



# URBACT Prevent

Transnational meeting n°3

**THE HAGUE 21<sup>st</sup>-22<sup>nd</sup> November 2013**



*Jean-Jaques Derrien, Ulf Hägglund*



Connecting cities  
Building successes



List of participants:

Ulf Hägglund, Lead Expert, Paul Downes, Thematic Expert, Eddy Adams, URBACT Thematic Pole Manager, Martin Schmalzried. Policy Officer, COFACE

Stockholm

Jessica Bagge Education Committee member  
Gerd Lundquist Ulsq member  
Eva-Britt Leander Development Manager, Ulsq leader  
Lee Orberon Superintendent, Public Compulsory school  
Anna L Eriksson Project Coordinator

Antwerp

Claude Marinower Deputy Mayor  
Veronique Mampuya Ulsq member and advisor of Deputy Mayor  
Pat Kusse Ulsq Coordinator

Üstf nad Labem

Jan Eichler City Councilor for Education  
Tereza Dostálová Prevent Project Manager  
Marie Čápoová Ulsq member- Primary school headmaster

Munich

Manuel Pretzl City council member  
Christine Hacker City council member  
Yvonne Philipp Prevent Project Manager  
Sonia Scharrer Prevent project manager

Catania

Corrado Persico senior manager delegated by the mayor  
Davide Crimi Europe direct Catania  
Domenica Collerone Catania Municipality's employee  
Carmela Belfiore Catania's Municipality employee

Talinn

Meelis Kond Coordinator of Ulsq Tallin and Director of Education city of Tallin

The Hague

Ingrid van Engelshoven Deputy Mayor for Education  
Ilma Merx Director of the Department of Education-City of The Hague  
Truus van Noort Senior Policy Advisor Early school Leaving  
Mireille de Jonge Policy Advisor International European education City of The Hague  
Jop Munneke trainee /Policy Advisor City of The Hague

Sofia

Mrs Irena Dimitrova Ulsq coordinator  
Mrs Mariya Goncheva Prevent technical Coordinator

Nantes

Jean-Jacques Derrien Lead partner coordinator  
Marie-Christine Delaunay-Felix Head of educational success Department city of Nantes  
Nicole Guerin Ulsq member- Deputy Head of secondary school  
Celia Pouget Lead partner financial officer

Gijon

Pilar del Amo Moran Director of Social Affairs – City of Gijon  
Enrique Rodriguez Martin, Head of European Affairs Dpt, city of Gijon  
Jaime Vilaso Gomez, High School councillor  
Lucia Lopez Urrutia, Primary School Councillor

Thursday, November 21

Morning:

09:00 Words of welcome by Ilma Merx, Director of the Department of Education of The Hague Municipality



Mrs Merx welcomes everybody to the meeting. This morning she felt blessed to step out of her own bed, have breakfast and go on her bicycle to an international meeting in her hometown. Mrs Merx points out that The Hague houses the Peace Palace and many international organizations of which the OPCW (Organization for the Prohibition of Chemical Weapons) is in the news at the moment in relation to the civil war and United Nations

involvement in Syria. Also, in march 2014, there will be an international summit in The Hague aimed at reducing the threat of nuclear terrorism. The Hague, with her international atmosphere, offers a very good environment for the URBACT Prevent programme meeting. The Holiday Inn Hotel, where most of the participants of this meeting stay, is situated in the heart of the parliament area.

Mrs Merx hopes the two-day meeting of The URBACT Prevent project in The Hague will contribute to the goal of the project to reduce early school leaving by learning from each other (best practices), and by co-operating.

During the coming two days the emphasis will be on instruments stimulating parental involvement in the prevention of early school leaving. Mrs Merx also mentions the lecture of Dr. Frederik Smit, who will inform the project participants about Dutch studies into early school dropout.

In the current economic situation more and more young people become unemployed. Not only low level students but also youngsters with high educational levels experience problems in finding work. The Prevent project will try to fight these problems in the years to come. Success in this battle against early school leaving and youth-unemployment provides a better chance for a good future for the youth.

Mrs Merx thanks all participants for sharing their knowledge and for listening to the results of the municipality of The Hague. She expresses her wish, for all participants, to have a productive two-day meeting and to be able to enjoy some of the pleasures the city of The Hague has to offer.

09:15 Urbact general overview by Jean-Jacques Derrien – Lead partner Coordinator

JJ Derrien has reminded that during 10 months we shared GP during TM, organized bilateral meetings calendar, developed a local social innovative process through our LSG with help of NTS and Summer University and thought about transferability and indicators. We are now on the way to Mid-Term review with the following objectives:

- To stimulate a process of reflection within the network at the mid-term stage
- To assess progress in each work package

- To agree with all partners an improvement plan to achieve quality results
- To feed into the re-programming exercise in 2014

MTR Report will have to include:

- Synthesis of answers and analysis on strengths/weaknesses under each work package
- Synthesis of answers about general coordination
- Dissemination Plan
- Reprogramming proposal
- Annexes: ULSG self-assessment results for each partner/Brief description of MTR process/others if relevant



Partners must be involved in the process – first and foremost by the ULSG work, and then especially by the use of the ULSG self-assessment tool. The MTR should be the focus of at least one dedicated ULSG meeting. It should create collective spirit and ownership and help partners to localise and understand points to be improved. Cities will have to use:

A: a questionnaire survey for all partners to complete based on the Work package structure. This can be done on paper or online (eg on survey monkey)

B: two self-assessment tools on the ULSG and LAP (from the URBACT LSG Toolkit). The ULSG tool to be completed by all partners (mandatory – to be annexed to the MTR Report) and the LAP tool where possible and appropriate (voluntary).

Calendar:

November 2013/March 2014: Evaluation at Project level

ULSG in each city completes the self-assessment tool and fill in the template

All partners share main findings in a project meeting

March/May 2014: Exchange with the Secretariat

31 March: Submission of the Progress Report

17 April: Submission of first version of MTR Report

14-15-16 May: Lead Partners & Experts meeting in Paris. Bilateral meetings

May/June 2014: Submission and approval

23 May: Submission revised MTR Report

31 May: Modification of the Final Application in PRESAGE

June 2014: Re-programming approved by the Monitoring Committee

Now we need :

To adapt the process management

- Links between local and network level
- Management of LSG
- Dissemination plan

To prepare mid-term-review

- A tool to be used as a process reflection

- An assessment of Work Packages
- A way to collect agreement between partners for the next step
- A reprogramming exercise

To organize our TM 4 and 5 on the way to LAP (policy recommendations)

09:45 Prevent in the Urbact Social Cohesion Process by Eddy Adams, Thematic Pole Manager on Active Inclusion



Eddy Adams has a global overview about Urbact projects, which deal with Social Cohesion (Jobtown/ My generation@work and Prevent). He has participated actively to our session taking part in our practical exercises at each level. Mr Adams offers his support to the project, he wants to be involved and is looking forward to work together and share knowledge with all participants. He emphasizes the importance of showing the European Commission the accomplishments of the URBACT-Prevent programme.

In his introduction, following the Lead partner presentation, he also stressed about the importance of the Mid-Term review process.

Moreover he explained that the European Commission is considering a follow-up program with more resources, for the period 2014-2020. There will be a bigger focus on cities because they are considered part of the solution. The participating parties of the Prevent program learn from each other and will try to fit ideas from the others into their own local situation. Be aware that this will not be an easy fit. It will require local action plans aimed at restructuring the city. Participants should carefully select actions that bring maximum results at minimal costs. The European Commission wants to hear about the lessons the cities learn and the results they reach.

10:15 Coffee break

10:30 How to share and implement good practices

Part 1: "From good examples to useful implementation; how to support transferability? How to share and implement good practices" by Ulf Hagglund. Lead expert and Paul Downes, Thematic expert.

*"Whether practices are called exemplary, best or good, they are rarely the ultimate that can be achieved, since best practice is always contextual."*

We now have 20 good examples from ten cities – introducing many kinds of possibilities to share and implement "good stuff" that has already been developed by partner cities. Looking at the model of "Prevent'ology" areas of the PREVENT project we now have examples covering several aspects of parental involvement, such as the dialogue and collaboration between parents and schools, with/in the work of NGO's, parental peer support and more. But moving from mapping GP's to developing an innovative city process is a process, not an activity. It is also vital that cities that really would like to get a grip on ESL understand that the 20 PREVENT good examples do



represent the possibility to use more than one example to build a sustainable chain of actions – as that is the only way to solve a complex problem as ESL.

So then, what are the key messages to a successful mapping, transfer and implementation process?

### 1. Finding the right GP's

- ...matching relevant needs...
- ...adapting them to local conditions and strategies...
- ...adding local innovation...
- ...to develop new solutions

### 2. Key points for successful transfer of good practice

- A common goal that links good practice to the organisation's/city's objectives and to the LAP strategy of partner cities
- A good communication process – both between cities and within the city/ULSG
- A clear definition of organisational as well as strategic needs
- A joint understanding of the importance of new working methods/good practice
- An environment that encourages sharing and dissemination (we're all in it together)
- Relevant ideas on why and how to implement, how to communicate and how to sustain a good development process

### 3. The Spiral of Social Innovation

The match between mapping good practices and the transfer of them often seems to be quite low. One idea is that to make a better success, there has to be already something "going on" in the local environment; an identified change process, a paradigm shift, a need or problem big enough to unite politicians, decision makers, management and staff. At such moments, implementing "shortcuts" like good practices and good examples would be a way to reach common objectives and solutions faster and more cost efficient. Both mapping and implementation would

suddenly make sense to everyone, and could even function as a spark to set off new, innovative collaborative processes, combining already existing and new innovations to make best possible and locally adapted solutions. But even so, it is important that we remember that social innovations must be embedded in practice. Any new solution could only be named an innovation if it

works in practice, in "reality". Only to make it work on a temporary project basis is not enough – it needs also to be scaled up, sustained and disseminated. It is a two-fold, parallel job; good results are developed by projects, but making them work in reality is a task for decision makers and manager in existing services. Therefore, this is where cities, in PREVENT and other networks, by emphasizing the work and status of ULSG's, could use the LAP process to feed cities' need for local innovation platforms and results and thus, to bring local city leadership closer to local development processes and resources. The Young Foundation model on Social innovation, adapted by Arnkil and Adams, gives splendid food for thought on how such a process could be managed over time.



Finally, there are several natural links between the mapping and the preparing of good practice transfer and the Local Action Plan process:

- the LAP is a policy instrument and an integrated action plan – local needs/strategy
- built on the transnational exchange and learning that takes place within the URBACT project
- the result of a participative local process – bringing the right actors on board, holistic approach
- the starting point for joint action

Part 2: "Game of transferability" (speed networking game), by Ulf Hagglund and Paul Downes  
Thematic expert

Each partner took time to gather at each city level and then to split out into three groups to share the results with the others.

### Preparing for the Transfer of Good Practice – city assessment tool

	Statement (We = ULSG point of view)	Score (1-5)	Comments
1	We have a common goal that links the good practice to the city's objectives and to the LAP strategy of our city		
2	We have a good communication process between our city and the partner city (cities) related to the relevant good example(s)		
3	We have a good communication process within both the city and the ULSG on use and implementation of GP's		
4	We have a clear definition and understanding of individual, organisational as well as strategic needs		
5	We have a joint understanding of the importance of new working methods/good practice		
6	We have an environment in our city/ULSG that encourages sharing, dissemination and innovation		
7	We have relevant ideas on why and how to implement, how to communicate and how to sustain a good development process		

Paul Downes, Thematic Expert for Prevent, has explained how to introduce Structural indicators (SI's) which deal with something that can be changed (laws, spaces, roles and responsibilities, key guiding principles, potentially malleable dimensions to a school and/or community system). SI's can operate flexibly at different levels of a system and at different levels of concreteness and abstraction i.e., physical spaces and designated jobs, guiding principles for action/strategy etc.)



Structural indicators could be set up as physical structures, roles as structures in an organisation or as enduring key principles structurally underpinning the intervention.

Using structural indicators will help PREVENT network cities to understand if necessary key structures and mechanisms are in place to really combat ESL, and more specific, to involve parents in the process. Whereas outcome indicators in the Prevent context could be 'reduced rates of ESL' and 'increased school attendance' (i.e., evidence of effects),

structural indicators are key conditions and/or enablers for system success, enduring features of a system that are malleable, thus going beyond the traditional qualitative/quantitative distinction. The SI's will focus on aspects like the level of ESL prevention in a city (universal, selected or indicated), on the level of collaboration with core target groups (from information to real co-production), on level of systemic change (individual, school, family, community). Goal of structural indicators is firstly for comparison of the cities' own progress over time compared with itself, and secondly to compare with other cities.

What are Structural indicators (SI's)? In this case, SI's are 'yes and no'-questions, something that can be changed (laws, spaces, roles and responsibilities, key guiding principles, potentially malleable dimensions to a school and/or community system). SI's can operate flexibly at different levels of a system and at different levels of concreteness and abstraction i.e., physical spaces and designated jobs, guiding principles for action/strategy etc.)

Key Questions for your Municipality – Agreed core structural indicators as part of a strategic systemic approach to overcome gaps

*Guiding principles as Structural Indicators:*

- Active involvement of target groups in design and in delivery
- Building on strengths of target groups - not framing them simply in terms of deficits
- Cultural awareness of staff (including in schools)
- Empowerment, not dependency of parents
- Prevention and early intervention focus

*Roles in organizational structures as Structural Indicators:*

- Services provided are consistent with objectives
- Intervention of sufficient intensity to bring change
- System change focus and not simply individual change focus
- Clear focus on level of prevention - universal, selected and/or indicated
- Distinct age cohort focus
- Clear outreach strategy to reach marginalized groups
- Strategy to develop community leaders from marginalized groups
- Employment of members of marginalized groups in the team
- Clear leadership responsibility with and between agencies for achieving specific goal - not diffusion of responsibility
- Clear feedback paths from parents
- Clear feedback paths from students
- Continuum of supports across ages
- Bridging health and education
- Targeting malleable risk and protective factors
- Multiple domains
- Confidentiality/Privacy Protocols
- Alternatives to Suspension

*Physical spaces as Structural Indicators*

- Specific space in school building for parents to meet
- Clear representations of cultural identity of specific groups in shared physical spaces such as schools ( and communities, such as through festivals)
- Common spaces for overcoming hierarchies ( e.g., common eating spaces)

12:00 Lunch

Afternoon:



13:00 - 18:00 'House of Europe'

Address Huis van Europa, Korte Vijverberg 5/6, 2513 AB Den Haag

13:30 Welcome by House of Europe representative Lieke Schuitmaker



13:45 Opening by The Hague's Deputy Mayor for education, Ingrid van Engelshoven

*Ladies and gentlemen,*

*We couldn't have chosen a better place to meet than here in Huis van Europa [House of Europe]:*

*Opposite us is the Dutch parliament. From there, you can see this building. Vice versa, we can see the tower, which houses our Prime Minister's office. This symbolises the relationships between Europe and European countries. You constantly observe each other. But obviously, merely looking at each other isn't enough: hopefully you do things together too. This building is the Huis van Europa [House of Europe]. This is where relations meet. Because aren't we all members of the same family: fellow governors, public servants, from 10 countries? Europe is what unites us. We celebrate our successes together. And seek solutions where there are problems. That's what this meeting means to me. The question which unites us is: how can we reduce the numbers of school*

*dropouts? How can we help each other in this? At times like these, it is essential to seek partners. The economic crisis requires partners at European level. None of our countries can respond to the crisis without partners. Together we have the strength to do that, though. I'm convinced of that. The current crisis affects us all, even a prosperous country like the Netherlands. And the city of The Hague. Youth unemployment has soared: it's now 15%. This is a nightmare scenario: young people are cast aside before their lives have properly begun.*



*This is deplorable. It's unacceptable. It requires vision and an active policy. At times like these, it's important not to leave school without an accepted qualification. At times like these, it's important that education and the job market are in line. At times like these, we must ensure that young people who drop out of school are directed back to school, work or a combination of both. The thought underlying my policy is: prevention is better than a cure. Big problems start small: dropping out of school isn't something that happens suddenly. There are signs beforehand. It starts with minor truancy. Missing an hour of school. These things happen. But be watchful. There may be a more serious underlying cause. Relating to the child or the parents. I've reached detailed agreements with the school boards about recording absenteeism. Officially, schools only need to report absence if a student misses more than 16 hours of school in a month. These are the rules laid down by the national Inspectorate of Education. But to make schools more alert, I've said: record student absences up to 16 hours a month too. And show how you deal with them. In this way, we can highlight hidden absenteeism and stimulate schools. Recognising the signs means we can respond sooner. And that benefits the child. But a child's career success is not just determined at school. The home situation is also an important factor. At primary school, there are plenty of opportunities for contact between parents and school. Parents take their children to school. Accompany them on school outings. Or help out at the school's Christmas dinner. But we shouldn't take parental*

*participation for guaranteed. Certainly not in secondary education. Often the school is further from home. And, step-by-step, children start to become more independent from the family. Parents sometimes draw the wrong conclusion: my role as parent is finished. Yet more and more research shows how important parental involvement is during adolescence.*

*Parents who drop out. This could be a precursor of their children dropping out.*

*It is therefore important to empower parents. Most children seem to drop out of school over the age of 18. In fact, 77 % of young people who drop out of school in The Hague are aged 18 or over. We also see that they tend to be from districts with a low socioeconomic status. We therefore started a project specifically targeting this group.*

*We want to reduce school dropout figures by increasing parental involvement. We want to give parents support from our professionals: school attendance officers and case managers. They share their knowledge with parents so that in turn, they can support their children when the professionals withdraw. And if the parents are unable to support their children, then we call on other relatives: a sister or brother, a grandparent. Because giving up on a child is not an option. We have the resources to help 200 young people: 100 over the age of 18 and 100 under the age of 18. If this approach proves successful, we will apply it to young people in throughout the city. Because what you demonstrate on a small scale must be translated to the large scale. We are all concerned with young people who leave school without qualifications. And at a time when jobs are scarce, that's a big problem. Each of us is actively searching for solutions. Whether you come from Nantes, Antwerp or Sofia: we want to give our young people hope of a good future.*

*We are looking for new ways to give young people a good education, so that they leave school with a qualification that reflects their talent and meets the needs of the job market. Let's search together.*

*I'd be delighted if we could agree today on how we can continue to inform each other about projects which work. The URBACT Prevent project is a perfect platform for this, and for developing innovative methods for reducing school dropout figures. This is why The Hague's participation in Prevent and today's meeting are so important to me. Because this is something that really matters: The future of a new generation of Europeans. They more than deserve our efforts. If we support each other, we can support our young people.*

*And that's what it's all about.*

*Thank you for your attention.*

14:00 Lecture Academic lecture by Frederik Smit (Senior researcher 'Education: organisation and policy evaluation' at Radboud University, Nijmegen)



Dr. Smit stresses the importance of parental involvement in schools. It is good for a child when the parents have high expectations of him or her. We know that school success of a student grows when parental involvement in school is bigger. Nevertheless, it is not a clear and primary objective of schools to try to involve parents more.

Around a child normally there is a network consisting of the school, the parents and the neighborhood. The willingness of these parties to communicate contributes to the school success of the child.

Dr. Smit says that sheet 12 of this presentation is the most important of all. It shows that a child of 12 years old has been alive for 105.120 hours of which only 7.520 hours were spent in school.

Dr. Smit sketches the development of education in The Netherlands through history. In 1992 the Participation act was introduced by the Government. From that moment on, parents were given a voice in the process of school policy making. A major bottleneck in the relation between schools and parents is the teachers' lack of communication tools and abilities. Teacher training has always been mainly focused on transferring knowledge to students. Providing teachers with tools for constructing a good relationship with parents, is only now introduced into teacher training programs. Another bottleneck is the lack of time of parents. Success factors for adequate involvement/participation are:

- participation structure
- participation culture
- participation skills
- willingness to participate

Dr. Smit stresses the importance of having built a school-parent-relationship before a problem rises. The most important moment is when a parent comes to school for the first time with the child. This moment should be used by schools to say what they want/expect and what they offer. It is important that on this moment schools make it clear that they can't do it alone and that parental involvement is necessary. Teachers and schools have to listen better to parents and should know how to anticipate to different types of parents. The relationship school-parent should result in a clear agenda, clear agreements and a clear understanding in the school of what to expect from parents. If it goes well with a student, the school has to explicitly mention this to both student and parents.

14:30 Workshop deputy mayors Why are we involved in PREVENT? What are the differences between policies of partner cities? Introduction by Martin Schmalzried (COFACE).

COFACE is a European Umbrella organisation with over 50 members in 21 EU Member States.



Its activities include representing family organisations and mainstreaming family policy in all relevant policy fields at EU level. This extends to many different topics at the heart of the families' concerns: work life balance, cyberbullying, financial services, early school leaving...

Parents worry a lot about ESL and their involvement in school is key to address and especially prevent it.

Mr Schmalzried summarizes the history of the relation between school and parents. Early education was mainly focused on knowing law and language. In the 20th century, for a long time, finding a job was a logical result of finishing a school-education. In present time a school education is no longer a guarantee for finding work. Parents need to understand the school system/culture. Migrants are often not familiar with the school system in their new country and are insufficiently equipped to fulfill their participative role. Schools should focus on these parents.

Parents have the tendency to trust the school and leave the education entirely to the school. They keep a distance, wait for an invitation and they only come to school when a problem occurs. This is too late and the result may be that the child drops out of school.

There is a relation between the degree of parent-satisfaction about the school and the performance of the child at school. The more parents are satisfied about the school, the better their child will perform. An exchange of information between parents and schools, before a child starts school, will increase the chance of a shock free introduction to school. The beginning of the school career of children is also the first separation from home. This moment should be given attention. A simple way to prevent trauma in the child is to allow parents to stay in the classroom during the first half hour of the school day

Many school systems exist in Europe, enough good examples can be found that contribute to a early, good, two or three-way relationship (school-child-parent).

After this introduction, Mr Derrien asks all deputy mayors two questions:

- Why did you want to join the URBACT Prevent programme?
- What direct impact do you see for your city?

#### The Hague

The common EU-goals against school dropout are considered important. The Hague reached good results during the past years. Yet a growing complexity in individual dropout cases can be seen. In order to prevent children's dropout of school, it is often necessary to solve problems of the parents. It becomes increasingly important to reach out to families and to do this as early as possible. Connect early with parents on practical subjects and convince parents that they will benefit from it too.

The city of The Hague considers it very useful to learn from the other cities and to share her own knowledge. All practical solutions are very welcome.

#### Munich

The city of Munich also experiences the problems that have been discussed today. Everything said today is important. When we try to involve parents in schools, a bigger focus on the mothers, who often play a key role in the upbringing of a child, can be rewarding. Another important factor is the medical aspect. When all circumstances seem perfect, a problem in the brains of a child can prevent it from answering the demands and having a satisfying school-career. A good teacher-parent-child relationship contributes to school success

Munich has a 11% dropout rate. Although this is relatively low, we strive to decrease this figure. Sharing knowledge and working together with other participating cities through this programme, helps Munich to improve. This sharing of knowledge and working together forms the motivation for Munich to participate.

#### Stockholm

The city of Stockholm finds it very interesting to be part of the Prevent program More involvement of parents in schools is the key to prevent school dropout. Stockholm has been investing in the school-parent-relationship and has several good practices to share with the

other participating cities. We try to establish a parent-(pre)school relationship when the child is 1 year old. We will gladly share the experiences we have with this policy.

#### Usti nad Labem

The deputy mayor has been working in the field of education for 37 years, he has 20 primary and 30 kindergarten schools under his responsibility. He is highly interested in the prevent programme and considers this project one of the most important of all projects his city is currently running.

The problems other cities experience and the solutions they found can be of great help to Usti nad Labem. Problems with the Roma community form one of the main concerns of this city. Different actions and programs have been tried. Some actions work, others don't. We hope to learn from other cities so we can improve our efforts. The deputy mayor emphasizes the importance of being strict and systematic.

#### Antwerp

Antwerp is also a new participant to the project. The city has 512.000 inhabitants from 170 nationalities. Recently there has been a political earthquake, after 95 years of socialist government now the liberals are in power. The city has 28% school-dropout/youth-unemployment. Many programs, initiated by the socialist government, will be continued. The deputy mayor hopes the new city government will provide sufficient money for the Prevent program

One of the policies of the city is to have the parents take their children by the hand into school. There are programs to teach immigrant parents the language. There is a program to educate parents about school, how schools work, what is expected from parents, etc. In the Flanders region, a school should warn the local government when a child does not attend school for 30,5 days. In Antwerp we want to be informed when a child misses school for 10,5 days. The present city government is focused on bringing children back to school.

The conviction that the participating cities in the Prevent program can learn from each other, that cities are confronted with similar problems (in different settings), forms the motivation of the city of Antwerp to join the Prevent program. Sharing knowledge will help cities to execute their policies better and will provide new ideas for a new approach.

#### Sofia

The city of Sofia sees the potential of the Prevent project and its network of cities. It strives to achieve a social responsible education system. An example of a good practice in Sofia is the project with Roma families and children. We identify the needs of the Roma communities. We invited 5 Roma community leaders to talk about preparing children for school. The leaders will inform their communities. A good relation and good communication with minorities in a multicultural environment is very important.

Today we have already heard of several good practices we are interested in. We look forward to cooperate and share knowledge with the other cities.

#### Gijon

The deputy mayor expresses his enthusiasm for the Prevent program. Gijon is a small city in the north of Spain. The city is looking forward to work together with all partners of the program and

to learn from them. Gijon experiences the same problems with youth dropping out of school. We try to maintain a relationship with the dropout children to try and bring them back to school and prevent the children from being on their own.

#### Nantes

The deputy mayor could not attend these two days so Mrs Delaunay-Félix represents her deputy mayor. The Prevent-network is considered very important to Nantes. It can contribute to strengthening the cohesion in the local community.

In the current setting in Nantes, families and dropout children do not benefit from projects offered by the government. The role of parents should be given more weight. Parents should become partners with schools, they should be co-producers of education. One of the wishes of the city of Nantes is to put a shield in the middle of education. A shield that protects children from dropping out or helps them re-enter school. Nantes wants to work together with her partners and technicians to create new modern programs Parents should be involved. Nantes wants to think together with the parents.

Realizing an easy accessible information bureau for solving education-related problems could be of great help.

Mrs Delaunay-Félix expresses the hope of the city of Nantes to find new perspectives during the Prevent program

#### Tallin

The deputy mayor, who was re-elected last week, could not attend these two days because he is busy in the cities budget negotiations. He will sign the statement via email.

Tallin, like The Hague, is an internationally orientated city. The problem of school drop out is considered very important. Opening schools for children and parents will be a priority for Tallin in future. Learning to deal with different types of parents, as described in one of the lectures today, is important. The city of Tallinn is looking forward to learn from her partners, to share knowledge and to work together.

#### Catania

To his regret, the deputy mayor could not attend the two day meeting here in The Hague. He will try to attend next meeting. He supports the work of the Prevent project. Sharing knowledge of good practices is important and a big advantage for EU members.

Catania supports the idea of involving parents in schools. The lack of time of parents often prevents them from spending time on the parent-school relationship. A problem Catania experiences in fighting early school drop out is the early use of alcohol and drugs. Unlike for instance Antwerp, where the government has a clear view of percentages and numbers of people of different nationalities, in Catania we don't have these precise demographic figures.

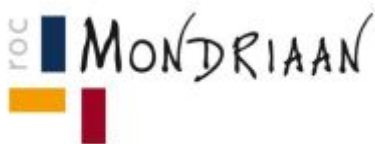
Although the city joined the Prevent program only recently, different projects have already been implemented. One of the projects is aimed at music lessons at schools. This project indirectly contributes to school-parent communication. When children perform in musical productions at school, parents seem to find time to come to school. We want to communicate with children, listen to them and learn about their experiences. The Prevent program network will help us to achieve our goals and to find new ways to involve parents in schools or find ways for better implementation of existing projects.

Mr Derrien thanks the participating cities. The press is invited into the meeting room and all cities sign the Prevent program Statement and by doing so they commit themselves to stimulate parental involvement in preventing Early School Leaving and to the successful completion of the Prevent project.

We stress the importance of realising parental involvement in ESL. Through the partnership and active collaboration of our cities in the Prevent project we are working together to get parents involved in a sustainable way. In the first phase of the Prevent project we exchanged and assessed good practices of local parental involvement initiatives between our partner cities. The production of the 'Guidelines of Good practices', which is due at the end of 2013, is a result of this exchange and will complete the first part of our partnership. In the phase that follows the production of these guidelines we will focus on 'transferability': the translation of phase one's best practices to partner cities' local realities. Each city's URBACT Local Support Group will help with the realisation of this translation. The upcoming bilateral meetings between partner cities serve to assist in the local implementation of the international best practices as well.



Friday, November 22



09:00 Study visit to ROC Mondriaan .

Marco Fontijn has presented Roc Mondriaan school, stressing about the involvement of parents. Parental involvement at ROC Mondriaan: Change of student charter: Mondriaan informs parents of students up to the age of 23 about the progress of their sons' or daughters' studies. The student has the right to inform the school that their parents are not to be informed. Through the partnership and active collaboration of our cities in the Prevent project we are working together to get parents involved in a sustainable way.

Mondriaan policy on parental involvement:

There is not just one way to successfully establish a partnership of parents and school. Success depends on population of students and parents and the diversity of the schools of Mondriaan.

### Toolkit parental involvement

- Collection of good practices
- Schools can choose the activities best fit for their school
- Schools can benefit from previous experiences of colleagues from other schools

#### Examples of good practices:

- Informative meetings about the courses for students and parents together, before the student has chosen a course at Mondriaan
- Leaflet with information about secondary vocational education and Mondriaan, aimed specifically at parents
- .Invite parents to the presentations by students of their projects
- Newsletter aimed at parents
- Contact parents who did not attend parent-teacher meetings
- An advisory council for parents
- Contact with parents in case of absenteeism
- Invite parents to the intake, when a student applies to enrol at Mondriaan
- Parent-teacher meetings aimed at specific target groups, like immigrants

### Parental involvement in the future

Mondriaan has achieved results But challenges remain:

- Parents from minority groups
- .Improving partnership of parents and school



Sabine Kunst, Programme manager in Roc Mondriaan, has explained five actions in education which were developed.

- Regional coach facility for potential drop-outs  
Link between education and external organizations in youth care and career advise;  
Student, parents, school counselor and "Pluscoach" make a plan together;  
"Pluscoach" coaches the student in the school.
- Flexservice in secondary vocational education  
Flexible providing of internal and external experts e.g. career advisor, school attendance officer, nurse, probation officer, social workers, police
- Flexcollege for drop-outs in secondary education  
Prevent them from sitting at home;  
Customized approach by cooperating with parents, school, and other stakeholders;  
Improving the preparation for further education.
- VMBO+ in pre-vocational education  
- Using an extra year in secondary education for potential dropouts in vocational education by better preparation for further education
- Prevent drop-out in Havo-4 (general secondary education)  
Awareness of choice for general education or secondary vocational education



Then we did a critical friendly analysis



13:00 Lunch

14:00 Meeting: The future role of our local support group

All the partners had to prepare information about the following questions:

- How many times did my Isg meet since the beginning of the implementation phase?  
( please indicate dates
- How many participants at each meeting? (any change ? any regular absentee ?
- What are the main issues the participants raise about the topic?
- What kind of feet-back did your Isg got from the network level (especially from the TM and may be already from bilateral meetings)?
- What kind of methodology did you use?
- Did you already start to write some elements for your Local Action Plan? If not when do you plan to start?
- Do you have any need for helping the improvement of links between the local and transnational level?

In doing that we had **3** objectives:

- 1) to create links between the local and the transnational level
- 2) to share information between partners
- 3) to prepare the next progress report and the Mid-Term review process

15:00 Project Steering Committee

The 10 cities were represented by its local coordinator.

- Production and dissemination of Good Practice Guide -Mid-term

- > The document will be propose by the Lead Expert in December and printed and disseminated by the Lead Partner in January 2014

### - Organization of MT2M (Mid-Term Managing Meeting)

A special session will be organized in Brussels (23 / 24 January 2014) to discuss about the following points. Each partner will receive a 1200€ extra budget for one person to attend this meeting and the Lead partner 2000€ for 2 persons.

- To adapt the process management (links between local and network level / management of LSG/ Dissemination plan)
- To prepare mid-term-review which must be
  - A tool to be used as a process reflection
  - An assessment of Work Packages
  - A way to collect agreement between partners for the next step
  - A reprogramming exercise
- To organize our TM 4 and 5 on the way to LAP (policy recommendations)

### - Financial issues (Celia Pouget)

#### Results of the first reporting period

- The first reporting period was concerning the expenses made from the 01/01/2013 to the 30/06/2013.
- 6 PP filled in Presage and produced a financial certificate
- 3 PP didn't succeed in due to different reasons (mainly administrative problems)
- The financial schedule should be better anticipate and especially by the FLCs.
- During the last lead partner's training session in Paris, the Urbact Secretariat reminded the rules which have to be respected.
- For the next reporting period it will be compulsory for each PP to complete the expenses in Presage
- FLC should be more attentive to complete the certificate (there were some minors errors which have been corrected by the Secretariat)

#### Budget changes

##### ■ The project budget must be updated due to :

- > The absence of Catania during 9 months
- > The change of the transnational meeting's venue (TM6)
- > The proposal of organizing a new meeting at the beginning of 2014 "MT2M"

Consequently Catania 'budget will be reduce of 3500€ for TM 6 and 17867€ (9/27 of the previous budget left).

Usti will have a dedicated budget of 3500€ for TM 6

Each partner will receive a 1200€ extra budget for one person to attend this meeting and the Lead partner 2000€ for 2 persons and Lead expert 1000€ extra for accommodation. The difference (4067€) will be allocated for Mid-Term review process (printed documents and new decisions if necessary especially about the proposition of Catania to host an extra transnational meeting in 2014 after considering information available about the local situation ). This new distribution is approved by all the partners.

■ Others changes:

- It's also possible if you need, to make changes (minor) between budget categorie : for example from "external expertise" to "travel and accommodation" etc.
- If you need to make this kind of change, it's compulsory to send me by email a formal request with the explanation linked before 30 November

Financial agenda – 2nd reporting period – Reminder

<u>WHAT</u>	<u>WHEN</u>	<u>WHO</u>
<u>Each Project Partner sends to Lead Partner any need of budget change</u>	<u>30th November at the latest</u>	<u>PP</u>
<u>Each PP fills in its expenses in PRESAGE (expenses made to the 31-12-2013)</u>	<u>From July to December 2013</u>	<u>PP</u>
<u>Each PP sends information for the progress report to the LP</u>	<u>Mid January 2014</u>	<u>PP</u>
<u>LP approves the expenses of the PP (at the latest one month after the end of the reporting period)</u>	<u>31th January 2014 at the latest</u>	<u>LP</u>
<u>PP make their expense approved by their certifying authority (national authority or First Level Controller.)</u>	<u>29th February 2014 at the latest</u>	<u>PP</u>
<u>Certifying authorities produce expenses certificates</u>	<u>29th February 2014 at the latest</u>	<u>PP</u>
<u>Consolidation of expenses certificates and establishment of the payment claim</u>	<u>30th March 2014 at the latest</u>	<u>LP</u>
<u>Receiving ERDF refund and transferring to PP</u>	<u>(indicative calendar) June 2014</u>	<u>LP</u>

- Bilateral meetings (Tereza Dostolova)

> Calendar

PP	partner city to be visited	when?	chosen Best practice, places to visit etc.
Sofia	Antwerp	March 2014	Tha KAAP
Gijon	Sofia	April 2014	not specified
Usti	Nantes	February 2014 (2nd week)	"Club Coup de pouce"
Nantes	Munich	10. - 11. 4. 2014	Island of competences
The Hague	Stockholm	May 2014	not specified
	Antwerp	17/12/2013	not specified
Tallin	Munich	16.- 17. 1. 2014	Notspecified
Stockholm	The Hague	??	not specified
Antwerp	Munich	16. - 17. 1. 2014	empowering parents to work together in the context of school
Munich	Nantes	30.-31.01.2014	"Building trust and cooperation between school and parents"
Catania	Sofia	April 2014	not specified

> Report Matrix

Each partner will use the report matrix proposed by the Lead Expert and will be free to complete by any document they want.

- National Training Schemes and feedback from Dublin Summer University

Dublin was quite interesting and we learnt a lot. 8 partners attended this event. NTS are still interesting to complete and enlarge the numbers of participants of ULSG on the way to LAPS. That's why the Lead partner stressed about the importance of being present as Stockholm, Antwerp and The Hague already did the week before the TM

- Newsletter

Newsletter n° 2 will be published in the 3 following weeks after the TM with the same format:

- Network's life
- At home
- Good Practices
- Upcoming meetings

- Electronic press book

Meelis Kond has presented the first Electronic press book for the period between march and November 2013

16.15 End of session

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Thank you very much to the "Orange team"!!!

