



Operational Implementation Framework

City of Aveiro



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Property:

Câmara Municipal de Aveiro
Programa URBACT III

Document elaborated by:

Adriana Simões
Carla Rodrigues
Celeste Madail
Gabriela Portugal
Rui Vieira

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INTRODUCTION

This document is a summary of the main actions developed at Stay tuned Project in the city of Aveiro.

Nine European cities were involved in URBACT seeking to reduce or even eradicate school dropout and failure involving the various partners who act on the social and economic situation of families and the school community.

This project is part is led by the city of Ghent, in partnership with the cities of Aveiro (Portugal), Tallinn (Estonia), Sofia (Bulgaria), Ampelokipi - Menemeni (Greece), Berlin (Germany), Nantes (France), Ghotenburg (Sweden) and Barcelona (Spain). The first phase of the project started in October 2016 and finish on the 2nd of June 2019.

This project has been focused on monitoring and research with two school clusters in the municipality of Aveiro on issues related to failure and dropout in order to:

- Ensure an integrated approach to the implementation of the strategy and associated actions /plans defined;
- Support the involvement of local stakeholders and organize decision-making for implementation of the plan;
- Establish efficient indicators and monitoring systems for performance evaluation during this period.

The team of Aveiro has identified as main goals of the projet i) the continuous process of support, ownership and coordination that are needed to know the full context of early school leaving and ii) the jointly implementation process, reconciling different aims from Partners that need to be engaged.

1. Context

The operational plan planned for the Municipality of Aveiro systematizes strategic actions for the prevention and reduction of School Dropout and Failure, taking into account **i)** the problems associated with them, **ii)** the perspective of the Board and the Teachers in the Pilot School Groups **iii)** the data resulting from the diagnostic analysis carried out in 2015 by a group of professionals from different institutions and entities (health services, justice services, educational establishments, social institutions, among others) and which constitute resources to support the implementation of the proposed actions in the Stay Tuned Project, with the school clusters involved.

Examples of this justification are the following issues:

- a.** The Low level of qualifications and expectations of caregivers regarding school;
- b.** Household Financial Difficulties ;
- c.** Lack of family participation in the educational process, often related to the devaluation of learning ;
- d.** Children without proper monitoring while their caregivers work;
- e.** No free study support for children / young people at risk of dropping out;
- f.** Cultural factors (e.g. gypsy community);
- g.** Lack of occupational and leisure responses in school, especially from the 2nd cycle of basic education and on school holidays at all educational levels;
- h.** Demobilizing educational practices
- i.** Lack of interest / motivation and attractiveness of the "school";
- j.** Lack of multidisciplinary teams in schools to accompany children / young people;
- k.** Fragility in the processes of mediation between school and family.
- l.** Lack of coordination between various entities involved;
- m.** Low community involvement / participation in educational policies.

Within the scope of the Stay Tuned project, the priority targets for intervention were the Esgueira and Eixo School Groupings. In the selection of these territories the following criteria were considered: a) geographical typology (urban versus rural area); b) high population density of the respective parishes; c) Significant existence of children and youth belonging to ethnic minorities, particularly Roma, at risk of abandonment. It was also considered relevant the availability of the whole educational community, from the directions to the representatives of the guardians of these two groups to improve the students' school success.

The children/young people attending these groups come from very heterogeneous socio-cultural backgrounds. Diversity is also evident at the linguistic, cultural and ethnic levels, with students from other ethnic backgrounds and countries. Regarding the School Social Action (ASE), many of the students receive financial aid.

Notwithstanding the problems already identified in the Social Diagnosis of the Municipality of Aveiro regarding the problem of dropping out and school failure (Axis 1. and Axis 6.), the Local Action Group considered it necessary to listen to the School Groups involved in the Stay Tuned Project. Regarding the multidimensional factors that they consider to have an impact on school results and which the Project intends to have a special impact on. Thus, using a Guide for Characterization of School Clusters, information was collected on the number of students per cycle of education, existing human resources, training offer, history of results, among others. From the collection of information from both School Groups covered regarding the respective procedures in cases of school dropout and failure, there is a similar practice, partly regulated by legal provisions, but also, resulting from the work in progress. Network established with various partner entities of the local community. In a brief look at these procedures with the institutional network, we summarize below the ends of the established articulation, which also reflects the expectations of the actors with these institutional partnerships. In general, there is the prevalence of articulation with institutions / entities that intervene in matters of social, police, judicial and health.

2. Local Baseline Position Assessment

The Problem of School Dropout in Esgueira and Eixo School Clusters

In order to gain a better understanding of the institutional context of both school groups integrated in the Stay Tuned project, a questionnaire was requested from the respective school directorates and through which the characterization of the problem of dropout and failure was sought and intervention implemented in cases identified in the school years 2014/2015 to 2016/2017.

Not forgetting the relevance of the statistical data related to the problems under analysis and through which were evidenced, in both school clusters, more cases concerning students in

school failure than early school leaving, particularly in the 2nd and 3rd cycles of Basic Education, it was understood, above all, as necessary to know:

- i) Factors that schools consider to have the greatest impact on school outcomes ;
- ii) Proposals for intervention by both groups to reduce and minimize cases of students in school failure than early school leaving;
- iii) Factors that schools consider should be improved through networking.

Thus, some of the information obtained regarding the above topics is presented below. Regarding the **i) factors identified by the School Groups with the greatest impact on the learning process vs school results**, the following were identified:

Social | Needy families who live on the threshold of social exclusion and do not value school as a factor of social mobility.

Familiar | At the family level, these pupils integrate into families that have a very complex and diverse structure (e.g. single-parent families, diverse family breaks, promiscuity, missing parental figures, etc.).

Political | There should be a real understanding of the difficulties these pupils end up in schools (...) with a view to discussing proposals that can facilitate both teacher integration and the well-being of educational and family communities;

Financial | the financial condition of the families; high number of single parents; dependence on social transfers; The financial aspect is important, as it can facilitate the purchase of goods and services that favor the conditions for a work that promotes school success.

Legislative | Legislation should create material infrastructures (financial aid) and human resources - make more teachers with appropriate profiles available to work with students who are identified as “at risk” of dropping out and failing in these classes to work together to achieve positive results with these students.

Educational | deficient academic background; cognitive difficulties that translate into deficient learning processes, lack of oral and written comprehension; impoverished vocabulary; lack of work habits and methods; lack of school supervision by their guardians; disinterest in the study

with consequent refusal of learning, as a strategy to hide this disinterest and difficulties, and practice of unassertive behaviors. The pedagogical relationship, methodologies used in the classroom and the pedagogical organization of the school are also factors with strong impact on the educational and growth process of the students.

Considering the above factors, and with regard to 4 dimensions of intervention, the school groups identified as **ii) pertinent proposals to develop in the context of prevention of dropout and failure**, the following:

Management | Send all flagged cases to the competent authorities; assist and closely monitor the work of the Class Directors (TD); full readiness to accompany the competent institutions; close liaison between the Board and the Municipality to provide resources where needed; Provision by the Directorate of Formation to teachers, technicians and others who work with the students who have been assigned to work, at some time, in their schedules, to manage according to the needs that arise daily.

Institucional Network | Provide the institutional networks with more technical experts in these areas, as this is a growing problem in our district; awareness campaigns, given by entities outside the school, with the objective of making known the reality of other young people who have taken these life choices and / or the opposite; make these young people aware of other possibilities, try to help them become entrepreneurs.

Human Resources | Provide these students with a human capital (teachers, technicians, psychologists, doctors, etc.) with which they can establish some kind of empathetic relationship and ensure that this team can accompany the student during an extended school career. Teacher training on how to deal with students with these characteristics.

Social/Familiar | Create support infrastructures for those responsible for children and young people, with specific purpose-oriented parenting support projects that can provide parents with “tools” that will enable them to assist their learners, to dialogue with them and seek, in collaboration with available entities, the necessary help. Here too, the intervention of the Parent Association can be an asset; Parental training.

Social | Work closer with social security bodies. These students could benefit from an educational guardian. Networking can facilitate work with families that impacts students' attitude towards school.

Familiar | Trying to work at the level of psychological development with the parents of these students, teaching them to look at school as a place of behavioral change and, essentially, as a place of learning, which should be complemented with family teachings. The school cannot continue to be seen by families as a place where they put their children and expect them to come out “educated, wise, knowledgeable” without doing anything to contribute to it. Training in parenting skills using technicians in the partner network. Empowering parents can lead them to value the school more and collaborate with it in finding the best solutions

To request assistance from the Parent Association, as a more interventionist and organized movement, able to work together to seek measures that can prevent / minimize dropout.

Político/Governance | Bringing to political instances the real problems that schools with pupils with these characteristics face in their daily lives. The construction and implementation of local educational projects with common and articulated objectives.

Financeiro | Financial aid. Only then can learning projects that suit the interests of these students be put into practice. Working on a truly differentiated teaching, a truly alternative course that meets what these students would like to learn, implies being able to acquire new teaching tools.

Legislative | Take steps to legislate for a real implementation of these classes on the ground. Legislating just so that they exist and serve to place students who cannot learn in the same way as others, will be work in vain and toil that will not produce the results that everyone would like to achieve: the true learning and training of these students. Ensuring that laws created and theoretically giving EE the right to accompany their learners in school will not then be the cause of dismissal or penalization of employees.

Educational | Schools use all the resources they have available, noting that they are too few to implement and try to put these classes into operation. And the truth is that it does. However, in a kind of final synthesis, the result is far from expected, revealing the failure, disinterest of students, possible dropout, excessive absences, daily behavioral problems and constant tiredness of some teachers. . It is important to ensure the sharing of good practices and training

possibilities for teachers that favor innovation and the implementation of successful promotion methodologies

Health | Greater support from schools, through TDs, Psychologists or other elements to accompany caregivers, with less intervention capacity, to medical teams facilitate a “communication corridor” between hospital medical teams and schools.

In sum, notwithstanding the various dimensions inherent in implementing actions that focus on different target groups, in general, the schools involved in the project highlight the following main gains in networking:

1. Main proposals for improvement through networking

- a) Working more closely with social security institutions. Problematic students could benefit from educational guardianship.
- b) Raising awareness in parents, so that there is greater value placed on school and collaboration in seeking better solutions.
- c) Request for aid from the School Parents' Association of as a movement with increased intervention and being more organised, capable of working together with the objective of seeking measures which might prevent/limit school leaving;
- d) Focus on the construction and implementation of local educational projects with common and connected objectives that are interesting and motivational for students;
- e) Financial aid which enables the acquisition of new teaching material;
- f) Sharing of good practices and the possibility of training teachers who favour innovation and implementation of methodologies which promote success;
- g) Conditions to improve monitoring of schools through Class Directors, through Psychologists or other elements to accompany the Parents and Guardians from medical teams.

Challenge: The Project Team - Local Action Group and School Groups involved, recognizes the relevance of a preventive intervention against school failure, namely through the constitution of multidisciplinary teams integrated in educational communities and capable of constituting themselves as a support for their personal path , educational and social support for children and young people and in support of their global development. To this end, **it points out 4 intervention axes aligned with the intention of helping the various actors, namely teachers, technicians from specialized areas, families, children and youth and social network institutions.** In this sense, the Stay Tuned Project has as a special point of interest the favoring of formal and informal networks that are constituted and consolidated as support responses to

the well-being of children and young people, and in particular, those with greater contextual vulnerability: personal, family, social, health risk factors, etc.

3. Constitution and composition of the GAL

The school clusters involved have identified internally a number of professionals whose role in preventing dropout and failure is highlighted as having the greatest impact, such as coordinators of specific student integration measures; School coordinators and tutor teachers; Psychology and Vocational Guidance Services; Technical and Educational Assistants, and Guardians and Parent Associations.

Externally, there is evidence of the base partnership of the Aveiro City Council, from which the participation of other partners, namely Parish Councils, school support entities such as Health Services, Child Protection Commission, should be called and Young people, law enforcement, courts, as well as local businesses that may prove to be strategic partners in preventing school dropout, as they are employers of many of the relatives of students attending schools. Local social solidarity institutions can provide material support and help in minimizing family conflicts. Schools have shown full willingness to file with all entities that can promote educational success and endorse the promotion of dropout.



Fig. 1 Process for setting up the Extended Local Action Group

4. Implementation Scheme

Strategic Actions for the Prevention and Reduction of School Dropout and Failure

Moving from strategy to an operational action plan is one of the biggest challenges for implementing solutions because it includes other challenges such as: mobilizing local authorities and the population; promote a stronger link between decision makers and those implementing the strategy; combat the entropy that bureaucratic processes create; reduce the time between problem raising and applicable solutions. In recent years we have improved our intervention in different areas, particularly in terms of cooperation and multilevel governance, which has allowed us to build a network, identify improvement actions and thus respond in an articulated and multi-sectorial manner. In this case, with particular emphasis on the situation of early school leaving, we highlight the partnership and the work developed with government entities such as the Aveiro Institute of Employment and Vocational Training (IEFP), as well as with local schools and institutions that work with students and young people, especially those who are part of the Municipality Social Network.

Given the multiplicity of responses in the field of education, the involvement and cooperation of the different local actors (public, private and third sector) is crucial.

This cooperation involves first and foremost the adoption of common and collective objectives by all stakeholders.

5. Action Plan

INTERVENTION	+ SCHOOL
Action Name	Teacher training
Strategic Objectives	Contribute to the increase in academic and school success Invest in human capital
Specific objectives	Adapt teaching models to current challenges in the global development of children and adolescents Favour the implementation of new learning dynamics/models
Description	- Application of a survey on problems and necessities; - Conduct 2 training sessions regarding themes such as: comprehension of the theme and the impact of early school leaving; interpersonal relationships and communication, motivational dynamics differentiated educational strategies; conflict management in the classroom; teamwork; relationship with families; etc.
Target Public	Teachers – School Groups of Eixo and Esgueira
Promoters	CMA, University of Aveiro, RLIS, Health Services, External Experts outside the Project
Scheduling	OCT-DEC/2017
Framework with other programmes	National Programme for the Promotion of Educational Success Action Plan of the Social Development Plan of the County of Aveiro – Part 1 and Part 6.

INTERVENTION	+ SUCCESS
Action Name	Intervention with those Responsible/Caregivers of children and adolescents
Strategic objectives	Raising awareness of the importance of shared responsibilities between the school and the family in the education of children
Specific objectives	Contribute to a greater valuing of the socio-educational support of children and adolescents
Description	- Application of a diagnostic survey on problems and necessities

	<ul style="list-style-type: none"> - Implementation of actions to raise awareness with the objective of bringing the family-school closer together; establishment of a climate of communication, trust and cooperation; encourage participation in decision-making; offer opportunities for parental qualification ... - Creation of mechanisms to monitor the aid allocated to students; - Creation of projects with the participation of parents or guardians, children and adolescents for the promotion of educational success - Creation of informal networks to aid educational success - Implementation of intercultural promotion activities
Target Public	Those responsible/caregivers of children and adolescents
Promoters	School Groups, Aveiro City Council (CMA), University of Aveiro, Commission for the Protection of Children and Adolescents of Aveiro (CPCJ); Clube do Povo of Esgueira; IncluRia; School Parents' Associations; Psychologists of the School Groups; RLIS; CLDS; representatives of the children and adolescents
Scheduling	NOV-MAR2017
Framework with other programmes	<p>National Programme for the Promotion of Educational Success</p> <p>Action Plan of the Social Development Plan of the County of Aveiro – Part 1 and Part 6.</p> <p>Local Contract for Social Development</p>

INTERVENTION	+ SCHOOL + SUCCESS
Name of Action	Support for children and adolescents
Strategic objectives	In 2 school years, increase the level of schooling of children and adolescents included in the project (2017/2018 and 2018/2019)
Specific objectives	<p>Increase school interest and motivation in children and adolescents</p> <p>Increase academic success</p>
Description	<ul style="list-style-type: none"> - Application of a diagnostic survey on problems and necessities. - Development of mobilising and interesting pedagogical approaches; - Creation of a safe environment and of well-being (e.g. detection of situations of bullying, victimisation, violence or abuse); - Early detection of risk situations, learning difficulties and availability of support; - Creation of spaces for involvement in decision-making, listening to students, participation in group projects; - Psychological and vocational accompaniment;

Target Public	- Extra-curricular activities. Children and adolescents at risk of early school leaving and academic underperformance
Promoters	School Groups, City Council of Aveiro, University of Aveiro, Commission for the Protection of Children and Adolescents of Aveiro; Clube do Povo of Esgueira; School Parents' Associations; etc...
Scheduling	SEPT2017-JUN2018 and SEPT-JUN2019
Framework with other programmes	National Programme for the Promotion of Educational Success Action Plan of the Social Development Plan of the County of Aveiro – Part 1 and Part 6.

INTERVENTION	EMPOWERMENT
Name of Action	Empowerment of institutions
Strategic objectives	Increase the coordination capacity and efficiency of local resources with intervention in matters of childhood and adolescence
Specific objectives	Develop support responses for the inter-institutional needs for articulation presented by the School Groups involved
Description	- Creation of multidisciplinary work teams to support educational intervention - Fostering of spaces for sharing with other School Groups, in order to seek a set of solutions for the necessities presented.
Target Public	School Groups
Promoters	School Groups, City Council of Aveiro, University of Aveiro
Scheduling	SEPT2017-JUN2018 and SEPT-JUN2019
Framework with other programmes	National Programme for the Promotion of Educational Success Action Plan of the Social Development Plan of the County of Aveiro – Part 1 and Part 6.

In order to develop a critical reflection by both School Groups - Esgueira and Eixo, regarding the working conditions (availability, use of time, resources, etc.) of teachers, their own educational measures, the school environment and to the physical conditions of the schools as well as the processes of implementation of the preventive measures of school dropout and

failure, a SWOT analysis was elaborated to the actions that each group assumes as strategy of reduction of risk cases.

Thus, the results obtained are described below and from which the School Groups expressed an important contribution to the impact assessment, which is an exercise that, in the future, the schools involved will be able to implement autonomously and / or shared.

Kenneth Andrews tell us about analysis SWOT as a “Good strategy means ensuring a fit between the external situation a firm faces (threats and opportunities) and its own internal qualities or characteristics (strengths and weaknesses)”. Manufacturing strategy can be seen as reflecting this idea of fit in functional.

Table 1. SWOT Analysis – Eixo and Esgueira School Groups

SWOT analysis	
STRENGTHS	WEAKNESS
<ul style="list-style-type: none"> ▪ Psychologic approach in working ▪ ESL reduce in 8 years time from 50% to 20% ▪ Understand students need to have interventions on early age (instead of secondary education) ▪ Moving from intervention to prevention ▪ Understand that feeling of belonging and behavioural engagement are crucial factors preventing ESL ▪ Students decide for their action plan ▪ Good relations between teachers and students ▪ Mentoring programme ▪ Teachers supporting students to their studying ▪ Cooperation with the police ▪ Starting in the early age ▪ Parents involvement ▪ 1 psychologist paid by the ministry for entire classes ▪ Students have a central role at the school ▪ Environment - classrooms on centrum (in centrum of building) ▪ Educational community - collaboration between different staff specialists ▪ Engaged staff in the projects ▪ Measures to promote success through different programs and projects, support, specialists ▪ Cooperation with parents ▪ Cooperative partners of several levels (University, NGO, police, child protection) 	<ul style="list-style-type: none"> ▪ No strategy to transfer knowledge and good practices/strategies/techniques from psych to teacher team ▪ No metrics: behaviours better results, soft metrics ▪ School leadership explicit strategy ▪ Teachers not involved enough ▪ Not enough partners (friends, associations, factories) ▪ Only 2 teachers involved in the training project ▪ Not typical school organization - relation between local community/needs/interests ... contact ▪ To recognize low importance is the capacity building to teach the teachers ▪ Not everybody buys-in or needs to buy-in ▪ An isolated group - lack of including the teachers ▪ Behaviour is the pupils case not the situation ▪ Participation on a voluntary bases (not everybody reached) ▪ Only one school (not a general rule in Aveiro) ▪ Concentrated on changing the behaviour of pupils instead of changing the structure /teaching ▪ No results were visualized. A lot of projects, but not ordered. Few interest/involved teachers ▪ Lack of availability of families, disinterest in school/education ▪ Some teachers unknowledge to deal with differences ▪ Lack of support specialists

<ul style="list-style-type: none"> ▪ Initiatives like (in)formal meetings/workshops for sharing experiences with parents and teachers ▪ Activities for understanding the other cultures 	
<p style="text-align: center;">OPPORTUNITIES</p>	<p style="text-align: center;">THREATS</p>
<ul style="list-style-type: none"> ▪ Mainstream - psych approach, Leader training ▪ Provide support for school leadership to reach all parents especially unable ones ▪ Optimizing cooperation on individual level ▪ Every day is doing something, but opportunity to really work together: mainstreaming knowledge sharing ▪ Jointly do things coordinated ▪ Organise common activities/meetings among classroom mentoring teachers ▪ More professional courses offered ▪ To change what happens in the classroom ▪ Project vision outside the school ▪ Learning new way of working with (together with) the children ▪ They could enlarge their cooperation with NGOS ▪ Implement the psychological support at all Aveiro's Schools ▪ The quality of education ▪ Change the time schedule to make the engagement ▪ Improvement of students schedule ▪ Network /School's groups 	<ul style="list-style-type: none"> ▪ How to involve more teachers (2 out of 60) ▪ How to deal with individuals having behaviour problems ▪ Parental involvements: reach all parents, what to do to reach the vulnerable group? ▪ Good practice remains implicit, (re)communication about rationale, steps, progress. ▪ Funding actions and programmes? ▪ The location of the school: difficult to access. ▪ ROMA girls get married early, culture of ROMA ▪ The children are in the risk of stigmatisation " the ones who need a special group" ▪ Budget cuts due to each of children ▪ Career development orientation ▪ Not all teachers are interested ▪ No involvement of the rest of the teachers ▪ Different cultural influences like marriage at the age of 16.

6. Implementation Themes: A review for Aveiro’s competences

Implementation Themes (#1 to #7) describe broad areas of things that need to happen or things that need to be done for successful implementation (Graham I.; 2017)

During the first phase of the Stay Tuned Project, the self-assessment by the local team restricted to the various themes associated with the implementation of the respective Action Plan identifies various capacity levels as well as the local position on those themes. Thus, the reading of the data described below should start from the following structure:

Identified Performance Level	Description of the subject under evaluation	self-evaluation
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#1. Building Strong Action Plans

Ensuring a high quality plan, to maximise chances of successful implementation

i. Building your plan around a clear results framework

Developed	Plans have a loose set of expected results described but there is no standard framework or process for defining these	Results need to be achieved from local framework data and ESL conceptions that still do not exist. ULG Members might not be sure about their contribution for the project
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ii. Ensuring your plan has a robust logic model/theory of change

Developed	Plans have a general theory of change described, but not a clear thread through from all resources and to every result	In spite of having a general theory of change we consider that ESL need to be better analysed in and by our local structures (university, Municipality, Social Services, etc.) so the resources can be more profitable.
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iii. Analyzing your plan and spotting the gaps/deficits

Developed	Some QA of plans happens but ad hoc	Both of schools that are involve in the project have implemented different measures and specific plans to control ESL. However, are these strategies (specific classes, legal demands) capable to contribute for a better practice/students capacities and success or are they focused on policy priorities design by "outsiders" than not the real beneficiaries? The data we used on the project are based on a Ministerial Platform that is not accessible to us - Municipality of Aveiro and other entities that could help us designing the itinerary to change.
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iv. Developing SMART(ER) actions

Developed	(Some) actions have (some) specifics attached	Some actions have further information that is not on our Action Plan. It has been developed after ULG meetings (Ex: + School)
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v. Prioritize and sequencing of actions

Advanced	There is a clear prioritisation of activities, which can be used in decision making to resolve conflicts and tackle project issues if/when they arise	ULG Members had an important contribution on better understanding their point of view related with ESL. The actions that have been defined took into account these
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#2 – Open Working & Stakeholder Involvement
Keeping a diverse range of people involved in your project in the right way

i. Selling the plan and gaining buy-in

Developed	Basic one-way publicising of the plan is carried out and there is implicit / passive support	We still need to understand the impact of ULG members implication Involvement of ULG members should be more clarified and effective.
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ii. Managing Conflicts

Developed	Conflicts are resolved in some/most cases, but rarely pre-emptively and normally due to the actions of certain individuals	Some conflicts might not be so clear. In general ULG have an empathy tuned! Even though, can we consider this non-conflictual approach as a good one for a change policy? ULG members have not been so involved so we do not have the right perception of what we can be or not, a conflict.
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iii. Reconciling different objectives of different parties - compromise

Developed	Different objectives are tacitly acknowledged, often understood by some SH, and only partially or occasionally resolved	Need to be more effective At this time, our Action Plan is focused on Teachers training. Other objectives will be, from now on, further considered.
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iv. Finding mutual benefits - the win-win

Developed	Win-win outcomes are identified but not systematically; mutual cooperation between stakeholders happens, but is ad hoc.	ULG recognised the importance of an holistic intervention. Identified problems and difficulties are common. Changing educational model is a priority recognised by all. It is a natural understanding
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v. Defining levels of involvement - decision maker, advisory input etc.

Developed	Stakeholders understand the different roles and responsibilities; they have a tacit understanding of their roles and input.	Need to be practice. We need to have the survey (Action Plan “+ School + Success”) results to improve stakeholders and ULG members higher involvement and policy goals better included.
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#3. Conditions for Implementation
Understanding, adjusting and working with the local conditions within your city

i. Diagnostics for mapping & understanding a city context and explicit local conditions

Standard	Implicit understanding of policymakers used to provide context to local conditions	Shouldn't Policy priorities consider the implementation conditions has another theme to include on our Diagnostic instruments?
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ii. Assessing the required conditions for successful delivery

Standard	Acknowledgement that pre-requisites exist; obvious omissions are noted.	Social Sector Experience: Some pre-requisites are considered before but may not be sufficiently clarified.
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iii. Methods for altering the conditions to be more suitable

Standard	Corrective action is taken when local conditions mean the plan is not proceeding as intended.	Social Sector Experience: we look forward for policy priorities.
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iv. Methods for adjusting your plan to work with conditions

Standard	Plan is fixed and does not get altered based on local conditions	The Social Sector has been working with stakeholders on the Social Development Plan implementation. Previously, the monitoring process was design for each two months. Nowadays, this happens once a year.
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#4 – Joint Delivery of Projects

Implementing a plan where multiple departments or agencies have responsibility for actions in the plan

i. Programme and Project Management

Developed	A project methodology is sometimes followed or different methodologies exists; staff training in use of the methodology is patchy.	We have several professionals involve with training levels due to each professional experiences. We consider that it's important to share this multidisciplinary knowledge and to work more frequently with some monitoring instruments. Teachers from several subjects and levels of education, psychologist, social worker and each one professional context: public schools, public Higher Education, municipality.
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ii. Designing an appropriate governance and delivery structure

Developed	Project governance is in place, but not common across all delivery partners; or clear project governance is not in place in all cases.	Some changes have occurred on schools structure during project conception and one of these Head of governance need to be "introduce" to the project. Eixo School has a new head of governance (Director) who haven't been yet with project team. However, we have not any problem scheduling the next site visit and to have other professionals involved.
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iii. Coordination of activities

Standard	Plan is communicated to all partners; responsibility for respective actions are understood by partners.	We still have some "handicaps" related with stakeholders communication so we consider we need to be more clarified with Project Impact on their Mission and <i>vice-versa</i> .
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i. Dealing with issues and barriers

Standard	Issues and barriers are tackled by each Delivery Partner as they encounter them; other partners are made aware.	If we take as an example the first action (+School) we consider that the teachers who are involve on the training will show us their perspective about this issue. We need to clarify stakeholders' roles and responsibilities. once the training has happened/started, we have an idea of the different views/approaches. have an idea of the different views/approaches.
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#5. Project Monitoring, Evaluation & Decisions

Ensuring the correct project and programme structures and governance mechanisms to keep sight of the activity, give the right direction and make adjustments as required

i. Monitoring and reporting of activity

Standard	Project activity is tracked by the team. Reports are provided when requested.	Semester reports prepared
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ii. Governance structures, decision hierarchies and levels of control

Standard	Governance and decisions are undertaken by person with day-to-day responsibility of the project team. Meetings are convened between stakeholders when wider decisions need to be made.	Project coordination depends not only on technicians' involvement but also on policies goals demanded by higher municipality structures.
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iii. Managing and working with risks

Standard	Any risks are considered when they are identified and assigned to the relevant delivery partner to manage.	Last year (2017), ULG stakeholders were inform about Action Plan activities. However, we consider that our team have now better conditions to promote deeper participation on that activities and related decisions. ULG coordination supports project barriers/risks when detected and will be take them has a double challenge – managing partners' capabilities and project team.
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iv. Timely identification of issues (problems with the project delivery)

Standard	Issues are dealt with by the team when they occur.	Schools members have already identified, with the project team, some issues that might be/are a problem. Although, we still need to improve mechanisms to identify previous problems with all different beneficiaries.
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v. Keeping track of resources and allocating effectively

Standard	Resources are allocated at project level and balanced across the project activities. The work of team members is adjusted based on project requirements and other demands. Teams do their best to cover all the project activities with the available resources.	This is one of the dynamic strengths we have already identified when working together: project team and stakeholders recognize the importance of the exchange that project can promote. Nevertheless, as an example, baseline strategies that will bring schools financial support must be decided at a political and governmental level.
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#6. Quantifying and Communicating Progress
 Being clear about what good progress looks like and how to show that progress to others and help them understand it.

i. Creating a clear and defined vision, with success measures

Standard	Vision is vague or not defined; limited or no description of how success will be measured.	We still have some “handicaps” related with stakeholders’ communication so we consider we need to clarify Project Impact on Mission and vice-versa. The vision is clear, strategies to spread it should be stronger.
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ii. Helping people to see and understand your vision

Standard	Stakeholders understand the vision at a basic level; sometimes struggle to communicate it clearly to others.	Same answer above. It’s also important to emphasize that we need to improve parents and students communication with the aims of the project.
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iii. Working with logic models and showing quantified evidence of progress, including progress with actions and interim results.

Standard	Progress is described in terms of actions completed.	Each meeting allow the ULG Coordination to share the results gated so far. However, it has been created the Stay Tuned platform so ULG members can access to some information that has been used on Action Plan and other items.
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vi. Telling a story - creating an compelling narrative

Standard	Using projects plans and milestones to describe progress; vision described in metrics.	Ex: First Action Plan started recently (+ School – teachers training) so we expect to have the first narrative of this step, in a few weeks.
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vii. Styles and methods of communication & engagement

None	This capability is not used or not present locally	So far it has not been a priority concern of the team
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#7. Leadership of Change
 Leading people and organisations through a process of change, helping them to follow

i. Behaviours required for successful leadership

Standard	Some senior managers or politicians display good leadership behaviours; leadership is delivered from senior levels.	No comments
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ii. Theory and practice for creating change

Standard	Projects are created to change service provision or service structure.	Social Sector has been implementing Social Diagnostic and Social Development Plan also considering this expectation
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iii. Creating and communicating a vision

Standard	A series of desired results are agreed and communicated, actions are agreed and directed to achieve those results. Those involved in the carrying out actions are aware of the desired results.	Idem
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iv. Motivations and blocking

None	This capability is not used or not present locally	No comments
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v. Failure and learning cycles

Standard	It is acknowledged that benefits can come from trying things that don't work as planned. Testing new things is tolerated but risks are very tightly managed.	We believe this project will give us some tracks for this capability.
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vi. Whole Systems Leadership

Standard	Leaders are aware of the need to involve multiple partners and bring people together. The intricacies of solving complex problems working with many partners is acknowledged. Expects to disturb the status quo.	Social Sector has the Social Development Plan to implement which means that several partners are involved.
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7. Implementation Barriers

Implementation BARRIER	URBACT Implementation Challenge (IC)	Negative effect
A short sentence describing each BARRIER	Which ICs does the BARRIER relate to?	What specific problems does the BARRIER cause? Which activities/outputs/results does it prevent from happening?

Lack of horizontal engagement and a lack of data/results of public schools for a collaborative approach. Another issue concerns the value of academic (=formal) performance vs non-formal education and how to evaluate results from the latter. Lack of time available to plan and to develop the activities.	IC1 - Integrated working IC3 – Monitoring and Data	Impossible to realise cross-sectorial working and planning mechanisms needed to tackle our main goal (municipal plan) Underestimate non-formal learning into formal learning, resulting in demotivation of students' at risk
Getting specific target groups engaged in the school organisation is very difficult	IC1 - Integrated working IC2 – Stakeholders and Decisions	Public and private exchanges as a way of creating training capacity, keeping engagement from different groups high. Rewarding good practices at city level and community level.
Statistics and local data on ELET are not accessible, there is no integrated platform connecting the different data	IC3 – Monitoring and Data	Not possible to articulate stakeholders needs and interests with the evaluation process
Limited degree to which a local government can go forward with local recommendations or specifications on a state policy	IC4 – From Strategy to Operational Action Plan	No 'plan b', able to turn around unsuccessful strategic national measures into positive results To reinforce the "application" of the autonomy given to schools, considering the positive results of implementing local actions

8. Implementation Goals

Implementation GOAL Description	Implementation Theme	Sub-Theme	RESULTS
A short sentence describing each Implementation GOAL	Select which of the Implementation Themes this Goal relates to	Select which of the Implementation Sub-Themes the Goal relates to	What will be the change / effect in the long term? (This might just be a re-phrasing of your Implementation Goal in some cases)
+ Escola Adapt teaching models to the current challenges of the	➤ Open working and stakeholders involvement	3 – Reconciling different objectives of different parties – compromise 4 - Finding mutual benefits – the win - win	- Better education models - New models and more dynamic models - More motivated teachers

<p>global development of children and young people.</p>		<p>5 – Defining levels of involvement – decision maker or input</p>	<ul style="list-style-type: none"> - More prepared teachers to students issues
<p>+ Sucesso</p> <p>Higher value for the socio-educational accompaniment of children and young people</p>	<ul style="list-style-type: none"> ➤ Quantifying and communication progress 	<p>2 – Helping people to see and understand your vision</p> <p>4 – Telling a story – creating an compelling narrative</p> <p>5 – Styles and methods of communication & engagement</p>	<ul style="list-style-type: none"> - More motivated parents - More prepared parents - More interested parents
<p>+ Escola + Sucesso</p> <p>Increase interest and school motivation in children and young people</p>	<ul style="list-style-type: none"> ➤ Joint Delivering of projects ➤ Building strong action plans 	<p>4 – Defining and understanding clear roles and responsibilities</p> <p>5 – Dealing with issues and barriers</p> <p>-----</p> <p>-</p> <p>3 – Developing SMART(ER) actions</p> <p>4 – Prioritisation and sequencing of actions.</p>	<ul style="list-style-type: none"> - Better goals - More motivated children - Reduce children dropout - Reduce conflict situations
<p>Capacitar</p> <p>Gives capacities for the development of strategies and projects that meet the needs of school groups</p>	<ul style="list-style-type: none"> ➤ Conditions for implementation 	<p>1 – Diagnostics for mapping and understanding a city context.</p> <p>2 – How to identify and evaluate the local conditions.</p>	<ul style="list-style-type: none"> - Share of experiences - Learn from partners experience - Ask for help at partners - Don't duplicate activities and interventions.

9. Conclusions

Final Remarks

Learning journey with the partners/stakeholders:

- ULG "tight" with representative of each organization;
- Roundtable with key people for successful delivery;
- Develop networking and relationships to get people "close" to the necessary partners - It's easier to get in touch with people and work together;
- At the beginning of the project, "win-win" exercise to establish what can do for each other (with partners);
- Local authority (Municipality) needs more human resources for a capable and efficient educational program;
- A continuous commitment between schools, the Municipality, public services and social institutions is possible;
- Individual goals compromise collective needs.

Our local experience...

- It needs to be a continuous process of support, with ownership and coordination;
- Difficult for teacher (or any single professional) to know the full context of a child » Do not know/see how best to support in the right way;
- Measuring a complex system - need to understand a successful case (from a teacher) and why it worked;
- Teachers in Eixo less able to understanding the rationale of the project because are less close to new Director and focused on their own concerns;
- Lack of common understanding of issue -issue is urgent (to work with children) and needs good communication between partners;
- Partners needed to deliver whole support but not all with common aim » slow and disjointed process;
- keeping the ULG engaged (especially at the beginning).

Results the team have achieved:

- (+) Teachers training allowed teachers to implemented different strategies with the students when facing conflict – capability;
- (+) Increased teachers critical point of view by sharing the weakness and threats they face/found on educational process;

- (+) Meetings for multidisciplinary support for tutorial teams;
- (+) Increase social background on teachers point of view (get schools and families closer to each other);
- (-) Some ULG members were not recognize as having an important role-play on the implementation.

Challenges most considered:

- Compromises/commitments between stakeholders, teachers, Municipality;
- Implement an integrated approach considering school failure as a complex phenomenon.

Challenges - Hints and tips:

- Increase and intensifying schools Directors compromise;
- Invite strategic stakeholders from ULG so they can be an effective part of the execution and implementation human resources;
- strengthen the articulation of project entities and target groups with the various existing support in the community (social services, health services, CPCJ, IPDJ, IEPF, caregivers, among others);
- Continue to seek to promote meetings, seminars, meetings and / or workshops and reflection actions, sharing of good practices and dissemination of the results achieved by this project to the various stakeholders;
- Teachers participation on transnational/exchange meetings;
- Continue and broaden actions, initiatives and projects with a view to improving the real success of compulsory education students, while the Municipality continues to take on an integrated role at the council level with profitability of structures and efforts;
- Baseline structures working plan » Municipality should have an integrated and multidisciplinary team that will support schools and will together define priorities;
- Build a multidisciplinary school support team to combat school dropout of vulnerable pupils across the county and share best practices and difficulties with educational policy makers.