

## Title

Cross-sectoral cooperation – mapping up partnerships, building cooperation<sup>1</sup>

## Short description

Preventing early school leaving and leading back students to education is not only a task of the school. For a complex solution the mapping of peer-professions is necessary. Beyond formal institutions NGO-s, formal and informal groups could also be involved and contributed. Collection of information is a continuous process; while cooperation has to be based on the actual needs.

## Detailed description of the tool and required materials, attachments

Teachers have to face plenty of problems that seem to be out of their and also the schools' responsibility and authority. Reasons behind dropout can vary and the decisions seem to be rather individual. Interventions are based on the capacities of professionals which could be extended by the involvement of outside of the school experts. There are basically two big groups of professionals which can vary according to countries:

a) Professionals inside the school, regularly available in the school:

- speech therapist, special teacher: in case of learning disorders
- psychologist: in case of behaviour or fit in problems
- child care specialist, social worker: family disorders, neglecting, health issues, crime prevention, addiction issues, self-helping and peer-groups, communication between school and family
- free time coordinator: sport, free time, clubs with supervision
- pedagogical assistant
- school health visitor, school doctor, nurse: follow up of biological

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<sup>1</sup> Author: Judit Juhász, Tempus Public Foundation

improvements, sexual advisory, contraception info

These professionals can be employed by different institutes however they usually work in the school close to the teachers and families. They can form the base for a cross-sectoral cooperation.

b) Professionals outside of the school and the school system, involved in early school leaving prevention:

- pedagogical advisory: supporting teachers and parents, special pedagogy, early childhood intervention and development, speech therapy, career advisory, special sport therapy.
- alternative daily care
- personal services by social and child care institutions
- youth care organizations, NGO-s, religious org.
- health care: home doctor, health visitor, addictology and psychiatric illnesses care, rehabilitation
- police, crime prevention: also in school, see e.g. US program D.A.R.E. or school police)
- juvenile crime rehabilitation
- local community development groups
- community cultural centres: free time activities
- municipality

To keep at risk students in school the involvement of outside of the school professionals and the integration of methods other than pedagogical are inevitable. Getting to know these experts, learning about each other's work and a continuous information exchange is crucial during this process. Partnerships and cooperation should be formed on different levels:

- a) regular meetings aiming at getting to know each other's competencies, types of institutional support possibilities, forming cooperation, problem analyses and solving
- b) related to a current problem clarifying meetings with different actors, involving all relevant actors concerning the case

c) working group for a current case, all relevant actors involved

### User's guide, equipment

Equipment	Number of pieces
list of professionals available in school (continuously extendable and updated)	1
list of professionals available outside of the school (continuously extendable and updated)	1
case documentation form for cross-sectoral cooperation (for a specific case)	1

### Level of difficulty (easy, medium, advanced)

**medium**

### Tags:

Intervention on school level, cross-sectoral cooperation, mapping external partners





List of professionals available outside of the school

Name of institute	address	tel.	e-mail	contact person's name	position, responsibility	direct contact	what he/she can help with

Reminder – for cross-sectoral cooperation  
CASE DOCUMENTATION

Date:

Present:

name	institute	signature

Name of student:

Class:

Place and date of birth:

Name of class teacher:

Observed problem with the student:

Observers' name, position:

Involved professionals:

- 1.
- 2.
- 3.
- 4.
- 5.

The problem according to involved professionals:

Targets:

- 1.
- 2.
- 3.
- 4.
- 5.

Action plan:

action	responsible institute	responsible professional	deadline	result

Result of intervention:

Further interventions:

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This tool can be found on the project website: [crocoos.tka.hu](http://crocoos.tka.hu)

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