

Project-N° 2017-1-NL01-KA202-035176

MANUAL FOR SETTING UP LOCAL CROSS SECTORAL NETWORKS

Circulation: NIK project partners
Authors: Hans Blankestijn and Elke Halm
Date: June 2018
Doc. Ref.: NIK-IO 01 - WP 4 – Manual for setting up local cross sectoral networks – **annex**

Version history

Version	Contributor(s)	Contribution
0.1 27.04.2018	Hans Blankestijn, Elke Halm	First draft
0.2 28.04.2018	Hans Blankestijn, Elke Halm	Second draft
0.3 10.05.2018	Hans Blankestijn, Elke Halm	Final version

Annex 1

Answers of questionnaires of all partner countries

QUESTIONNAIRE FOR IO 01

Circulation: NIK project partners
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Date: 28 March 2018
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This IO 01 (WP 4) focuses on the development of a toolkit how to set up a local cross sectoral network between VET-schools, schools for general education and local/regional authorities. For the description how to organise and develop local/regional networks and Communities of Practice (CoP) it is necessary to know which development of these networks in all partner countries can be described.

The following questionnaire should give an overview from the present situation in all partner countries.

Please answer to all these questions online and send these back to Hans Blankestijn till 21st April 2018.

1. *Does your school have a regional network already?*

yes	no
X	

2. *What kind of partners?*

partner	yes
VET-school	
General school	
Others	
Public authorities	
Local/regional organisations	X
others	X

3. *Is your network complete?*

yes	no
X	

4. *What is missing?*

partner	yes
VET-school	
General school	
Others	
Public authorities	
Local/regional organisations	
others	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	
Email	
Meetings	
Others	

6. *Did you discuss the topic of newcomers?*

yes	no
	X

7. *What results do you got?*

8. *Do you have concrete contacts with newcomers?*

yes	no
	X

9. *If yes, please describe it short!*

yes	no
	X

11. What are your good practices?

Game Design
Game Development

12. What suggestions you have for the other partners in NIK?

JGL



Erasmus

Odense



Newcomers
In the
Kitchen

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The following questionnaire should give an overview from the present situation in all partner countries.

Please answer to all these questions online and send these back to Hans Blankestijn till 21st April 2018.

1. *Do your school have a regional network already?*

yes	no
x	x

2. *What kind of partners?*

partner	yes
VET-school	
General school	
Others	x
Public authorities	
Local/regional organisations	
others	

3. *Is your network complete?*

yes	no
	x

4. *What is missing?*

partner	yes
VET-school	x
General school	x
Others	x
Public authorities	x
Local/regional organisations	x
others	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	x
Email	x
Meetings	x
Others	x

6. *Did you discuss the topic of newcomers?*

yes	no
x	

7. *What results do you got?*

We have contacted a Youth School who could be interested in working with us in this project. They can see a lot of their efforts in the education of the newcomers integrated in this project. They make courses for young adults in different subjects, also cooking. They also have contact with the a relevant VET school and the local primary school where the newcomers are in the beginning of their stay in Odense.

We still haven't got the final go from our superior, if this partner is the partner they want to continue with in this project.

8. *Do you have concrete contacts with newcomers?*

yes	no
	x

9. If yes, please describe it short!

But we want to cooperate with the youth school to get the access directly to the newcomers.

10. Does this work with newcomers fit in your daily work?

yes	no
x	x

11. What are your good practices?

In Denmark we have libraries who invite the community for eating dinner together and there is a whole week campaign with focus on loneliness.

http://www.danmarkspisersammen.dk/?gclid=EAlalQobChMImNz-xqPG2gIVwqQYCh0v7A1gEAAYASAAEgLv_D_BwE

"Meals connect people - for food we can always talk about and again and again. It is a good framework to meet in and a way to find new communities," says Rikke Brøndum from The Volunteers House and Anders Kristensen, local cultural contractor and the man behind the cultural company.

<https://www.viborgbib.dk/nyheder/kort-nyt/viborg-spiser-sammen-og-du-er-inviteret>

12. What suggestions you have for the other partners in NIK?

We haven't got any at this moment.

Odense

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1. *Do your school have a regional network already?*

yes	no
x	

2. *What kind of partners?*

partner	yes
VET-school	x
General school	x
Others	x
Public authorities	x
Local/regional organisations	x
others	x

3. *Is your network complete?*

yes	no
x	

4. *What is missing?*

partner	yes
VET-school	
General school	
Others	
Public authorities	
Local/regional organisations	
others	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	x
Email	x
Meetings	x
Others	x

6. *Did you discuss the topic of newcomers?*

yes	no
x	

7. *What results do you got?*

We already have quite a good network and we find new partners in different connections.

8. *Do you have concrete contacts with newcomers?*

yes	no
x	

9. *If yes, please describe it short!*

We train newcomers, we test there language abilities, we teach Finnish in the asylum centres, also private contacts.

10. Does this work with newcomers fit in your daily work?

yes	no
x	

11. What are your good practices?

Teaching, training and guiding newcomers; organizing new trainings

12. What suggestions you have for the other partners in NIK?

Sataedu

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The following questionnaire should give an overview from the present situation in all partner countries.

Please answer to all these questions online and send these back to Hans Blankestijn till 21st April 2018.

1. Do your school have a regional network already? *My organisation has a European network*

yes	no
X	

2. What kind of partners? *Public and private VET providers; HR consultings; skills validation companies*

partner	yes
VET-school	
General school	
Others	
Public authorities	
Local/regional organisations	X
others	X

3. Is your network complete?

yes	no
	X

4. What is missing?

partner	yes
VET-school	X
General school	
Others	
Public authorities	X
Local/regional organisations	
others	

5. How to find extra / missing partners? *Targeted meetings with relevant stakeholders*

Possible by	yes
Phone	X
Email	X
Meetings	X
Others	X

6. Did you discuss the topic of newcomers? *Not directly, but our members are deeply involved in the issue of how to support migrants and refugees in the integration process*

yes	no

7. What results do you got?

As EVTA, we have been included in some project proposal on the topic, in particular concerning the validation of competences and skills of migrants and refugees

8. Do you have concrete contacts with newcomers?

yes	no
	X

9. If yes, please describe it short!

10. Does this work with newcomers fit in your daily work?

yes	no
	X

11. What are your good practices?

It is the first time that EVTA deals with the topic.

12. What suggestions you have for the other partners in NIK?

Try to liaise with cultural organisations representing minorities on the territory and/or those organisations directly involved in supporting the integration process of Migrants and refugees in the area. It could be the best way to reach the final users.

EVTA

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1. *Do your school have a regional network already?*

yes	no
x	

2. *What kind of partners?*

partner	yes
VET-school	x
General school	
Others	
Public authorities	x
Local/regional organisations	x
others	x

3. *Is your network complete?*

yes	no
	X never 😊

4. *What is missing?*

partner	yes
VET-school	x
General school	
Others	
Public authorities	x
Local/regional organisations	x
others	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	x
Email	x
Meetings	x
Others	x

6. *Did you discuss the topic of newcomers?*

yes	no
x	

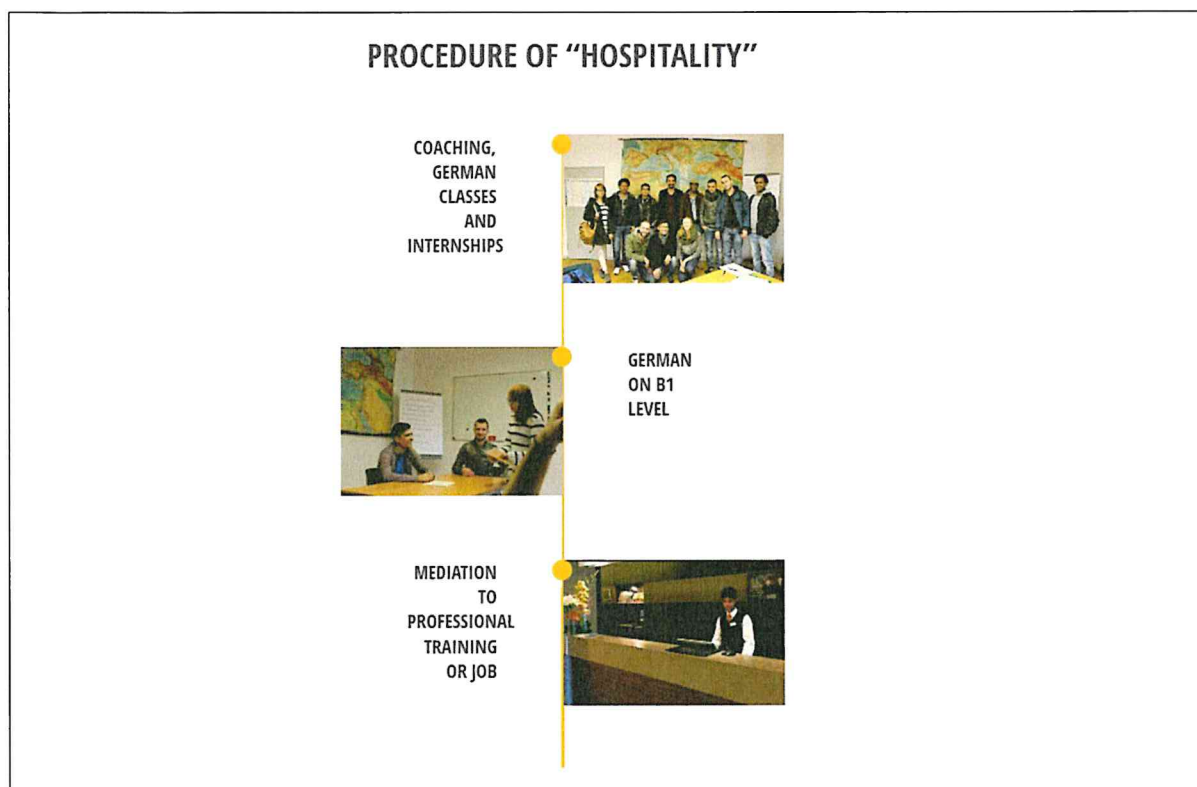
7. *What results do you got?*

- In between 2015-2017 everything concerning refugees was a very „hot“ topic in the public sphere
- This interest vanished during the last 6 months to a considerable degree. Due to this the general interest in the reconstruction and expansion of networks proves to be difficult
- Nonetheless the existing networks continue to collaborate successfully
- Our partners see newcomers as a vital part of their efforts to ensure their need of skilled employees

8. *Do you have concrete contacts with newcomers?*

yes	no
x	

9. If yes, please describe it short!



10. Does this work with newcomers fit in your daily work?

yes	no
x	

11. What are your good practices?

- Combination of language learning, coaching and internships lead to a very good perspective concerning the transfer to apprenticeships/jobs

12. What suggestions you have for the other partners in NIK?

- Multiple activities should always ensure focus on general long term perspective: language learning, apprenticeships/jobs

Bildungsmarkt

2050



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The following questionnaire should give an overview from the present situation in all partner countries.

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1. *Do your school have a regional network already?*

yes	no
X	

2. *What kind of partners?*

partner	yes
VET-school	X
General school	X
Others	X
Public authorities	X
Local/regional organisations	X
others	

3. *Is your network complete?*

yes	no
	X

Always room for improvement

4. *What is missing?*

partner	yes
VET-school	
General school	X
Others	
Public authorities	X
Local/regional organisations	
UNIVERSITIES	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	X
Email	X
Meetings	X
Others	

There are several networks of education providers in the Eastern Venetian area and the western area of Friuli Venezia Giulia. The area of operations of 2050 is between two regions and can rely on structured and unstructured networks of schools.

In particular the inter-district school network of the Eastern Venice area counts on 18 schools of primary and secondary level (preschool up to VET and general education of secondary degrees). Furthermore, 2050 has also contacts with VET institutions in the Friuli Region, in particular with ENAIP, the largest IVET provider in the region and its associated VET schools (CEFAP) and the VET schools of food and hospitality and agro-food processing in the area (Lepido Rocco and Institute Cornaro), that represent an excellence of VET because of the high demand of workers in the field of tourism and services.

6. *Did you discuss the topic of newcomers?*

yes	no
X	

7. What results do you got?

Young newcomers in Italy can be classified into two general categories:

- Second generation youth (born or recently arrived through process of family reunion)
- Asylum seekers and refugees

In both cases, all these young people with a migrant background (usually very young and in many cases minors) are involved in some form of education and training.

Therefore, schools and VET providers are on the front line of inclusion of newcomers in several ways.

In the case of minors in compulsory education age, they attend general education, while for older persons, they are normally attending IVET or CVET courses.

In all cases, teachers, cultural mediators, social workers and trainers try to find ways for including newcomers as they usually represent a high drop-out rate and poor school performance in compulsory schools, and numerous attend VET schools. The Italian Ministry of Education also funds special activities with newcomers and families.

Schools and education providers are therefore interested (especially primary schools and VET schools where the presence is quite high) in new experiences and learning opportunities to support the inclusion of newcomers.

8. Do you have concrete contacts with newcomers?

yes	no
X	

9. If yes, please describe it short!

Working with schools allows 2050 to know first hand newcomers. We also collaborate with NOI MIGRANTI.ORG, Associazione Migranti della Venezia Orientale – Onlus which is the largest association representing migrants and is supported by many municipalities, diaspora associations, and NGOs. Noi Migranti works with schools in specific projects, and also manages the CAS (refugee's centre in Portogruaro), following the recent wave of migration from the Middle East and Africa. Noi Migranti organizes moments of mutual knowledge with the local community (events, ethnic dinners and cultural festivals etc) and we will use the NIK project to work out a concrete plan of collaboration.

10. Does this work with newcomers fit in your daily work?

yes	no
X	

2050 was established to support change in our society, therefore newcomers have always been one of the topic that we have worked with. One of our members works with refugees on a daily basis and will be involved in the development of NIK.

11. What are your good practices?

BEAMS PROJECT:

We started to work with schools in the theme of newcomers with the establishment of our association with a documentary on perceptions and construction of stereotypes on migrants. In the BEAMS projects, we carried out workshops and pilot actions with schools of the primary and secondary cycle, local authorities and NGOs. See the website

<http://www.beams-project.eu/partnership/associazione-2050/>

We are also working on the theme of intercultural competences in primary schools (especially 4- 8 grades) in the project D'Basket, we'll realize a toolkit for educators on the use of non-formal education into education curricula. See website: <http://www.dbasket.eu/>

12. What suggestions you have for the other partners in NIK?

It is important that the different approaches and languages of educational providers and external stakeholders are thoroughly discussed, it takes time to bring innovation into systems, therefore particular care should be taken to find common ground so to introduce new activities and ideas to teachers and school staff.

It is important also to have support from the managerial side, school principals and policy makers need to buy-in all the new ideas and forms of collaboration.

Suggestion is to start working and networking, organizing bilateral meetings to build consensus on the objectives and mobilize right stakeholders, it takes time, sometimes it is frustrating, but it is worth the investment.

2050

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1. *Do your school have a regional network already?*

yes	no
X	

2. *What kind of partners?*

partner	yes
VET-school	X
General school	X
Others	X
Public authorities	X
Local/regional organisations	X
others	

3. *Is your network complete?*

yes	no
X	

4. *What is missing?*

partner	yes
VET-school	
General school	
Others	
Public authorities	
Local/regional organisations	
others	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	
Email	
Meetings	
Others	

6. *Did you discuss the topic of newcomers?*

yes	no
X	

7. *What results do you got?*

Courses for newcomers, tailor-made programs for newcomers to fix the gap towards entering the dutch educational system.

8. *Do you have concrete contacts with newcomers?*

yes	no
X	

9. *If yes, please describe it short!*

In several meetings with the school board, a representative of the project department, the responsible officer for internationalization, the director of the location Alkmaar, the team leader and team food.

10. *Does this work with newcomers fit in your daily work?*

yes	no
X	

11. *What are your good practices?*

See 7.

12. *What suggestions you have for the other partners in NIK?*

Stichting



Erasmus

Tarbu



Newcomers
In the
Kitchen

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1. *Do your school have a regional network already?*

yes	no
✓	

2. *What kind of partners?*

partner	yes
VET-school	✓
General school	✓
Others	
Public authorities	✓
Local/regional organisations	✓
others	✓

3. *Is your network complete?*

yes	no
✓	

4. *What is missing?*

partner	yes
VET-school	
General school	
Others	
Public authorities	
Local/regional organisations	
others	

5. *How to find extra / missing partners?*

Possible by	yes
Phone	✓
Email	✓
Meetings	✓
Others	

6. *Did you discuss the topic of newcomers?*

yes	no
✓	(✓)

7. *What results do you got?*

There is very little known about different partners discussing the topic of newcomers among themselves. But since Tartu Art School has one student who is an Ukrainian refugee, then at least inside Tartu Art School this topic has risen and has been discussed to some small degree.

8. *Do you have concrete contacts with newcomers?*

yes	no
✓	

9. *If yes, please describe it short!*

Our only contact within the school has been through the aforementioned Ukrainian refugee who now attends Tartu Art School.

10. *Does this work with newcomers fit in your daily work?*

yes	no
	✓

11. *What are your good practices?*

Mainly coaching and tutoring.

12. *What suggestions you have for the other partners in NIK?*

Tartu