

## Micro network sharing – Portugal

### 1. Need/challenge addressed

Attendance; Behaviour; Emotions/mental health; Cognition/learning achievements; Motivation.

### 2. Level of intervention

This is a universal measure available to all learners.

### 3. Intensity of the intervention

The intensity of this measure is periodical.

### 4. Target group and age group

This measure is not targeted at a specific group. Nevertheless, there are some network actions that are suitable for a teachers' group and others for students with a certain profile, depending on the addressed challenge.

### 5. Conditions and different steps necessary for the implementation of the measure

1. The challenge from the Directorate-General of Education to create schools' networks led the Cristelo schools cluster to contact other schools in a very informal way and to start a micro-network with a small number of schools. The enlargement has happened naturally;
2. At the first meeting, a plan for the work to be done was drafted and contact persons were involved;
3. The characterization and diagnosis were made through a SWOT analysis to identify schools' weaknesses, strengths, opportunities and threats. The idea was to use some of the forces to address some weaknesses of others. Thus, threats are transformed into network opportunities;
4. Strategy and Solutions - in occasional meetings, during the panels, we discuss apparent problems, in order to create a plan of action to solve the schools' problems, using the potential of each one.

### 6. Decision makers on the type of support and possible adaptations

The teachers, non-teaching staff, students and their families and also our stakeholders are involved in decisions.

When the problem is identified, some students – for example, youth health promoters or students' union – work with the target group. They prepare the debate and then they transform the discussion in an admeasurement panel for an audience of stakeholders.

Often students are the protagonists of the assessment panels. This way, they develop ideas and stimulate discussion so that all become part of the strategies and decisions. They share each other's strengths, anticipate problems, overcome weaknesses and solve and avoid threats.

In other cases, leaders identify themselves the need and the level of intervention, in order to meet the needs of each school. Therefore, it results in an exchange of experience, materials or human resources.

## **7. Delivery of the measure and stakeholders**

The measure is delivered by the schools involved. Depending on the problem/issue, the responsibility for implementation lies with different actors. For instance, if the problem is risk behaviour, there are panels developed, like Pros and Cons, where the teachers' council has the responsibility to choose the target, involve pupils and families, invite stakeholders and prepare the assessment material.

The stakeholders involved in the micro network are the Social Welfare, EPIS (Entrepreneurs for Social Inclusion), small local companies and universities, namely Coimbra University.

Some stakeholders receive specific training, mainly by psychologists or other technical staff.

## **8. Overall responsibility for implementation**

The overall responsibility for developing the micro network lies with the various schools involved.

## **9. Obstacles in introducing the 'Inside and beyond the glass rooms' measure**

There were some obstacles, such as the geographical distances between the different network schools and the various stakeholders' locations. This difficulty is solved with self-commitment and everybody's motivation.

On the other hand, it must be assured that all actions will have real impact on schools practice; otherwise, the network would be regarded by some - who often show some resistance to change - with suspicion. Finally, in terms of schedule, events must be adjusted to each school's activities in order to make all shared measures in the network possible.

## **10. Monitoring and assessing the measure**

We have stabilized the monitoring with the designation of a self-evaluation team – Quality Observatory (OQ). Each school OQ receives information from all involved. This information is processed according to predetermined areas. Some schools involved in the network developed a monitoring system that started to work through an efficient platform, for example, the online platform Dat@Cris. This has allowed the systematisation and organisation of the whole improvement cycle that includes planning, implementation, monitoring and assessment.

## **11. Results of the 'Inside and beyond the glass rooms' measure**

Results can be monitored through the impact of the issues addressed by the network activities.

Thus, if the activity developed in the micro network is related, for example, to absenteeism and early school leaving by analysing its indicator, we can understand the impact of the measure.

**12. Resources and funding**

The measure is funded by each school's internal funding with the stakeholders' help. The essential regular outgoings are related to the trainers' movements for the panel discussions, coffee breaks and several necessary materials.

**13. Current status of the measure**

The micro network measure is ongoing.