can find information about: (i) the workshop “NetShare” realized to share good practices about networking and ELS prevention with all related best practices presented; (ii) the workshop “NetCreate” which was a way to share the networking model of Cooperativa Margherita and work on it; (iii) the outline and main contents of one-day lesson about network analysis; (iv) the laboratories held by the partners at local schools; (v) the description of incidence activities and evaluation methodologies. Finally, in section four we have made some conclusions.

We hope that this document will be useful both for youth workers involved in the project and for those who were not involved but were interested in it. It will help to improve their skills and competences which they can contribute in ESL prevention in future and will serve to the creation of better programmes and services for disadvantaged youth.



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1. Project description

1.1 Project Details

Project Acronym	NET-OR-NEET
Project Title	<i>Multi-stakeholders NETwORks prevent early school leaving and reduce NEETs promoting innovative integrated education techniques</i>
Project ID	2016-2-IT03-KA105-009160
Project Dates	From 1st August 2016 to 31st July 2016
Mobility Activity Dates	From 9th February 2017 to 14th February 2017 (including travel days)

1.2 Project Partners and contacts

For the presentation of each partner please see Annex 1 – Partners Presentation.

Coordinating Organization:

- Margherita Società Cooperativa Sociale ONLUS – Italy
Contact person: Andrea Garetta, europacoop@cooperativamargherita.org

Associated Partners:

- Agencija za lokalnu demokratiju –MONTENEGRO
Contact person: Bozina Stesevic, bozina.stesevic@yahoo.com
- Agjencia e Demokracise Vendore ne Shqiperi (Local Democracy Agency) – ALBANIA
Contact person: Iris Bazj, Idaalbania@aldaintranet.org
- Centar lokalne demokratije (Local Democracy Agency) – SERBIA
Contact person: Sasa Marinkov, ldacss@aldaintranet.org
- Comune di Reggio Emilia – ITALY
Contact person: Marianna Roscelli, marianna.roscelli@e-35.it
- Društvo za razvijanje prostovoljnega dela Novo mesto – SLOVENIA
Contact person: Mitja Bukovec, mitja.bukovec@drpdnm.org
- European University of Tirana UET – ALBANIA
Contact person: Lutjona Lula, lutjona.lula@uet.edu.al
- Fundación Privada Indera –SPAIN
Contact person: Maria Montesinos, m.montesinos@indera.es
- Kujawsko-Pomorska WK OHP – POLAND
Contact person: Paulina Pawloska, p.pawlowska@ohp.pl
- The European Association for Local Democracy (ALDA) – FRANCE
Contact person: Anna Ditta, anna.ditta@aldaintranet.org

1.3 Project description

“NET-OR-NEET – multi-stakeholders NETwORKs prevent early school leaving and reduce NEETs promoting innovative integrated education techniques” was an Erasmus plus project of Mobility for youth workers that took place in Sandrigo (Vicenza - Italy). The project is rooted in the previous project “T-TRUST” which allowed understanding more deeply, which are the causes of Early School Leaving (ESL) also confirmed by recent analyses at EU level. We identified them in: families frailty; presence of situations of psychological, social and cultural distress; mismatch between the methodologies used in formal education systems and the needs of minors/youth; the poor attention for the development of social and relational skills; the changes in the labour market and the inadequacy and scarcity of alternative routes and support networks for those excluded from formal education by choice or by chance. We also understood that children at risk of ESL are generally identifiable by schools between 11 and 14 and prevention could start at this point with positive effects. In particular, one type of prevention is the empowerment of orientation services for children between 11 and 14, to reinforce their self awareness and allow them to select in a better way their school carrier. This enhances motivation and allows reducing the risk of ESL but also requires strong networks with other actors (schools, enterprises, local artisans, etc.).

From this analysis, the project partners decided to:

- * Act to foster the creation of new networks in support of children and youth (11-14) between organizations active in the youth field and other stakeholders at different levels (involving schools, social services, SMEs, etc.)
- * Promote the adoption of new methodologies in youth organizations and schools, which includes non-formal education instruments and the dialogue with external actors.
- * Spread information about ESL and continue the research about the issue

Reaching these objectives the project contributed to prevent ESL specifically during (and after) the transition of pupils from the middle to the high school (11-14 age groups).

The project allowed the realization of a 5 days seminar. It involved 30 participants and supported their professional development while promoting the creation of new collaborations and the exchange of good practices. The methodology used tried to value the contribution of each participant and the learning through the analysis of real cases.

The participants were “educators” coming from 8 countries (France, Spain, Serbia, Slovenia, Montenegro, Albania, Poland, and Italy) where for educators we intend all those different professional and non-professional figures working with and in support of young pupils.

The main result we achieved is that the competences acquired by participants translated in the creation of local and international networks of stakeholders and institutions working to prevent ESL through the integration of formal education with non-formal education techniques and methodologies. It will be a basis for future projects aimed at developing and testing new working methodologies, connecting organizations and institutions at different levels.



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We hope that this manual will be also a step forward in favouring the amplification of these results at different levels and also with non-involved partners.

The main objectives of the project are:

- To foster the exchange of good practices in the field of ESL prevention, which relies on the involvement of local/international networks.
- To foster the creation of new collaborations and networks working on ESL prevention, which includes organizations active in the youth field, schools and local services/institutions.
- To promote the adoption of new methodologies in youth organizations and schools, which integrate non-formal education tools.
- To promote the professional development of those working in the fields of education, training and youth.



2. Project Activities

2.1 Preparation phase

This main activity has been held online and with different Internet Tools (email, Skype, Google Tools, Facebook group, etc.) in the first part of the project.

During this phase we:

- Defined the representatives for each organization.
- Shared main documents and information about the project.
- Discussed project activities and objectives.
- Discussed participants' selection criteria.
- Created and refined the Partnership Agreement including the Action Plan.
- Clarified the management structure of the project and financial issues.
- Provided a platform for queries and suggestions.
- Set-up evaluation measures.

2.2 Seminar preparation

After project preparation we started the seminar preparation, also realized thanks to internet communication technologies. This activity allowed to:

- Identify and select participants
- Prepare the participants by sharing the project documents and information
- Conduct an analysis of existing local network for the prevention of ESL of each partner and realize at least one meeting at the local level involving at least selected participants
- Prepare activities and laboratories by gathering proposals from partners and participants
- Discuss project timetable and agree on proposed activities

2.3 International Seminar realization

The realization of the seminar has been the main mobility activity which allowed the participants to discuss and share good practices about:

- What is a network, and what is a network when referred to ELS prevention
- How networks among different types of institutions, organizations, schools and local authorities can help in preventing ESL

They also:

- Presented local examples of ELS prevention networks and best practices
- Received/provided suggestion about how to improve local networks
- Experimented local activities realized thanks to the establishment of local networks
- Acquired more knowledge about ESL and related support networks thanks to an external expert
- Realized educational laboratories directly inside schools, using and promoting non-formal methodologies, also trying to create new connections applying acquired learnings
- Drawn conclusions and apply the learnings to the already existing networks of each participants local context/sending organization;
- Prepared/experienced two political incidence activities at the local and regional level.



2.4 Local activities to exploit seminar learnings

After the seminar each organization was asked to generate a multiplier effect at the local level. The goal was to share the impact of the training done, implementing good practices and favouring the creation of new networks (or strengthening those existent).

To do this, during the seminar each group of partners identified at least one action to exploit the learnings of the seminar and presented it to local stakeholders committing themselves to further improve their network for the prevention of ESL possibly involving new stakeholders thinking also about further projects to be implemented.

2.5 Communication and dissemination

During the whole time span of the project the partners disseminated contents and results thanks to:

- Media and social media (website, press, articles, social-networks, networks of people, mailing lists, etc. The links to the web pages of each partner is available in the Annex 1)
- Regular updates of the purposely-created social-network profiles
- Presentation of the project to the local and regional authorities
- Publication of articles and pictures of the event in the local press, partners websites and social media
- Elaboration of a final dissemination document and dissemination through the websites partners and other relevant stakeholders

2.6 Monitoring and evaluation

Main monitoring and evaluation tools:

- Final satisfaction questioner for participants
- Participant report provided by Erasmus+ Mobility toll
- Final online impact survey
- Partner reports



3 The seminar: structure, contents, activities and laboratories proposed

3.1 Description of the seminar

The seminar has been the main mobility activity of the project, intended as a big opportunity for participants to develop competences and for all the organizations and partners involved to develop new networks and strengthen existing ones.

In Section 3 we want to share the main elements of this seminar to allow also its replication at the local (or international) level by other interested partners or organizations in general. We want also to share all the activities realized and proposed by partners, in a way that they can be replicated by others, and give access to all the contents of the seminar.

We believe that these contents can be useful to youth workers in general and that the same type of seminar structure can be applied successfully to other issues.

The main elements of the seminar have been:

- The Workshop "NetShare"
- The Workshop "NetCreate"
- The Formal Training realized on the 3rd day
- The Laboratories held in the local Schools directly by participants
- Final evaluation and follow-up

To guide us in the detailed description of the seminar and give an idea of all contents and activities we put below the seminar agenda. Then in the next sessions we will detail/report the activities proposed by the partners during the seminar, the laboratories realized in the schools and also we will give all the relevant contents of the training (with links to the materials).

DAY 0 - Thursday 9 th February 2017 - Travel Day	
6.00 PM	Arrival in Sandrigo Dinner
DAY 1 – Friday 10 th February 2017	
8.00/9.00 AM	Breakfast (at Palazzo Mocenigo)
9.00/9.30 AM	Participants registration
9.30/11.00 AM	Welcome and presentation activity
11.00/11.30 AM	Transport to Cooperativa Margherita
11.30/13.30 AM	Small Tour of the New Cooperative Presentation of T-TRUST experience, results, identified needs and gaps
13.30/14.30 PM	Lunch at the canteen – Cooperativa Margherita
14.30/17.30 PM	Workshop (1): "NetShare" (part one)
17.30/18.30PM	Evaluation session
19.30/20.30 PM	Dinner at the canteen – Cooperativa Margherita
20.30/22.30	Transport to Palazzo Mocenigo and free time
DAY 2 - Saturday 11 th February 2017 – Venue: Palazzo Mocenigo	
8.00/9.00	Breakfast (at Palazzo Mocenigo)
9.00/9.30 AM	Participants registration
9.30/11.30 AM	Workshop (1) : "NetShare" (part two)
11.30/12.00 PM	Coffee break
12.00/13.30 PM	Plenary session to share results of the first workshop
13.30/14.30 PM	Lunch at Palazzo Mocenigo
14.30/17.30 PM	Workshop (2): "NetCreate"
17.30/18.30PM	Evaluation session
19.00/22.00 PM	Dinner & Multi-Ethnic party at Palazzo Mocenigo



DAY 3 - Sunday 12 th February 2017 – Venue Palazzo Mocenigo	
8.00/9.00	<i>Breakfast (at Palazzo Mocenigo)</i>
9.00/9.30 AM	<i>Participants registration</i>
9.30/11.00 AM	Seminar on Networks: how to create measure and maintain them? Best and worst practices.
11.00/11.30 AM	<i>Coffee break</i>
11.30/13.30 AM	Seminar on Networks: how to create measure and maintain them? Best and worst practices.
13.30/14.30 PM	<i>Lunch at Palazzo Mocenigo</i>
14.30/18.00 PM	Seminar on Networks: how to create measure and maintain them? Best and worst practices.
18.00/18.30 PM	Evaluation session day 3
19.30/20.30	<i>Dinner at Palazzo Mocenigo</i>
20.30/22.00 PM	<i>Cultural Visit to Bassano del Grappa</i>
DAY 4 - Monday 13 th February 2017	
7.00/8.00	<i>Breakfast (at Palazzo Mocenigo)</i>
8.00/8.30 AM	<i>Participants registration, briefing and departure</i>
8.30/13.30 AM	Laboratories held at Local Schools
13.30/15.00 PM	<i>Lunch</i>
15.00/17.00 PM	Debriefing and actions to be taken Final evaluation
17.30/19.00 PM	Meeting with local stakeholders and authorities
19.00 PM	<i>Aperitivo & Dinner</i>
DAY 5- Tuesday 14 th February 2017	
7.00/8.00	<i>Breakfast, Participants registration and Preparation (at Palazzo Mocenigo)</i>
8.00 AM	<i>Departure for Venice</i>
8.30/11.00	Travel and walk in Venice
11.00/12.30 AM	Presentation of the project and the project results to Regional Authorities
12.30/14.30 PM	<i>Lunch & Closing remarks</i>
14.30 PM	<i>Greetings & Departures</i>

3.2 Workshop “NetShare”

3.2.1 Objectives:

- Define a network when applied to ESL prevention
- Share examples of local networks of partners
- Reflect upon existent networks of participants organizations and how to improve them

3.2.2 Methodology:

During this workshop each partner presented/held one activity according to the objectives presented. The activity can be replicated as follows.

Each partner, represented by their group of participants, must present/hold one activity according to the objectives given above. All the participants have to be divided into 3 big groups formed by 3 subgroups. Each subgroup is formed by the three (or more) participants of one of the partners.

Each small group holds one activity/laboratory on a rotation basis inside the big group.

These activities must be proposed directly by the participants and elaborated in the preparation phase to grant the participation of everybody and the involvement in the activities.

Thanks to this mechanism each big group have internally three different types of activities, each one addressing one objective:

- (A1) one to understand, share, express and agree about what a network is
- (A2) one to describe the partner's network about ESL prevention and share best practices
- (A3) one to make each participants reflect upon its organization prevention networks and how to improve it.

The time given for each activity can be approximately one hour. At the end each big group discusses and shares in plenary the results of the three activities.

In what follows we share the activities realized and the main contents specifying the type of activity.

3.2.3 A1 – Local Democracy Agency of Serbia

1 - Introduction and expectations (10 minutes)

Participants introduce themselves and list their expectations, facilitators present the goals of the workshop activity.

2 - Defining a Network (15 minutes)

Using brainstorming technique and working in groups participants try to write the definition of a network.

3 - Individual Work (10 minutes)

Every participant draws their own personal network for ESL prevention (persons, organizations, institutions...). Personal networks will be taped together to show how many resources we have to achieve our goals.

4 - Practical Considerations for Successful Networks (30 minutes)

Participants are divided into two (or four) groups. Each of groups gets a list of questions on two topics: 1. Creating Networks and Maintaining Networks. 2. What is needed to form a network and what is necessary to do to maintain a successful network. The groups must write a list on a sheet of paper.

Questions:

Creating Networks

- How do you define a network?
- What is the purpose of a network?
- What is the mission of the network?
- Which organizations or individuals share this mission?
- How many organizations would you invite to help form the network?
- How would you invite them?
- What agenda would you set for

the initial meeting? • What result do you want from the first meeting? • How many agreed to join? • What type of commitment are they willing to make? • What comes next?

Maintaining Networks

• What is the mission of the network? • How large is the membership? • What are the skills and resources of the group? Where are the gaps? • How will you attract members with needed skills/resources? • How will decisions be made? • How will all members stay informed? • How will consensus be reached? • How will you maintain a balance of power? • How will conflicts be managed/resolved? • How will members develop a plan of action? • How will activities be coordinated? • How will tasks be assigned? • How will network activities be documented? • How will you monitor and evaluate activities? • How will you reduce or avoid burnout?

Lists should include:

Elements Needed to Form a Network

- Clear purpose
- Committed members
- Mission statement
- Shared vision

Elements Needed to Maintain a Network

- Clear norms
- Loose organization
- Communication system
- Shared leadership
- Trust
- Wide participation by all members

5 – Reflection: networks are universal

Everyone is a part of a network even if it's only for information exchange. Certain networks such as "Advocacy Networks" have an additional purpose—to work together to achieve changes in policies, laws, or programs with respect to a particular issue. However, many elements need to come together to make networking successful.

After the presentations of the groups, participants discuss what elements on the lists are the most important for a successful network.

One participant stands in the middle and starts to produce sound and movement, next one connects to the first participant and starts his own sound and movement, and so on until all the participants are connected in the "connection machine" that creates good networks.

As an example we put here the sessions done by our participants. You can use them as they are described below or you can simply modify them according to your objectives.

3.2.4 A1 – Local Democracy Agency of Albania

The representative of LDA Albania presented what a network is and how it works based on their experience and work.

The network should be created with the aim of raising interest, sharing information, telling stories of good practices about the issue, specifying objectives by learning and using successful practices as a guide/ model for their work, of each member who is a part of this network. Also an important key on which we should pay attention is about who will be the beneficiaries and what they will receive in the end of the process.

The presentation has been interactive and inclusive putting all the participants in groups by creating demonstrative networks and give them some specific topics to work on in order to understand better how a networks works.

The session also aimed at the evaluation of capacities and increase of self-esteem of each participant, in order to put their energies in positive issues and to have a better collaboration with others.

[Link to the presentation](#)

3.2.5 A1 – Fundación Indera (Spain)

The proposed activity help the participants to understand what is a network according to their experiences and beliefs, highlighting also what are the components/characteristics, which help to identify it.

To do this the group (which can be further divided in subgroups) was asked to complete a comparative chart with key elements for work in networks and hierarchical work. They were asked to identify which are the key elements which define a network and how the network relates with hierarchical models.

Here is the example of results:

Participatory paradigm: network	Control Paradigm: Hierarchy
<ul style="list-style-type: none"> • Basis of influence: shared leadership • Agreement • Participation, responsibility, devotion • Equality • Goal/result oriented • Bottom-up leadership • Consensus • Win-win approach • Gender balance 	<ul style="list-style-type: none"> • Basis of influence: qualified minority • Win-loose approach • Lack of information at different levels • Repleaceability of components • Individual success oriented • Limited feedback • Less gender balanced



PARTICIPATORY PARADIGM: NETWORK	CONTROL PARADIGM: HIERARCHY
basis of influence: shared leadership	basis of influence: (qualified minority) few lead
<p>Agreement</p> <ul style="list-style-type: none"> - responsibility, participation and devotion - well informed - equally important - goal and result oriented - better result and more success - bottom up leadership - Consensus - decision making - information & feedback - win-win game 	<p>Winners/Loosers</p> <ul style="list-style-type: none"> - leadership - lack of information of up among the lower structures - easily replaced - individual success orientation (in higher) levels - individuals on high positions - limited feedback - not shared information - efficiency - easy - man

Activity type 1 results from Fundación INDERA

3.2.6 A2 – Local Democracy Agency of Montenegro

Workshop introduced in an interactive manner to participants the current status on ESL and strategic and political framework regarding this issue in Montenegro.

The workshop consisted of three consecutive elements:

- Presentation of the Montenegrin national study on early secondary school leaving.
- Presenting the good practice example on ESL local network prevention titled: Implementation of career orientation in the Secondary economic - school in Bar.
- Feedback and reflect on presented by the workshop participants.

[Link to the presentations](#)

3.2.7 A2 – OHP of Poland

During the activity the group explained and shared different types of ESL prevention networks e.g. collaboration with state institutions (police, court of law, curator, social care, school, family assistants) and family members. On the other hand also important are: activation of security and social environment, support, psychological help and paying attention to teenagers.

[Link to the presentation](#)



3.2.8 A2 – Local Democracy Agency of France

For the workshop, the group presented existing networks in France in terms of school prevention and the various partnerships involved. Strong attention has been given to "education populaire" ('people's education' outside the state education system) and the main theoretical principles stemming from university research.

The participants discussed also the continuum of French Education System (Grand Section / CP, CM2 / 6^e, 3^e / 2nde, Terminale / fac) and the fact that these breaks lead to dropping out of school. Finally, they presented various tools used by themselves, notably around the expo-quiz "from school to highschool" (an animated guide featuring drawings and a series of questions which allow a simple and playful discovery of the subject and stimulate reflection, exchange and debate) and the questionnaire on the feeling of personal self-efficacy.

[Link to the presentations and materials presented](#)

3.2.9 A3 –European University of Tirana

Aim:

Share cross-cultural experiences as regards factors involved in prevention/intervention of ESL; reflect on the ways these factors operate across countries; promote interpersonal learning and group-work.

Preparatory work:

Existing cross-cultural research on factors addressing prevention/intervention of ESL will be consulted. These factors (possibly 8-9, such as learning environments, parental involvement, psychosocial supporting services etc.) has been written on pieces of paper, folded and put on a bowl.

Procedure:

- Each participant was asked to randomly pick one piece of paper (i.e., one factor) and during 5-7 min to think and write down how this factor applies to the specific context/country they are coming from.
- Afterwards participants were randomly grouped in pairs (possibly from different countries and backgrounds). Then they shared information on their respective factors (approx.15 min). At this stage participants were asked to ask questions and provide feedback on their partners' approach.
- In the end each group was asked to present and share with all participants involved;

Comments or questions have been encouraged from all participants. This final session was particularly aiming towards the integration of the factors discussed, and ways they might be interacting to better understand ESL in different contexts.

3.2.10 A3 Comune di Reggio Emilia

1st part (15 minutes)

Wireless phone:

- All the participants are in a circle. The trainer whispers a "funny message" to the person on her/his left side. She/he does the same (whispering what have understood) to the person on her/his left and so on... The message returns to the trainer, who tells to the participants the final message and the original one.



- The trainer does it for a second time but the message content this time is about networking (meaning of network) with keywords. The keywords are the items that normally arrange a network. TIME- TARGET GROUP- DIVERSITY-CONTEST- INTEREST
- Short discussion: what is about this experiment? **The importance of a clear message!**

Every network has a message, every networker has different aims, different stakeholders. Each stakeholder has different needs. Sometimes a network doesn't work due to: nor understanding each other and due different results to be achieved or...

2nd part (30 minutes):

From what is a network made of? Each participant is asked to give feedback randomly: for each feedback each participant gives an example (one positive and one negative) according to her/him experience and problems faced. Starting from this, the participants have to try to discuss why their network doesn't work, or what they could do better taking also the positive examples from other participants as suggestions. If there are common problems also common solutions may rise.

3rd part (15 minutes)

Collecting different inputs from different networks, try to design the idea of an efficient/successful network.

3.2.11 A3 – Nove Mesto – Slovenia

Introduction into workshop (5 minutes)

This activity has to be dynamic and make each participant (or group of participants) reflect upon its own ESL support network, trying to understand what is working, what is not working, which problems have to be solved and how it would be possible to improve the network and make it more effective.

NAMES GAME - I'm you and you are me (10 minutes)

In this activity participants have to relax, to start workshop with positive energy.

We asked participants to walk freely in space and to listen to instructions:

- walk freely
- put some balloons in the group, make sure that they stay in the air all the time
- make eye contact with person you meet
- make non-verbal greeting to person you meet
- greet person you meet in your mother language
- greet person you meet in english
- tell your name to the person you meet
- tell your name to the person you meet and then exchange names, so you take your partner's name and they your's - that's now your name. When you meet another person you get another name. When you get your name back, you can sit down and you're done with game. Game overs when all the participants are sitting.

REFLECTION - (RE)ACTION (40 minutes)

With this main activity we encouraged participants to think and reflect on their networks through individual work and also include some group work which will help them get ideas to improve their networks.

- GUIDED VISUALIZATION (5-10 minutes)

We asked participants to stand up, make themselves comfortable and close their eyes. We told them to think about one situation in the past in which one child (12 years old) is tend to leave school early. We asked questions to think how their preventive network work in this situation, which organizations take action (school, NGO...), how they include child, what is the role of parents and child's support system.

- DRAW YOUR NETWORK (10 minutes)

Participants got worksheet on which they draw their own network and mark intensity of connections between actors in network (child, school, parents, NGOs, social worker ...). They represented it and drawn imaginary network on big poster. Through that activity we can show different possibilities and examples of networks and show new ideas for their own network improvement.



- 1 THING THAT IS WORKING (5 minutes)

Participants think about things they are doing that are working to reach the big goal of ESL prevention. They will share one thing they think is their best practice.

- 1 THING THAT IS NOT WORKING (5 minutes)

Do the same with things that don't work.

- IMPROVING NETWORK (10 minutes)

Each participant takes some time to think about improving network by including ideas we shared in workshop. In group we picked up some problem as an example and tried to solve it in a way they can use it in their future work.

EVALUATION - Take it, throw it away, wash it (10 minutes)

In last activity we want participants to think what they gained by our presentation of support network.

Each participant got 3 post-it notes and the group had posters of three different images (suitcase, trash can and washing machine). We asked them to think about:

- which information they'll take with them and try to include in their own networks (suitcase)
- which information they think are not useful (trash can)
- which information they didn't understand well and need more explanation (washing machine)

They write them on post-it notes and put them on images. Each one has then to share and explain his decision.

3.2.12 Workshop 1 results:

- Activity 1 allowed all the participant to think, reflect and create a common definition of network.

"A network is the cooperation of different stakeholders which is aimed at giving optimal solutions to common problems, working together and supporting each other. When referred to ESL main actors that should be involved are: schools, social workers, local associations, NGOs, Municipalities, health organizations, families, group of local volunteers, local order forces."

- Activity two allowed to share best practices and tools which can be found in each partner presentation ([folder link](#)).

- Activity 3 allowed identifying the following elements which we think as important to improve networks:

- Create good connections on the territory
- Give access to information and opportunities to youth, children and families
- Work in team/participatory approach
- Put the minors and youth at the centre of the intervention and of the network
- State clearly the objectives, the mission and the target group of the network
- Share good practices
- Create a long term plan setting mid-term objectives for the established network
- Include highly committed members
- Use clear and simple messages
- Constantly evaluate the status of the network
- Define clearly a coordination mechanism
- Give visibility to the network and the realized results
- Work on the objectives always taking in mind prevention
- Do things step by step
- Give positive value to different points of view

At the following [link](#) you can also find the photos of the output of the activities.

3.3 Workshop “NetCreate”

3.3.1 Main objectives:

- Share best practices of Margherita Cooperativa
- Make participants reflect about how to improve network models

3.3.2 Methodology:

This workshop is a practical exercise and is divided into two sessions.

- The first session includes a presentation about the Network model which Cooperativa Margherita applies in working with minors to prevent ESL and to support disadvantaged children and youths in their development path.

You can find the complete model in annex 2. [This model and the presentation used can be also found here](#). Of course, this presentation can be replaced by other best practices about same or similar topics.

- The second session includes a case simulation. The participants are divided into groups; each group is given a case of a youth/minor in need of educational support. Then the groups are invited to try to solve the current case using the model proposed by Cooperativa Margherita. In doing so, they are asked to report the limitations of the model and try to think how this network type could have been improved.

3.3.3 Simulation results:

Thanks to the Workshop “NetCreate” during the project we collected many suggestions about Margherita’s model and the educational work with youth in general. We report them below as an example of activity output but also as stimulation for reflection for possible interested readers about their own networking model in support of ESL:

- It is important to consider youth/children in all possible dimensions and from all possible perspectives. One dimension which was not stated in the model but has a clear importance is the cultural dimension. Do we care of cultural backgrounds in educational work and when trying to prevent ESL or support NEET?
- It is important to include in the network also general practitioner and medical support, because many times disadvantaged youth are also in situation which requires medical treatment. A local analysis conducted by the team of Margherita Cooperativa is also reporting that in future there will be more minors in need also of medical treatments inside the target group we assist/support.
- Sometimes it is fundamental not only to analyse and use existent networks, but to modify them, changing the role of the minor/youth inside it.
- The working model of the Cooperative starts from the minor/youth and his family. One good suggestion is to start work “before”. One example is the practice brought by France of the “undercover educator”. This means the presence of an educator on the territory, which observes youth around and gather information. This approach allow to have a good amount of information which sometimes are not available to educators like the behaviours outside structured environments (schools, house, etc.) and the pair relationships.



- Trust is the main ingredient for the model presented by the Cooperative. Without this element probably this kind of model will collapse. Than trust arose as an extremely important element as in other fields of social and human work. This also lead participants to reflect about the fact that the presented model would probably need to be re-designed in the case of bigger cities.
- Feedback of network members is essential and should be evidenced in the model.
- Other general suggestions:
 - Work more with groups of pairs
 - Take advantage of the abilities and resources of the minor/youth and the family to try to drive a development process for all (#empowermentofall)
 - Consider all the family, not only parents
 - Involve always the minor/youth in designing activities
 - Prevention is the key for ESL and NEET

3.4 Seminar on Networks: how to create, measure and maintain them? Best and worst practices (Lecturer: Irene Saonara, Università Cattolica del Sacro Cuore - Milano)

In this section you can find the outline of the whole seminar/lecture. All the contents (presentations, papers, etc.) are available at following links:

[Irene Saonara website](#)

[Google Drive folder](#)

Outline:

3.4.1 MAP your network

- Basic concepts about networks
- Is it possible to map networks of people and organizations?
- Basics concepts of Network Analysis

3.4.2 MEASURE your network

- Different types of methods for different types of networks and relationships
- Network analysis and the adjacency matrix
- NETSWOT analysis, a qualitative tool designed for non-profit

3.4.3 BUILD UP&SCREW

- How to build Networks: which are the right tools?
- How to create networks in adverse conditions? How to propose ourselves? What to give?
- Data collection: create networks means also to know your network and monitor it.

3.4.5 WORST Practices

- Worst practices in Networking: losing time and cheating
- Lessons learned from participants' experience

3.5 Laboratories at schools



During the Seminar one morning was devoted to realize some activities directly inside 4 schools of the territory: state middle schools (“scuole medie”) of Sandrigo, Dueville, Torri di Quartesolo and Grumolo delle Abadesse.

The basic idea was to give the opportunity to each group of participants to realize one activity inside the local schools directly with children. This was to give participants the possibility to get in touch with the local educational reality and exchange good practices about non-formal education methodologies.

Specifically, the schools realized these laboratories inside the context of “Orientamente” (“orientate your mind”), which is an initiative born in the local school of Sandrigo to help children understand which is the educational address/carrier they could choose for their future and select the proper high school. This initiative, born in Sandrigo, has also been presented to the other local schools involved in the project in the preparation phase of NET-OR-NEET. This helped to disseminate this good practice/initiative and also the other schools decided to realize something similar. Then, in the framework of “Orientamente” the different groups of participants were called to hold a laboratory which could further help pupils to understand what they want from their future. Then during preparation phase we gathered all the laboratory proposals of different partners and realized them in different schools.

Another important thing to mention is that, NET-OR-NEET, except of spreading “Orientamente” initiative, it also helped Cooperativa Margherita to strengthen relations with local schools and constituted an example for participants of how Erasmus+ projects can be used to create/strengthen networks.



To better clarify the type of laboratories. These are the main information given to participants to prepare the laboratories:

- Target group: teenagers (12-14 years old);
- Objective: help teenagers to build awareness about their own potentials, limits and passions supporting the choice of the right study/professional path.
- Context: Schools are participating in the project in the frameworks of series of activities to favour the educational and carrier guidance for children and youth as a way to prevent ESL.
- Time: it needs 90 minutes to realize the laboratory, and it should be repeatable (at least twice);

Below we represent the laboratories done by each organization. It is important to mention that some of the laboratories' activities were combined with others during the seminar.

3.5.1 Laboratory proposed by Fundación INDERA - Spain

Objectives

One important factor in fighting against early school leaving (ESL) is to work towards having good education and career guidance. With more accurate career and educational guidance there will be less early school leaving.

For this aim it is necessary to work on 4 general areas:

- a) Self-knowledge
- b) Personal Interests
- c) Professional Interests
- d) Decision-making

For this reason the activity has been structured to work on these 4 areas.

Procedure

a) Self-knowledge

1. Provide a list with personality traits. (For example, organized, disciplined, messy, kind, punctual, quiet, nice, etc.) Ask the students to choose adjectives that define them. (They can also add new ones, with a maximum of 6). Every person should write down the ones that define them.
2. Each student has a blank page taped to their backs and their classmates will write 1-2 personality traits about that students.
3. Each student elaborate a page with two boxes. Who I am (Step 1, self-knowledge) and how others say I am (Step 2). Also, the list of traits used (available at the link below) was indicating some guidance information according to the prevailing traits of the pupil.

b) Personal Interests

Students are asked to write down what they do during their free time, during the weekends, etc. To identify personal interests as fundamental parts to realize their professional future.

c) Professional Interests

With a brief questionnaire students start to think of career possibilities. The questionnaire used doesn't provide specific career possibilities, but provides general work areas, for example: working with people (social work, teaching, nursing, tourism, etc.). The questionnaire originally proposed is the one available online in Italian at <http://www.cittadeimestieri.it/test-interessi/test-interessi.html>.

During the seminar the questionnaire was provided with a paper version as there were not the possibility to have a laptop for each pupil.

d) Decision-making

Based on the overlap with the results from each of the above activities each student can have more personalized career and educational guidance.

[Link to materials used](#)

3.5.2 Laboratory proposed by LDA of Serbia

Objectives:

- Raising students' awareness of their own qualities / skills
- Introduction of students to the broader repertoire of occupations
- Consideration of the positive and negative aspects of specific occupations
- Raising students' awareness of professional desires
- Introduction of the sources that provide additional information for professional orientation

Methodology: workshop.

Forms of work: group work, individual work, work in small groups, frontal work.

Materials for one WS: sheet of A4 papers for group work, cards with letters, multi-coloured stickers, 20 blank business cards (or several different coloured thicker A4 papers), markers, tape, scissors, markers or pencils, two bigger dimension coloured papers (flipchart papers).

Procedure:

1. Introduction of the topics of workshop / Presentation of participants (5 minutes)

Oral presentation and production of cards with names.

2. Hot seat (10 minutes)

The participants stand in a circle with an empty chair at the centre. Facilitator pronounces several different traits / abilities by which participants assess whether they possess them and choose whether to sit on a chair (if they have it) or will be at some distance from the chairs (depending on the degree of possessing the trait). Fastest participant who possesses said characteristic sits on a chair and briefly demonstrates given trait (e.g. funny- tells a joke, endurance- does push-ups, creativity-draws ...)

3. With a letter, a letter of... (10 minutes)

- Participants are divided into four to five groups, each of up to five students (e.g. Counting students from 1 to 4 (5))
- They randomly select cards with letters (each group chooses three letters)
- The task for the participants of the group:
 - a). listing and writing down on paper A4 (for each letter separately) as many occupations that begin with the letters that have pulled, with the encouragement of the facilitator to give as many different occupations as they can.



b). Each group reports, through representatives, about listed occupations before the whole group, with explanations where necessary on the aforementioned professions.

4. I would not like to be ... (15 minutes)

- Distribution of stickers to each student

- The task for each student: each one should write on the sticker what he/she would not like to be (which profession they would not like to have, which occupation) when he/she grows up; they should finish the sentence starting with "I would not like to be ..."

- Exchange with a group (volunteers) and sticking their stickers to the poster with the encouragement of the facilitator to the students to provide arguments for their "no-choice".

- Participants may also be encouraged to give their arguments for engaging in specified occupations.

- Facilitator also encourages students to detect differences among them in meeting the preconditions for engaging in particular occupation (desire, ability, material resources, health, social-emotional maturity ...)

5. I would like to be ... (15 minutes)

- Distribution of blank business cards to each participant

- The task for each student: to produce his/her own business card for their occupation of choice, occupation that they really like and where they see their successful future (in 20 years) regardless of any current obstacles and constraints (with an emphasis on the biggest advantages of their chosen profession/occupation and their own values in the pursuit of that profession/occupation)

- Individual oral presentation of business cards of participants (with an emphasis on the good side of the job and the skills that every participant is "presented" while working in this profession/occupation)

- Composing a joint poster (flip chart in colour) as a group of business cards that can be publicly posted on billboards in school or in the classroom

6. The final part of the class (5 minutes)

Facilitator encourages short conversation as the summary of the experiences during the workshop and highlights:

- The importance of correct choice of future profession/occupation (what influences a correct choice, whether participants can make that choice themselves, which kind of support they might need to make such choice...)

- On the importance of the existence of an alternative choice

- On the relation between wishes, capabilities, skills, possibilities...

- The possibility of support from the school psychologists and educators in the choice of future profession/occupation (through individual counselling and information for students and parents, testing their professional interests ...).

7. A final leisure game can be proposed



3.5.3 Laboratory proposed by Voluntary Labour Corps (OHP) of Poland

Objective: make young pupils understand the importance of education and motivate them to keep on studying.

Procedure:

1. Fun integration: a simple game to break the ice.
2. Divide participants in two groups. One of the groups has to prepare a poster about “I don’t need school – it’s my life!” and the second one about “Education is very important in my life”. Moreover, facilitator of each group has to encourage them to reflect about the issue, linking it to what they want to do in future and animate the discussion through questions (40-50 minutes).
3. Each group presents the results of their work and discusses it with whole group and then they make conclusions from the drawing. Educators, guide the reflection toward the aim of the activity.

3.5.4 Laboratory proposed by DRPNM of Slovenia

Objective:

Make pupils reflect about:

- Their identity and learn to recognize their own strengths.
- Their experiences of success and reflect how it is perceived by others.

Procedure:

1. Work in a group, it is useful to start with the implementation of icebreakers in order to achieve greater coherence of the group members (7-10 minutes)

2. Social games:

- Rendering of their own name with the help of drawings (15-20 minutes).

An important aspect of identity is person’s name. Children reflect on their own name, and who was the one in the family that gave them the name.

- Letter to a peer at the other end of the world (20-25 minutes).

Children describe themselves through the letter. Through the description they highlight the important aspects of their identity.

- What I know and what I have (15-20minutes).

Children list the knowledge they are proud of and material assets which they possess. They recognize the things they are more proud of and when do they feel successful.

- Collage of values (25-30 minutes).

Children look up in newspapers and magazines for the pictures that represent values and make a collage of their own values. This exercise will help to raise the awareness of their own values and recognize the values of others. Besides, they think about the values of their parents.

- I want to become (15 minutes)

Children choose a photo that best reflects how they see themselves in adulthood. Then they image or think about the future and tell to the others.



3.5.5 Laboratory proposed by LDA of Montenegro

Objective:

To allow participants to identify the path towards their future career.

Lab. Title: ME IN TEN YEARS.:

Procedure:

1. Introduction, get to know each other activities.

2. Pyramid of virtues and values.

Participants create their personal pyramid of values according to how much they are important to them. Values are picked up from a provided list and put into a drawn pyramid (available in the link below).

3. Questionnaire about personal resources, preferences, talents.

Pupils complete the questionnaire and analyse the results obtained which can give an idea to reflect about the ideal profile of interest.

4. Each pupil creates a poster that illustrates how she/he sees her/himself in 10 years from now. For these purposes they can draw themselves, cut images and letters from old newspapers previously prepared for them. After that, each participant presents what they have done, they try to reflect on it and identify correlation with questionnaire results and the poster.

[Link to materials used](#)

3.5.6 Laboratory proposed by LDA of Albania

Objectives:

- Make pupils reflect about ESL and the importance of education
- Help pupils reflecting about what they want from their future

Procedure:

1. Show a video about motivation and build awareness about their own potentials. During the seminar the following video was used: https://www.youtube.com/watch?v=GLq_Vp5z9D4.

2. Discussion about the video. The facilitator helps pupils reflect about: the values stemming out from the video story and how they affect on the motivations of pupils about their future.

3. Rights and responsibilities. By using two boards pupils write down what they know about these two concepts. After this the facilitator fosters a discussion linking these values to ESL.

4. Reflection about the future. The participants try to represent who they want to become by drawing or creating an art work by using recycled materials. The use of recycled materials is useful to make pupils reflect that there are also difficult situations in life and children with particular difficulties, but from difficulties they can also draw positive result. Also they can be stimulated to act in favour of disadvantaged children.



3.5.7 Laboratory proposed by LDA of France

Objective:

To make pupils reflect about their strength/weakness

Procedure:

1. Pupils are introduced to the concept of self-efficacy developed by French researchers.
2. Pupils fill in the questionnaire about self-efficacy.
3. The questionnaire can be taken as a basis to discuss with pupils in a first instance.
4. After counting the points of the questionnaire the results can be used by educators and teachers to identify in which area they can work more intensively to favor a smooth educational path of the pupil and prevent also ESL.
5. "From school to high school" (an animated guide featuring drawings and a series of questions which allow a simple and playful discovery of the subject and stimulate reflection, exchange and debate) and the questionnaire on the feeling of personal effectiveness.

[Link to the materials about self-efficacy](#) (for further information, or to contact the responsible of this activity you can contact Cooperativa Margherita).

3.6 Incidence activities

During the project we foresaw two main incidence activities at the local level:

1. Public meeting with local authorities (Municipalities Representatives, Local School Teachers, Educators of the Territory, etc.). In this meeting we presented the project and each group of participants presented its organization and their commitment after the seminar.



2. We presented the project and its first hand results during the seminar at the Regional Council of Veneto.

The presentation of the project can be found [here](#) while the videos taken and the photos for both events are available at the project Facebook page: <https://www.facebook.com/NetOrNeet/>

3.7 Final evaluation and follow-up activities

3.7.1 Activity description

At the end of the project we proposed one activity to identify and capitalize main results.

Methodology: group work

Procedure:

1. The participants were divided into groups according to the Sending organization/country.
2. Each group received two papers (which are available at the link below) as a guide for the group reflection. In one paper there were the three generating statements to make them reflect about which shared knowledge/practices they wanted to apply in their countries and how they would disseminate them. In the other one they had the frame of a blank seminar agenda to fill with own ideas. The participant had 2 hours to work on both and manage time freely.

The generating questions were:

- Identify which best practices or learnings you would like to use in your national context or disseminate further and list them.
- Please state one activity you can realize in 2 months to disseminate/use at least one best practice or learning in your national context.
- Please identify one network you could activate or improve taking inspiration from one of the learnings/experiences/best practices shared by others during these days.

[Link to the used materials](#)



3.7.2 Activity outputs:

We report here the output of the generating statements of the activities presented below:

Generating statement 1: “Identify which best practices or learnings you would like to use in your national context or disseminate further and list them”

LDA of Serbia:

- The practice of having a street or “undercover” educator presented by France
- The Self-efficacy concept, trying to apply it with students
- Try to create bridges between different stages of education

LDA of Montenegro:

- Cooperativa Margherita’s networking model to work with youth/pupils at risk

ALDA - National and Popular education alliance of France:

- SWOT tools/Matrix to diagnose a situation, a device and educational plan
- Question/analyse the relationship of each partner of our network
- Multi-professional exchange around specific child’s situation

Comune di Reggio Emilia - Italy

- The networking model of Cooperativa Margherita and the way of working with the community
- Laboratories realized in the Schools

Fundación INDERA – Spain:

- Montenegro Vocational school and the multidisciplinary projects that keep students in school and engaged
- Networking model including different stakeholder partners of Cooperativa Margherita including strong relationships with the territory

OHP/VLC - Poland

Apply Network Analysis trying to solve problems together with appropriate groups of stakeholders (one problem = one group of partners)

European University of Tirana - Albania

Laboratory at schools experience

The study visit experience

Cultural elements

DRP Novo Mesto - Slovenia

Network analysis procedure: apply it and try to analyse the network of our organization

LDA of Albania

- Apply more the working group method to have different perspectives
- Creating functional networks
- Try to identify better the needs of children and cooperate with schools, realize activities that encourage their talents.

Generating statement 2: "Please state one activity you can realize in 2 months to disseminate/use at least one best practice or learning in your national context."

LDA of Serbia:

- Workshop with youngsters on self-awareness and self confidence
- Presentation for professionals working with youngsters on models of prevention of ESL and Networking on local, national and international level

LDA of Montenegro:

- Workshop at LDA office for members of local information network presenting the participants basics of networking/contents of the seminar
- Empowerment of local network
- Follow-up meetings

ALDA - National and Popular education alliance of France:

- Use of SWOT analysis to:
 - o Internal diagnosis of strengths and weaknesses
 - o Analysis of partners networks (know the territory)
 - o Focus to educative plan (Local National International)
 - o Determine opportunities with partners
 - o List treats to anticipate difficulties
 - o Create an operational plan

Comune di Reggio Emilia - Italy

- Communication activities through E35 tools like: Facebook page, Europe Direct page, websites and newsletters to disseminate different ways of supporting local communities youth

Fundación INDERA – Spain:

- Create new networks (involving local businesses, sort facilities, museums, etc.,) with Vocational schools to prevent ELS

OHP/VLC - Poland

- Analyse our network with NETSWOT analysis

European University of Tirana – Albania

- Implement school laboratories in the schools in Albania

DRP Novo Mesto - Slovenia

- Analyse our network in the organization to find threats and find solutions together with partners

LDA of Albania

- Implement school laboratories in the schools in Albania

Please identify one network you could activate or improve taking inspiration from one of the learnings/experiences/best practices shared by others during these days.

LDA of Serbia:

- Activation of a local inter-sectoral team for child protection

LDA of Montenegro:

- Improve the local network of stakeholders relevant for ESL in Niksic (Montenegro) involving local high schools, municipalities, members of students' parliament, teachers from high school, parents, local youth club and organizations.

ALDA - National and Popular education alliance of France:

- Activate/improve the dropout prevention network and the youth free time local network

Comune di Reggio Emilia - Italy

- Community and volunteering network active on the issue at municipal level

Fundación INDERA – Spain:

- Create new networks (involving local businesses, sort facilities, museums, etc.,) with Vocational schools to prevent ELS

OHP/VLC - Poland

- Activate cooperation with peers, neighbours, local society
- Improve: parents – teachers – OHP network

European University of Tirana – Albania

- Improve the network with high schools (University-high school cooperation)



Funded by the
Erasmus+ Programme
of the European Union

DRP Novo Mesto - Slovenia

- Use the good practice of connecting mums for teaching/support

LDA of Albania

- Expand the network with other NGOs and educational organizations, including schools, to realize more ELS prevention projects

4. Conclusions

As stated in the beginning we do really hope that this document will be useful for all those youth workers who are willing to strengthen their networking for the prevention of ESL. This document is intended to be a collection of all the practices, activities and laboratories shared during the seminar and make them available for all the youth workers interested. Moreover, we would like it to be a document which can guide the readers to realize similar trainings and sharing occasions.

Of course there would be more to share about the project, which also generated a cultural exchange and a lot of feelings for the participants, but we think that what is reported here in this document is the essential for those willing to take from this experience useful tools to improve ESL prevention.

As we have experimented through the former EU projects, the impact of such an action happens on different levels and so we think about NET-OR-NEET. Participants had an occasion to improve their skills and competences, intercultural awareness, ability to work with people of other cultures, networking abilities and knowledge about ESL prevention. While, partner organizations had a big stimulus to work together, learn from others, acquire positive experience in international work, create new international partnership/projects and an opportunity to use this experience to build new local networks.

We do really hope that the competences and experiences shared can be capitalized by each person or institution which entered in touch with NET-OR-NEET, improving their work and finally benefit children and youth at risk of ESL as well as their families.

Finally, we commit ourselves that all the dissemination activities realized and the future ones will hopefully have a sustainable impact in raising the issue of early school leaving at local, regional and national institutions levels contributing to provide better programmes and services for disadvantaged youth.

To conclude, we would like to thank all the participants and the project partners for their contributions. Without all their ideas and experiences this project would not have been possible and this document would not be in place. Furthermore, we would like to thank the local partners as: the Schools and the Municipalities involved, the Regional Council of Veneto Region and local associations. They contributed to widen the network and improved the quality of activity and results.



Annex 1 – Partners Presentation



Cooperativa Margherita - ITALY

Cooperativa Margherita is a non-profit organization and social enterprise based on the principle of mutuality. It has been established in 1987 and it offers specific services arising in response to social needs, with a strong vocation for multi-level integration and development of the people involved. Currently, we provide different groups suffering from exclusion with lifelong learning, training and support. Its main target groups are children, youth, elderly and persons with disabilities but the Cooperative deals also with different issues focusing on cooperation, women at work, the economic crisis, human rights and migration. Moreover, the Cooperative aims to activate the local community through the organisation of public events and meetings, fostering active citizenship and a responsible participation. According to the Statute: "The main purpose is to pursue the interest of the community and to promote human and social integration of citizens through social and health services. The primary goal is to support each person in the exercise of his rights of citizenship, in the construction of paths to autonomy, respecting and valuing differences. The Cooperative work together with public and private agencies, and the entire community, in order to increase information and attention toward the need of integrating and rehabilitating persons in need or marginalized for any reason". The main principles Margherita follows are: **territoriality**, **"domiciliarity" (Home-care)** and **community work**.

Since 2013, Margherita is a member of the European Association for Local Democracy and it opened up to an European dimension promoting several EU projects (including EVS).

See more at: <http://www.cooperativamargherita.org/en/info/>



Kujawsko-Pomorska WK OHP - POLAND

Voluntary Labour Corps (OHP) were established in 1958 but their heritage come from interwar tradition of Youth Work Corps. Since 1972 the Voivodship Headquarter was accommodated in Bydgoszcz. Due to administrative reform in 1975 three Headquarters were established in Bydgoszcz, Toruń and Włocławek. In 1998 another administrative reform reduced the number of voivodships. Then Kujawsko-Pomorska Headquarter was moved to Toruń, and stayed there until today. OHP is a government agency covering the whole Poland. Kujawsko-Pomorska is one of its 16 District Headquarters. OHP executes state's tasks in the field of education, training, upbringing and employment of youth people, which are the main target group. The participants are young people mostly from socially unadjusted groups, lacking education and upbringing. The main objective of OHP is to create adequate conditions for proper social and vocational development of young people, including special actions addressing disadvantaged young people who are supported by OHP. This support consists in finding out forms of going out of poverty, unemployment, and social pathology effects.

Wojewódzka Komenda performs state activities through its specialized units in



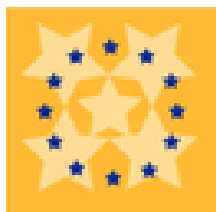
the field of:

- * education and upbringing;
- * labour market;
- * international cooperation.

OHP participants are young people aged from 15 up to 25 years old. They belong to three groups:

- * young people who are neglected and who have less life opportunities because of different problems and obstacles (social, economic, geographical and educational),
- * post-grammar school graduates or senior post-grammar school students, who are educated already and possessing certain vocational qualifications, skills and abilities, but they are affected by unemployment problem,
- * post-grammar school students and higher school students who are willing to work in their free time and gain vocational experience and want to improve their economic situation

See more at: <http://www.kujawsko-pomorska.ohp.pl/549-460b8f03aa980.htm>



Centar lokalne demokratije (Local Democracy Agency) - SERBIA

Centar lokalne demokratije LDA (further LDA) was established in 2001 in the City of Nis, Serbia, within the programme "Local Democracy Agencies" implemented by the Congress of Local and Regional Authorities of the Council of Europe. LDA, initially established by an agreement between Nis, Council of Europe, Serbian cities Kragujevac and Kraljevo and a number of international partners from EU and it became independent locally registered CSO in 2003. With the aim of spreading its program further in the territories in need, in April 2014 LDA has moved its headquarters to Knjazevac, a city in South-Eastern Serbia, one of least developed regions of Serbia. Through its activities, LDA aims to contribute to democratic, social, cultural and economic development of targeted local communities (Nis, Kragujevac, Kraljevo and Knjazevac) as a whole, following the principles of solidarity and respect for human rights and freedoms. LDA implements multi-stakeholder approach in its work. We create our own network of partners in each community where we work. It involves different stakeholders: public authorities, social, educational institutions, non-governmental organizations. These partnerships ensure that our activities are grounded in the real local needs and that commonly defined goals are reached in a successful way. Besides this, special emphasis in the work of LDA is being put on establishing and promoting trust-based relationships and cooperation between EU partners and local communities from our region. Internationally LDA, as a statutory member, operates within the network of 13 Local Democracy Agencies/Centres gathered, alongside more than 150 members from more than 30 countries, in the Association of Local Democracy Agencies ALDA.

See more at: www.lda-knjazevac.org



Comune di Reggio Emilia - ITALY

Reggio Emilia Municipality is the cradle of the pedagogical method called "Reggio Emilia Approach", which made famous the nurseries of the city in the



world. Within the municipality the responsible of the action will be the Officina Educativa, which deals with Services and Educational Projects aimed at children and young people aged 6 to 29 years old.

Officina Educativa works closely with schools, with the territory and all the organizations engaged in education. All of them are "at the heart " of the action of Officina Educativa, which distinguishes between school-based interventions, interventions through the afternoon Educational Services and educational interventions with individuals, but at the same time Officina Educativa team, integrated all these activities.

The meeting between the educational dimension and the participation is required on a general level, because we think that we become citizens only through a process of learning of the knowledge, necessary to a conscious use of democracy.

Young people are a great resource for the city, a great attention should be so allocated in listening to them and encouraging their direct participation in the life of the city through different dimensions: the voluntary, youth entrepreneurship, creativity in its various expressions, construction and / or networking opportunities of aggregation.

In this sense, according to us, education to participation must:

- promote and build opportunities for young people to gain experience of active citizenship;
- promote the cooperative spirit;
- promote peer to peer collaboration and collaboration between different generations, because these actions bring positive effects on the whole community.

See more at:

<http://www.municipio.re.it/retecivica/urp/pes.nsf/web/SrvznlnDBltrsrvz2?open document>



Agjencia e Demokracise Vendore ne Shqiperi (Local Democracy Agency) – ALBANIA

The Association “Local Democracy Agency in Albania” was re-opened in Vlora, in October 2015 in the south of the country, with the aim to be the intermediation and dialogue development place, and mutual exchanges at every level (cultural, social, economic) between the communities in Albania and European Community partners. The LDA was re-opened with the main purpose to promote the concrete initiatives for the consolidation of the democracy at local level, the development of the institutions capacity at local level through exchange of its expertise and experience, training of local councillors and civil administration, the development of a network of European cities in the protection of human rights including minorities in large sense of the word, a social pluralist society including all the social conviction and the promotion of intercultural and interethnic dialogue and of human rights respect. The organization aims to spread its activity in the entire territory of the Republic of Albania by opening branches in counties and municipalities as well as in other states by providing the number of its members. The main mission is:

- To facilitate the participation of civil society in decision-making at the local level;
- To promote interest, sensitivity and the ability of citizens to participate in



decision making at the local level;

- To promote sensitivity and ability of local authorities to meet the needs of citizens;
- To promote interest and information exchange between Albania and other countries in Europe with the aim of promoting best practices through close cooperation and continuous.

Among others it will take the following activities for the realization of its objectives as:

- Human rights and democracy at local and regional level;
- Citizen Participation;
- The development of civil society and a pluralist democracy;
- Strengthen the capacity of local and regional authorities;
- Education and culture;
- inter-regional and European collaboration;
- Economic and sustainable development;
- Agriculture and rural development;
- Environment, in close relation with the field of public health and planning, management and protection of natural resources of the territory.

See more at:

http://www.alda-europe.eu/newSite/strategies_country_dett.php?ID=1



Drustvo za razvijanje prostovoljnega dela Novo mesto – SLOVENIA

Drustvo za razvijanje prostovoljnega dela Novo mesto is a Slovenian non-governmental and humanitarian organisation, working in the public interest in the area of social care, youth and culture. Its mission is to contribute to more inclusive and open society for all. Its two leading programs deals with inclusion of socially excluded groups and with the stimulation of the NGO development and civil dialogue. The activities within the programs are performed by expert and voluntary work. They promote the values of solidarity, tolerance, voluntarism, active living, clean environment, citizenship awareness and inter-cultural dialogue. The target groups are youth and adults who have difficulties in social integration (Roma, foreigners, the poor and socially excluded, etc.), young people, NGOs and the general public.

Strategic objectives:

1. To provide a team of professionally trained workers employed for a number of years to ensure the continuity of the programs and to expand voluntary work;
2. To increase the visibility of the organization for key stakeholders (NGOs, public administration, economy, socially excluded groups) and to establish cooperation with them;
3. Empowerment of the narrower key stakeholders (young people, socially excluded and NGOs).

See more at: <http://drpdnm.si/>



Agencija za lokalnu demokratiju – MONTENEGRO

The Local Democracy Agency in Nikšić was established with support of the Council of Europe on May 11th 2001 as a local NGO. LDA functions within the



network of 13 Agencies in former Yugoslav republics and also Georgia and Armenia and with support of the Association of Local Democracy Agencies (ALDA) network.

Local Democracy Agency of Montenegro together with the ALDA works on the development of democratic processes and socio-economic development of Southeast and Eastern Europe in cooperation with partners, cities, regions and other organizations through decentralized cooperation and partnership.

The local democracy agency implements projects through following programs: Local administration capacity development, Human rights and peace building, Youth, Local economic development, Admission to the European Union.

Basic target groups are: citizens, local self-government employees, elected representatives.

Particular attention is paid to: youth, minorities, women, persons with disabilities.

See more at: <http://www.aldnk.me>



Fundación Privada Indera - SPAIN

The INDERA Foundation is an organization committed to promote gender equality, social justice and to combat gender stereotypes. It works with, and supports, individuals as well as organizations that want to promote actions regarding these goals. It works also for the elimination of all forms of discrimination and to overcome, among other factors, the ongoing inequalities related to the active exercise of sexual rights and reproductive rights, persistent labour market discrimination and gender based violence. INDERA's usual activities are project execution with other civil society organizations as well as public authorities (particularly at the local level), advocacy, alliance building and networking.

See more at: <http://www.fundacion-idera.org/>



European University of Tirana UET – ALBANIA

The European University of Tirana (UET) is a leading higher education institution in Albania, established in full compliance with the requirements and criteria of the Bologna Charter, including study programmes in the three levels of higher education: BA; MA and Doctorates (PhD). UET engages in high quality teaching and research as well as exchange programmes and capacity building projects and joint initiatives with local and international partners in the following major disciplines: law, social sciences, political sciences and economy and information technology.

The vision of UET is to be a leading university in the development of knowledge in the Albanian society; a centre of excellence in the academic formation of our students; a centre of expertise in the social, political, legal, economic and information technology studies in the country with a wider impact in the region and beyond; as well as a centre of excellence in scientific research according to the areas of expertise within the university.

Research in UET is principally conducted through the Doctoral School, especially so basic and scientific research. The Doctoral School at UET aims to guide and prepare future researchers in Social Sciences and Education, Law and Economics.



The academic structure of the Doctoral School combines research with teaching, permanent training, mentoring and leading academics including professional development of doctorates. The research profiles of the Doctoral School provide the blueprint for the organization of research into research groups in the entire University. The department of education prepares students with in-depth knowledge in education policies, curriculum development, and ability to work later on as professors/lecturers in pedagogy and education study programs in the first and second cycle studies.

The Department for Project Development and Research conducts also applicable research, seeking to link research with policy making and the business sector in Albania. The Office facilitates the applicable and policy-oriented research as well as project development at the university through cooperation with international and local donors, civil society organisations, government and other HEIs.

Main areas include:

Good governance and European integration;

Social inclusion and human rights;

Innovation, Entrepreneurship and ICTs.

See more at: <http://www.uet.edu.al/index.php/en/>



The European Association for Local Democracy (ALDA) – FRANCE

The Association of Local Democracy Agencies is a NGO dedicated to the promotion of good governance and active citizen participation at the local level. It was established in 1999 at the initiative of the Council of Europe's Congress of Local and Regional Authorities to coordinate and support a network of Local Democracy Agencies in the Balkans.

ALDA gathers more than 190 members from more than 30 countries, encompassing LAs and CSOs. It focuses on various themes, such as European integration, decentralization, civic initiatives and volunteering, human rights and sustainable economic development. It is focused on activities aimed at facilitating cooperation between local authorities and civil society. ALDA works very much for the promotion of active citizenship, social inclusion, sustainable development and human rights, mostly in Europe and in its Neighbourhood countries. ALDA has a consolidated experience in the field of project development and has conducted many projects in the field of good governance and citizen participation at the local level.

See more at: <http://www.alda-europe.eu/newSite/>



Annex 2 – Networking model of Cooperativa Margherita

COOPERATIVA MARGHERITA NETWORKING MODEL

“To grow up a child, an entire village is needed” (African proverb)

1. INTRODUCTION

Our educational job is based on socio-pedagogical examples that regard social inclusion as a value and reinforce the network of relationships that allow the subject (the minor) to acquire competences and tools that are useful to grow up and become independent.

As a consequence we must operate in the places where the minor lives, establishes his/her own relationships and gives him/herself a challenge. We strongly believe that our service and our operating centres must take an active part in the context in which they are set so that social exclusion can be avoided.

Experience teaches us that this is possible by operating on two levels:

- **Our service within the territory:** it means identifying experiences, opportunities, places and people the minors can get in relation with, test themselves and gain experience;
- **The territory within our service:** it means facilitating experiences, activities and relationships with people and realities involved in the service in order to share time and activities together with minors.

Close connections are established with associations, groups, schools and parishes and other significant local realities offering positive collaborations.

Cooperativa Margherita has chosen this work approach and it has decided to invest its own professionalism in an area which is nearby its headquarters. This has allowed to take strong local roots, which is essential for including the minor in the territory he/she belongs to.

Every day we operate by offering significant opportunities in synergy with public, private social realities and citizens.

In this way there is an ongoing cycle ranging from the minor to the territory and from the territory to the minor, a swap which is especially effective in situations in which there is psycho-physical discomfort because it creates a sense of hospitality and it develops cultural progress, which turns out into social protection.

2. "THE FOUR STEPS"

Cooperativa Margherita follows four different steps to activate networking:

a) Knowledge of the Territory: Cooperativa Margherita creates networking with minors, their families and the territory where they live.

- Knowledge of minors involved. Minors involved in support programmes meet their educators and become familiar with the place where they will be integrated.
- Knowledge of the Family involved. Family is firstly involved in the project. Each family meets their child's educator and social worker (assistente sociale) and shares the targets for their child involved in the project. During the year, parents and educators meet together or with other parents if the child is in a centre with other children. These meetings are useful for sharing every child's experience.
- Knowledge of the territory. Educators study and map the main places each child can attend, for example the school, the library, sports associations and the parish.

b) Network creation: it is the creation of collaborations with local people (who are generally experts in one field, profession, or particular tasks) and are available to share their time with the children/minors. We organize activities inside the centres/family context of minors or outside. For example these people have a snack together with them, organise sports activities or just shows their own skills. These meetings are included in the planning of the related service which is active

Another important aspect considered is friendship. Friends are helpful to create positive networking, so children can invite their friends to special events such as parties, trips, workshops, and so on.

c) Network empowerment: educators choose some subjects from the previous steps and the previously mapped network in order to organise events and share new experiences that can begin positive long-term collaborations among the above subjects. In this phase the potential qualities of the territory and the skills children have are shared.

d) Network extension: educators keep in contact with the territory by constantly looking for new resources and new contacts to include in the networking. For the minors aged 12/13 years old extending the network means involving companies or other business activities that can help these young people choose their upper secondary school.



3. HOW CAN WE CREATE NETWORKING? OUR TOOLBOX

Over the years Cooperativa Margherita has used several tools in order to make the way we create network easier in each phases. This “toolbox”, as we call it, includes:

- A map of the resources in the territory;
- Meetings for getting in touch and collaborating with different subjects in the territory;
- Meetings for evaluating and supervising the different subjects working with minors in the territory;
- Shared activities, projects and offers in which minors can take part;
- Cultural events;
- Specific invitations to special events organised by Cooperativa Margherita;
- Thank you cards;
- Special day cards (for example Christmas, Easter's day)
- The newsletter for reminding weekly planned activities or events;
- The bulletin;
- Swap things;
- Share symbols

4. SUBJECTS INVOLVED

In what follows we list the most significant relations for the management of our services:

PRIMARY OR NATURAL NETWORK: it groups together people belonging to the minor's family, neighbours, friends, schoolmates.

SECONDARY FORMAL NETWORK: it groups together the organisations and the institutions that offer professional services to the individuals living a specific territory.

- **The town administration/municipality** is our reference point, our main speaker and customer for our services;
- **Protection and defence service for minors:** our team constantly communicates with it in order to supervise and evaluate the minor's growing path;
- **Cooperativa Margherita:** a social cooperative that aspires to produce social services for the people and the community.
- **Schools (nursery schools, primary schools, secondary schools and universities):** school represents one of the most important aspects in a minor's life;
- **Employment centres:** they are crucial for those minors who approach the job world and leave school early.
- **The public libraries:** they often collaborates with Cooperativa Margherita to organise several activities.
- **Local firms:** collaborating with local firms is essential to take on students who leave school early or those who are included in projects alternating school and job periods.
- **Local shops:** educators and minors have the chance to create links with different local shops such as supermarkets, the chemist's, the baker's and pastry shops through planned activities;

SECONDARY INFORMAL NETWORK: it includes private or public voluntary associations and organisations which were born in order to meet the needs in the community.

- **Parish associations and groups of young people;**
- **Local sports associations:** Cooperativa Margherita gets in contact with different sports associations living the territory such as volleyball, football or athletics. Sometimes a single player or athlete is involved in the service as "expert" to explain minors the rules of the game he/she plays and/or some exercises;
- **Education agencies:** different local social realities meet together to coordinate socially important activities for minors.
- **Pro Loco:** local organisations promoting events for citizens;
- **Volunteers:** priceless people offer their time and abilities as volunteers for helping Cooperativa Margherita a couple of hours every week depending on their availability;
- **Local associations** supporting events and activities;
- **Board of the young/ the elderly/women:** they support and promote initiatives organised by Cooperativa Margherita such as the European Voluntary Service;
- **The Alpini Association("Italian soldiers"):** they contribute to strongly support events and activities;
- **The Scouts:** boy scouts often enter as volunteers and they become important examples for children and teenagers.



- **Cinemas, theatres and swimming pools:** during particular events educators and minors take part in trips to the cinema or to the swimming pool, for example.

