 

Partner Search: City of Ghent, URBACT, Implementation networks, preventing early school leaving

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| Title of proposed project | Preventing early school leaving (working title, title to be chosen by partnership) |
| Call incl. reference no. | Call for proposals for the creation of up to 15 implementation networks.  |
| Funding Programme | URBACT III Programme |
| Deadlines: Call and Eol | Call: 22/06/2016Expression of interest: 16/05/2016 |
| More information on the call | <http://urbact.eu/sites/default/files/tor_call_in_21032016.pdf><http://urbact.eu/sites/default/files/uiii_progr_manual_fs_2b.pdf> |
| Main objective of the call | Implementation Networks are a new URBACT tool designed to assist cities in an organized process of exchange and learning across Europe. The main aim of these networks is to improve the implementation of integrated strategies/plans for sustainable urban development. |
| Description ofproject idea  | Reducing the average European rate of early school leavers is one of the education headline targets of the Europe 2020 Strategy. Investment in the educational achievement of young people is essential for the employment prospects of every young person. It is important for the growth of our economy and for the social cohesion. Investing in education helps to break the cycle of deprivation and poverty leading to the social exclusion of too many people across Europe. Many European cities are confronted with high rates of Early school leaving (ESL). It is a complex problem that calls for an integrated approach. The city of Ghent has developed a Plan on Preventing early school leaving which is formally approved by the city council on the 22nd of February, 2016. The ultimate goal is to reduce the ESL-rates in the city from 17.4% to 13.05% in 2020. We would like to work on this topic in an URBACT implementation network, in close collaboration with other cities tackling the same challenges. There are three mandatory implementation related challenges to work on by all networks:

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| * *Fostering the integrated approach (holistic):*

Early school leaving is a multi-faceted and complex problem caused by a cumulative process of disengagement. It’s a result of personal, social, economic, education or family-related reasons. Schools play an important role in addressing ESL but they cannot and should not work in isolation. There has to be a shift from implementing individual ESL measures to introducing comprehensive policies. In order to be effective, policies against ESL need to address all levels of education. They should be cross-sectoral and include different policy areas such as youth, social/welfare, employment, health, ... Cooperation should be embedded in the mainstream working practices of all services and stakeholders working with young people. * *Involving local stakeholders:*

The Plan on Preventing early school leaving has been established by the active involvement of local stakeholders. 6 seminars where created: youth involvement, parent involvement, education-labour market, poverty, higher education-education practice and sustainability. The composition of the seminars were cross-sectoral, with stakeholders at national, regional, local and school level. As a result 150 colleagues of the field were involved in the establishment of the Plan. All stakeholders will be involved into the implementation phase. It is a challenge to do so in an effective, result oriented way. The local government has to create facilities and bring schools and local stakeholders together, support and lead them to spread out and achieve actions and projects. The local government offers the ‘how to’s and collects the current offers around the school and make them transparent and accessible. It invests in knowledge and expertise, data-analyse and monitoring. * *Measuring impact:*

It is a challenge to invest in the knowledge base of ESL, through the regular and timely collection of accurate data and information. The data and information on ESL has to be accessible and used effectively in policy development, continuous monitoring and evaluation.The monitoring of services/support at system level is desirable to ensure systematic rather than ad hoc reporting. One monitoring and evaluation system can also allow for comparison between regions and local authorities and can help facilitate the exchange of good practices. |

Besides these three URBACT defines 6 optional challenges out of which each network must choose at least one.As main deliverables implementation networks shall:* Transnational exchange and learning meetings
* Lessons learned on the implementation related challenges identified by the network
* An “operational framework for implementation”, **for each partner**, including the concrete solutions and policy instruments developed at partner level to address the implementation related challenges and issues identified at the beginning of the network activities.
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| Partnership | The Implementation Network partnership shall:* Be composed by cities from at least 3 different Member/Partner States
* Be balanced with cities (7-9) from More Developed, Less Developed and Transition Regions.
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| Partner consortium(so far) | No partners so far. |
| Partnersbeing sought. | Eligible targeted beneficiaries for Implementation Networks are only cities fulfilling the following specific criteria:* Strategy/Plan: Having an integrated strategy/plan on preventing early school leaving
* Funding: Having secured funds for a significant proportion of projects/actions listed in the action plan in order to demonstrate that the city is ready to enter/has entered the implementation phase
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| What are thefinancialconditions ofparticipation? | An Implementation network shall operate in two phases. The total eligible cost for the network combining Phases 1 and 2 shall be between 600 000€ and 750 000€. The Phase 1 total eligible cost shall not exceed 150.000€. 70% or 85% ERDF co-financing (more or less developed regions) |
| Foreseen project duration | 6 month phase 124 month phase 2 |
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