„**Networks for Basic Education need a home**"
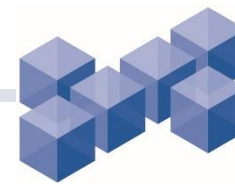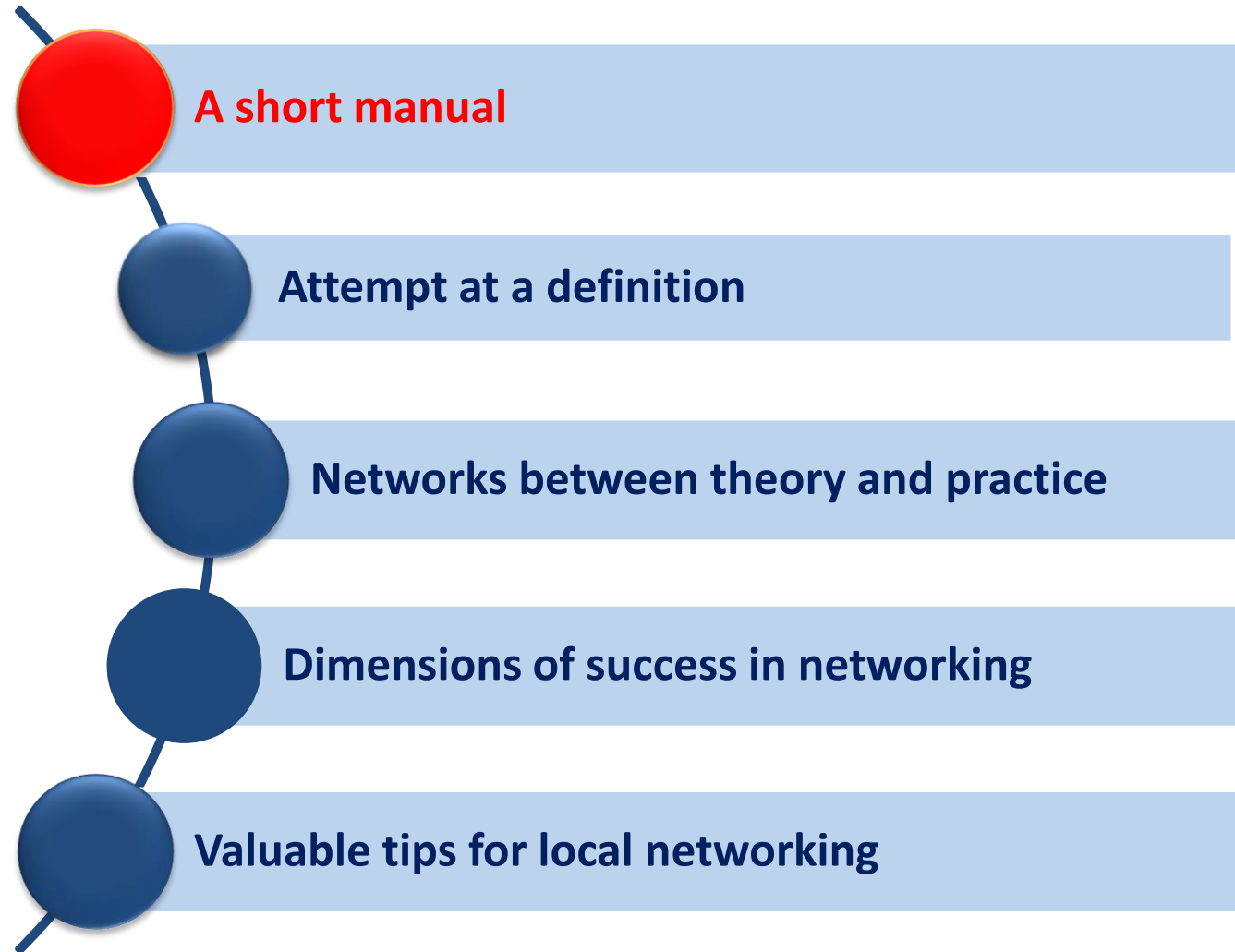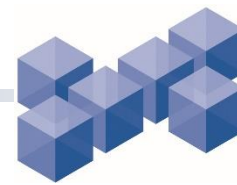
Kai Sterzenbach, Lernende Region – Netzwerk Köln e.V.

Agenda

A short manual

Attempt at a definition

Networks between theory and practice

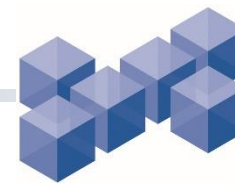**Dimensions of success in networking**
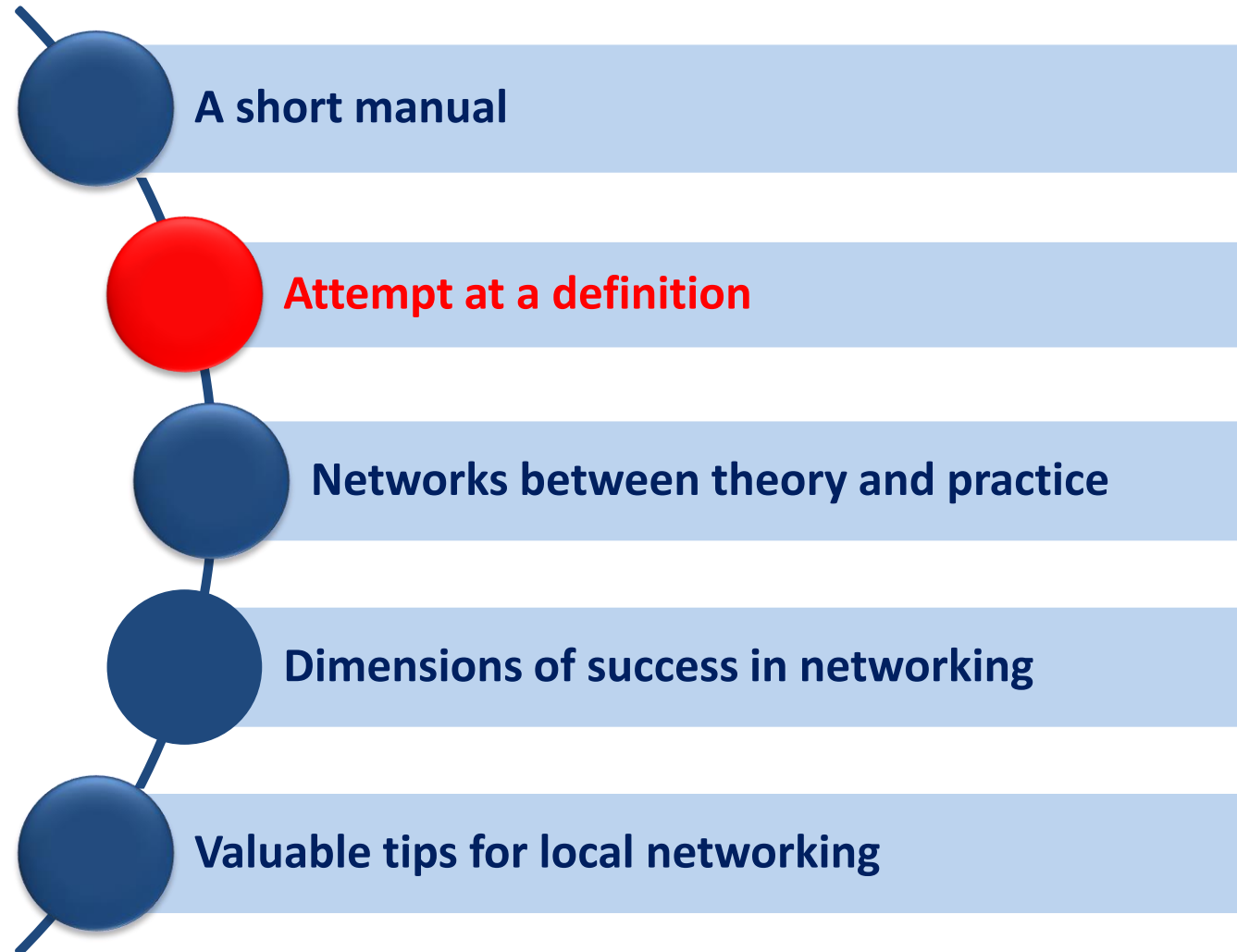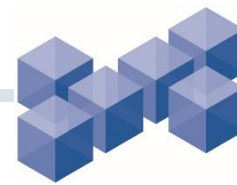
Valuable tips for local networking

A short manual

- The following information refer to the interaction between professionally operating institutions, the so called „tertiary networks"

- !!!!Warning: Just in case you want to maintain close contact to your family and friends do not apply to primary and secondary networks

- The assumed empiricism and the results derived from this analysis are based on experiences made in the „Rheinland"-region in Germany

- Please note that the speaker does not assume any liability to the risks and side-effects when transferring the method to other cultural areas
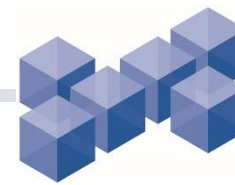
Agenda

A short manual

Attempt at a definition

Networks between theory and practice

Dimensions of success in networking

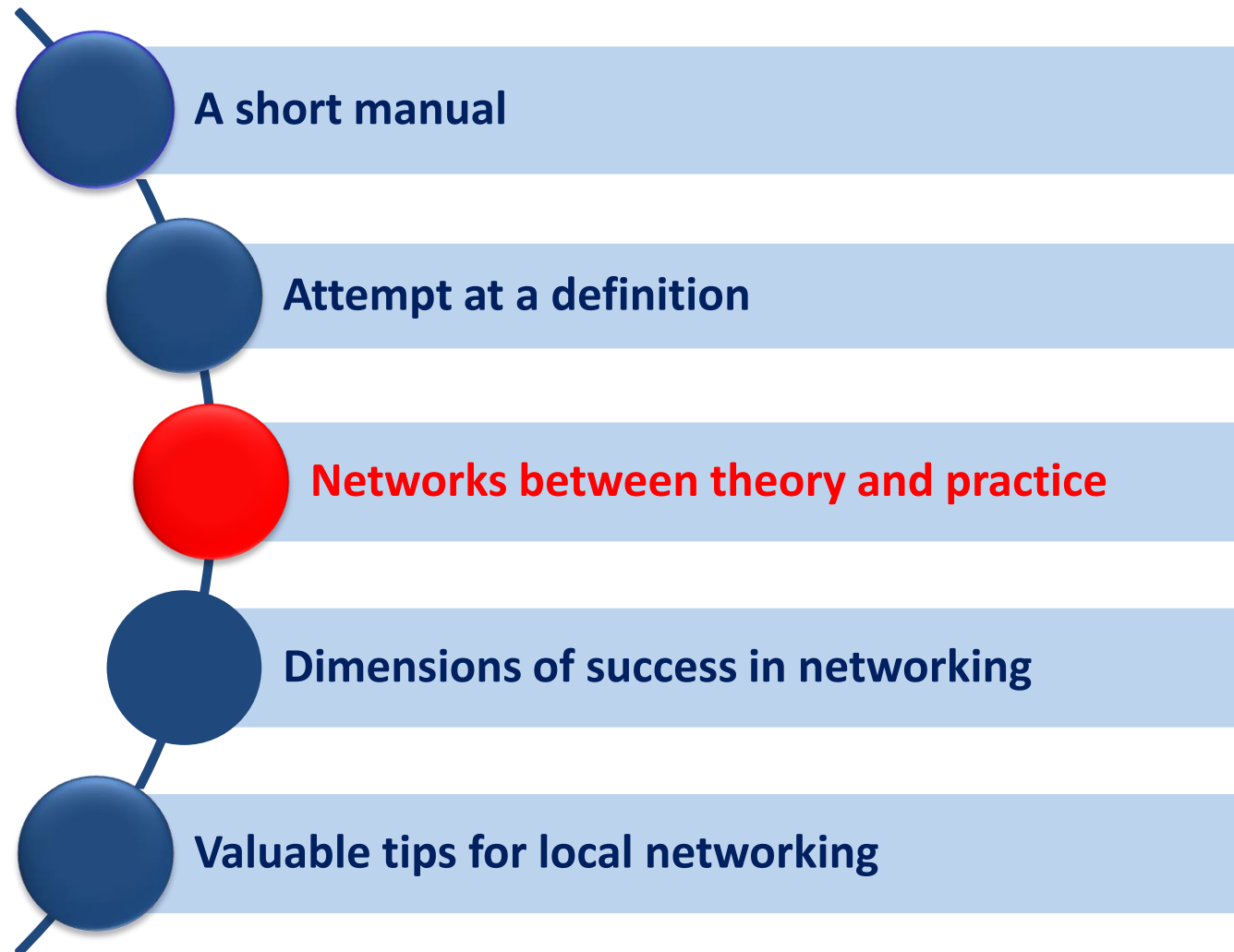Valuable tips for local networking
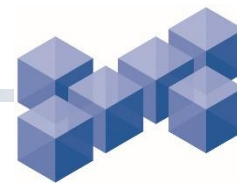
Attempt at a definition

Networks are

unlimited…

- …non-hierarchically structured and voluntary forms of cooperation, which
  - aim to achieve medium and long-term objectives,
  - provide the resources required for achieving these objectives,
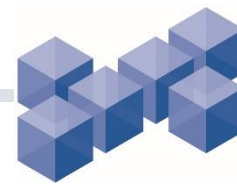 - are based on mutual confidence.

Agenda

Lernende Region Netzwerk Köln

- A short manual
- Attempt at a definition
- **Networks between theory and practice**
- Dimensions of success in networking
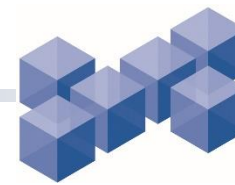- Valuable tips for local networking

A warning message based on personal experience…

- working for basic education in the municipality: chronically underfunded and underrepresented

- the panacea: Let´s start a network! Do networks boom because they are so wonderfully informal?

- the trouble is: even basic education networks need resources to be successful.

- class instead of mass?: 50 sleeping members better than 5 active supporters?

- networks as (research-)objects of desire: the (pseudo-)academization of networking
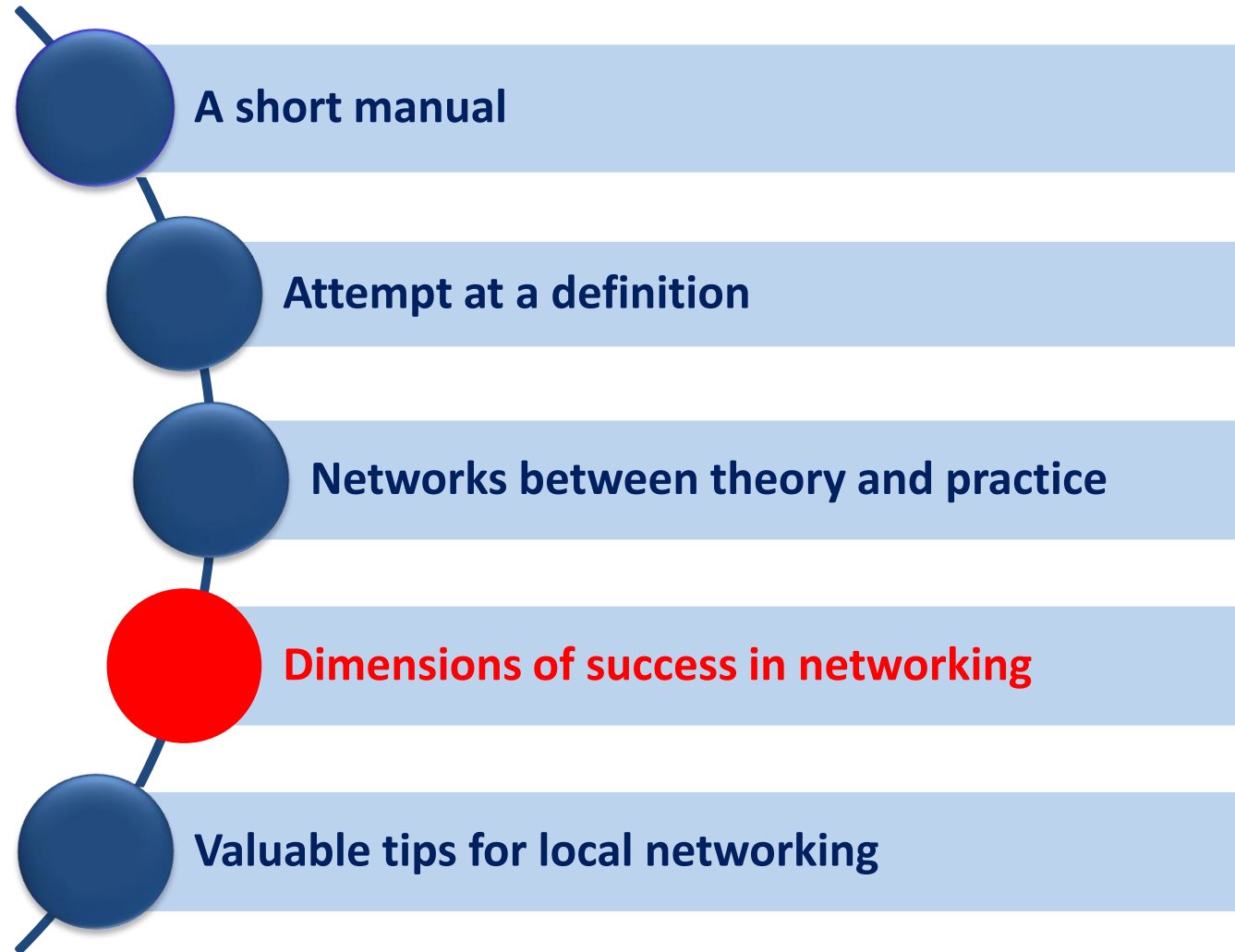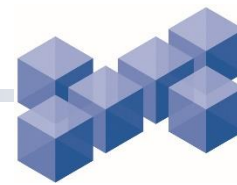
Basic education in regional networks

- Basic education is a interdisciplinary topic, but that doesn´t mean everyone feels equally responsible

- Traditionally educational infrastructures are focused on the school system. Viewed from this perspective other settings like day nurseries, youth institutions or adult education are seen as „the outside world".

- On the municipal level these systems compete for resources and are <u>at the same time</u> integral parts of the same education- and prevention chain.

- Offers and services of social issues ease accesses but they also cost money.

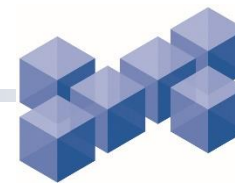- Professionalization on a fee basis is a difficult business.

Agenda

A short manual

Attempt at a definition

Networks between theory and practice

Dimensions of success in networking
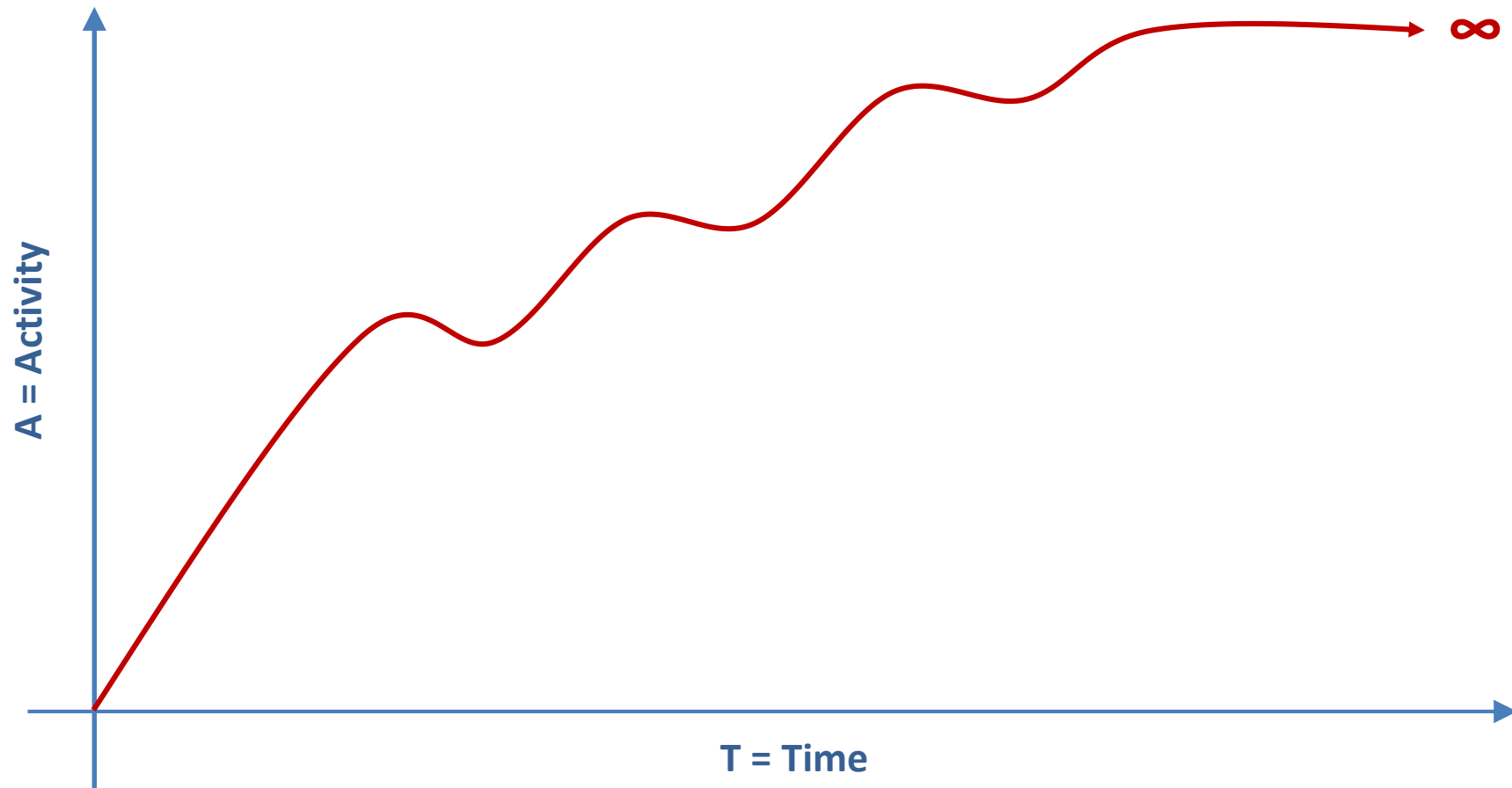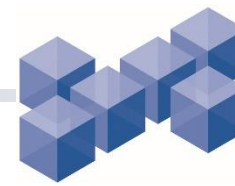
Valuable tips for local networking

Successful strategies for networks

- Knowledge of and understanding for the involved players, their interests and und framework conditions

- Cooperativeness also on the management level

- Coordination and support by a „neutral" moderator

- Agreement on a common strategic objective, on working structures and key activities

- Creating occasions for collaboration (e.g. joint training, stock analysis, events,…)
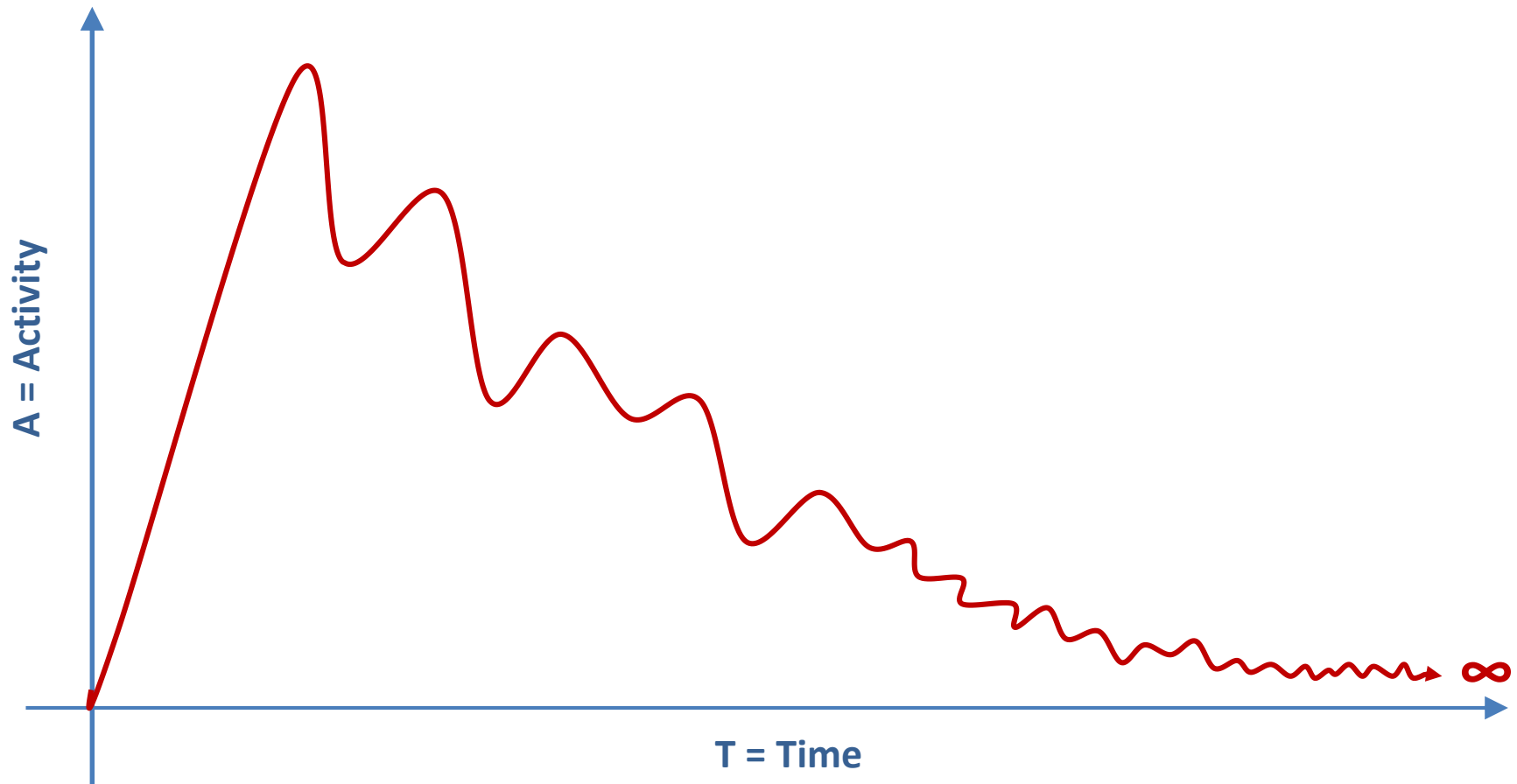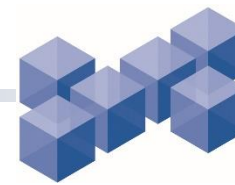
- Connecting networks, using existing structures
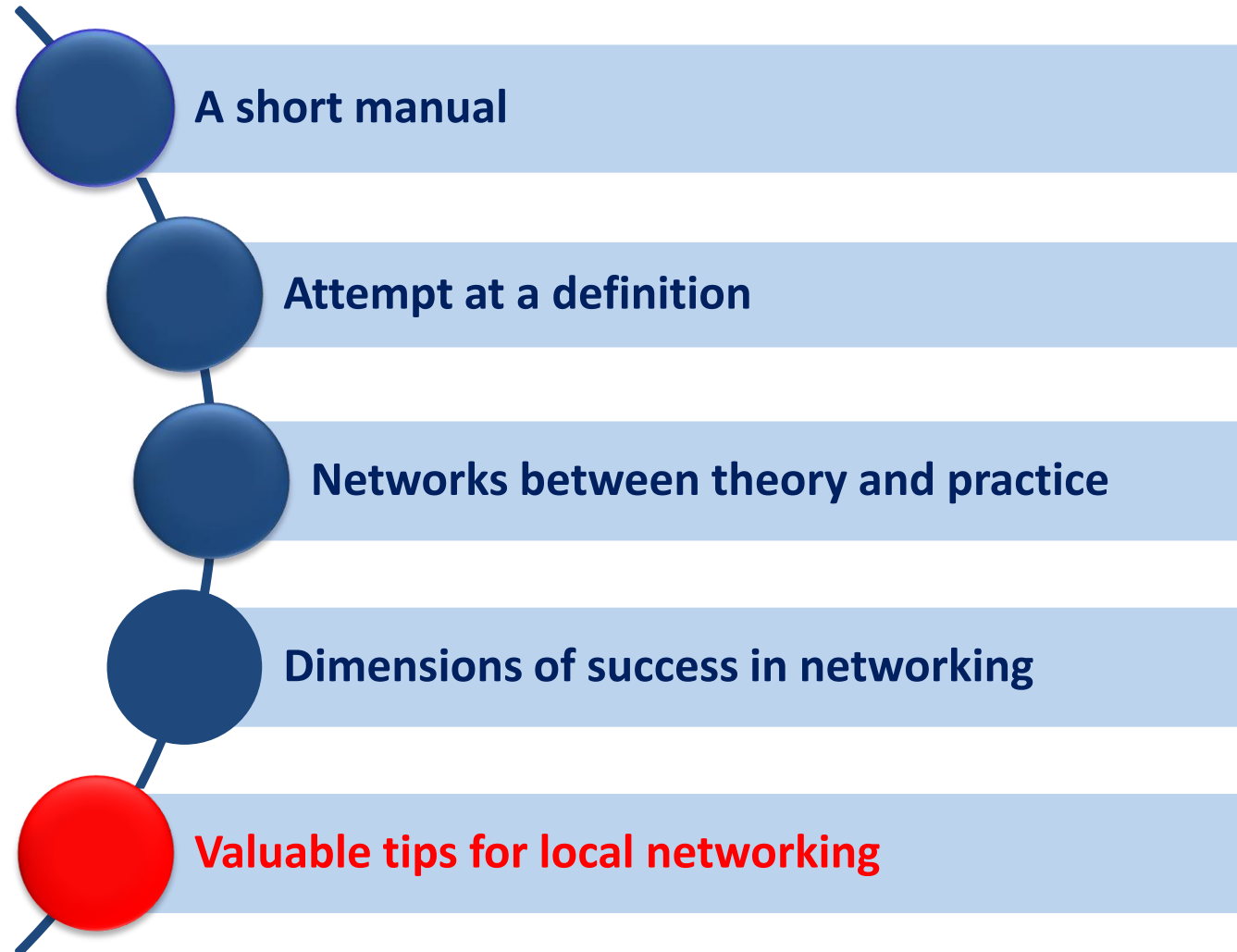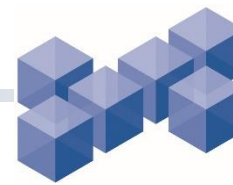
Optimal lifecycle of a network

Non-optimal lifecycle of a network

Agenda

A short manual

Attempt at a definition

Networks between theory and practice

Dimensions of success in networking

Valuable tips for local networking

Typology of networkers I

The caring one:

Motivation: Responsibility

Motto: „…because no one else dares"

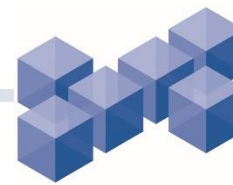**The cosy one:**

Motivation: Confidence

Motto: „…love the one you`re with"

The blocker and objector:

Motivation: Keeping control

Motto: „…the evil is always there and everywhere"

Typology of networkers II

The know-all:

Motivation: Knowledge

Motto: „...if you don't ask you'll never know "

The trader:
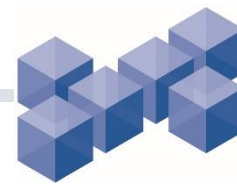
Motivation: Resources

Motto: „...it´s money that matters"

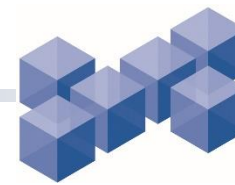**The system changer**:

Motivation: Power

Motto: „...all alone they wear you down "

Networks as access to public funding

- In the past it was easy to get access to public funding by building networks as a project target

- Unfortunately a lot of networks turned out to be „one hit wonders" that vanished after project completion

- Public funding agencies and foundations soon began to learn: today existing network structures often are a condition for public funding

- Public/private applicants foster and nurture network structures in various areas and are actively involved

- Normally networks do not act as project sponsors themselves but as a „canvas" for projects

Basic education as an interdisciplinary topic

- Struggle against poverty

- Prevention

- Employability

- Inclusion/equal opportunities

- Family education

- Consumer-/financial education

- Neighborhood development

- Health promotion

- Political and social participation

- ……..

interdepartmental cooperation for participation