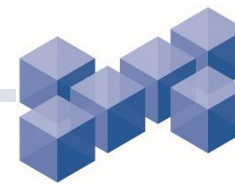
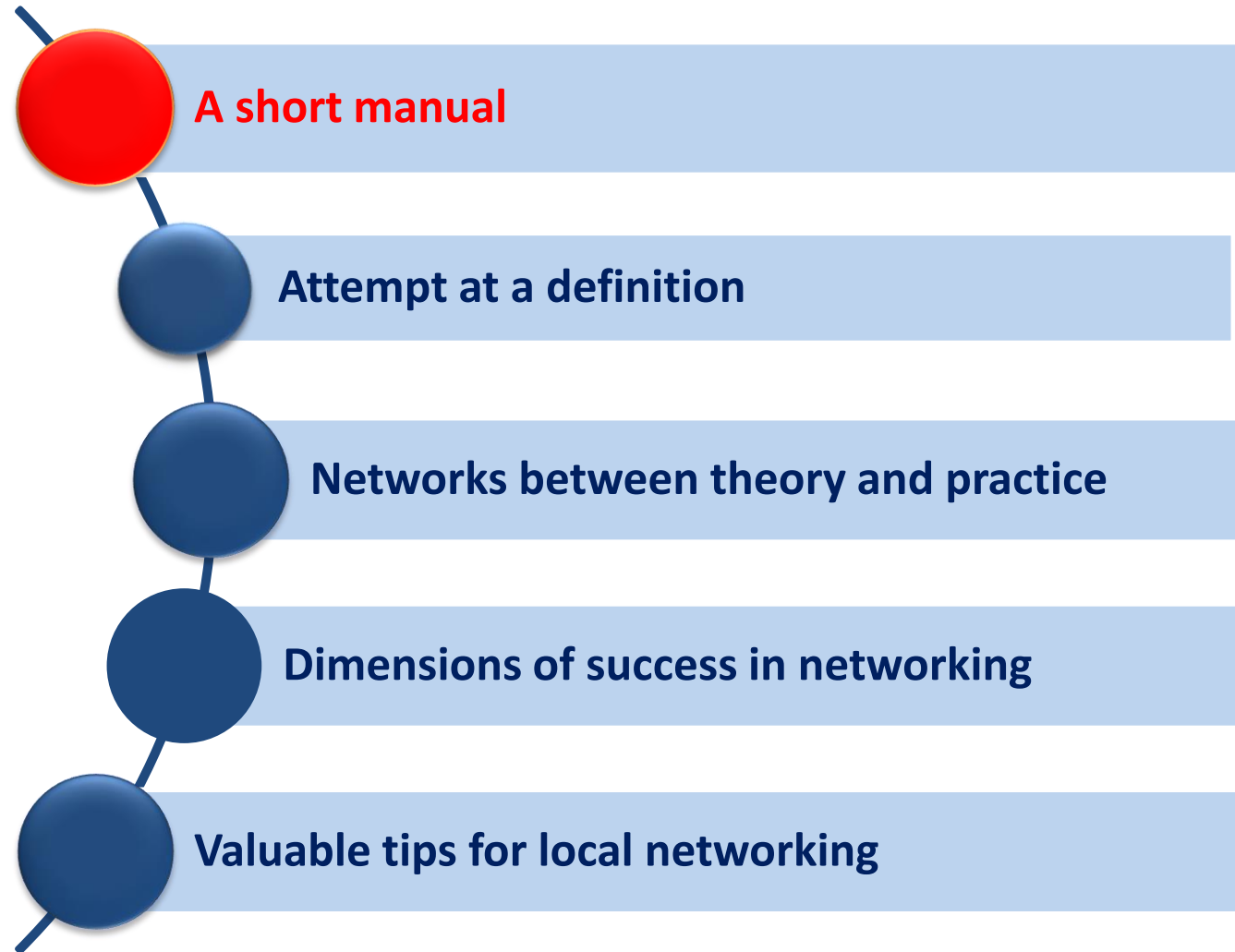


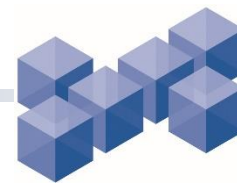
## **„Networks for Basic Education need a home“**

Kai Sterzenbach, Lernende Region – Netzwerk Köln e.V.



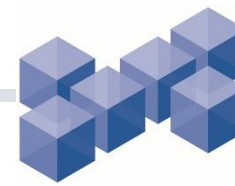
# Agenda



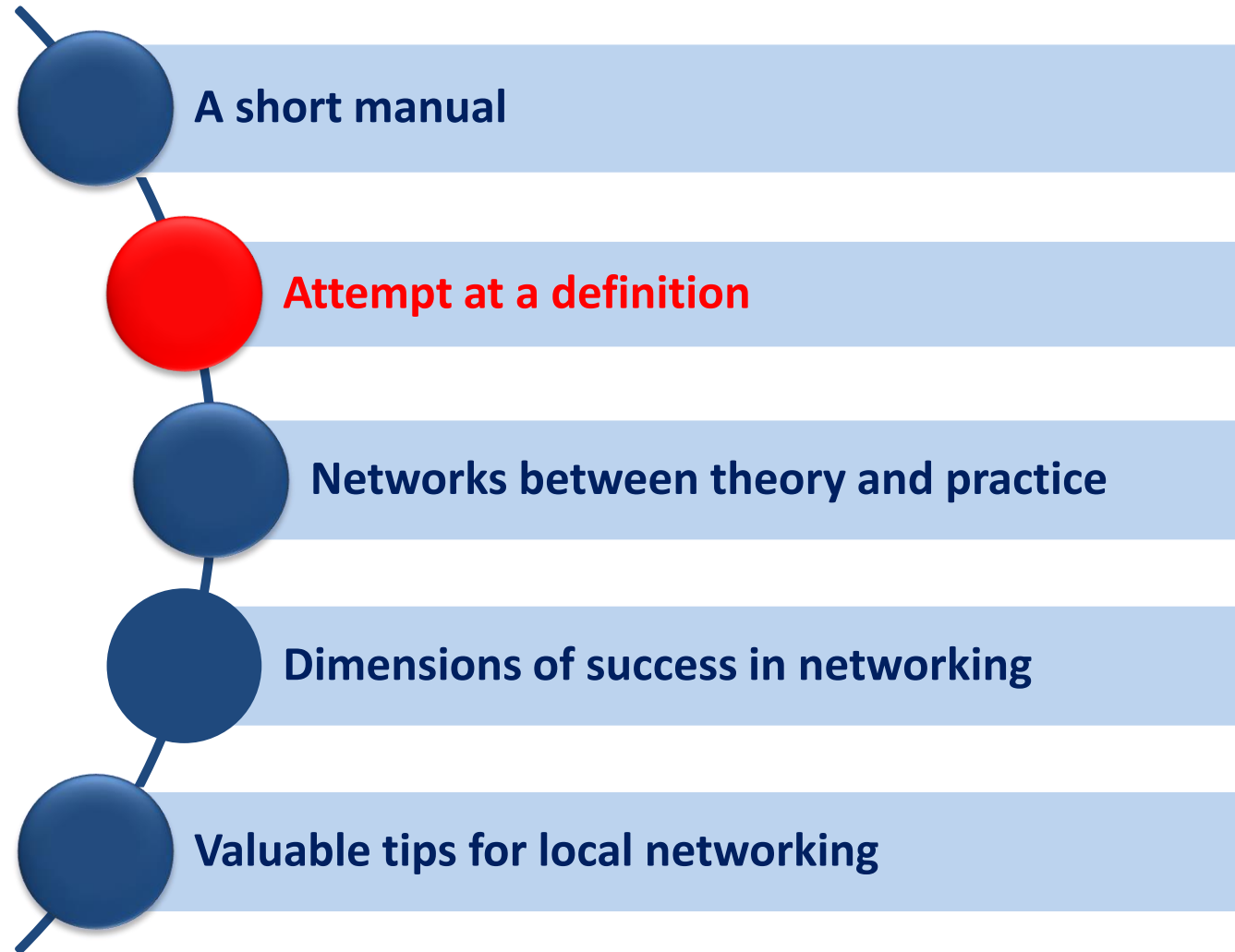


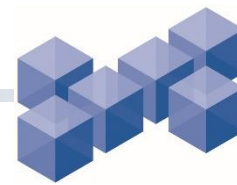
## A short manual

- 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



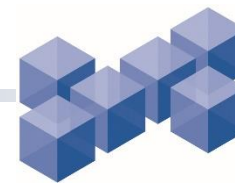


# Attempt at a definition

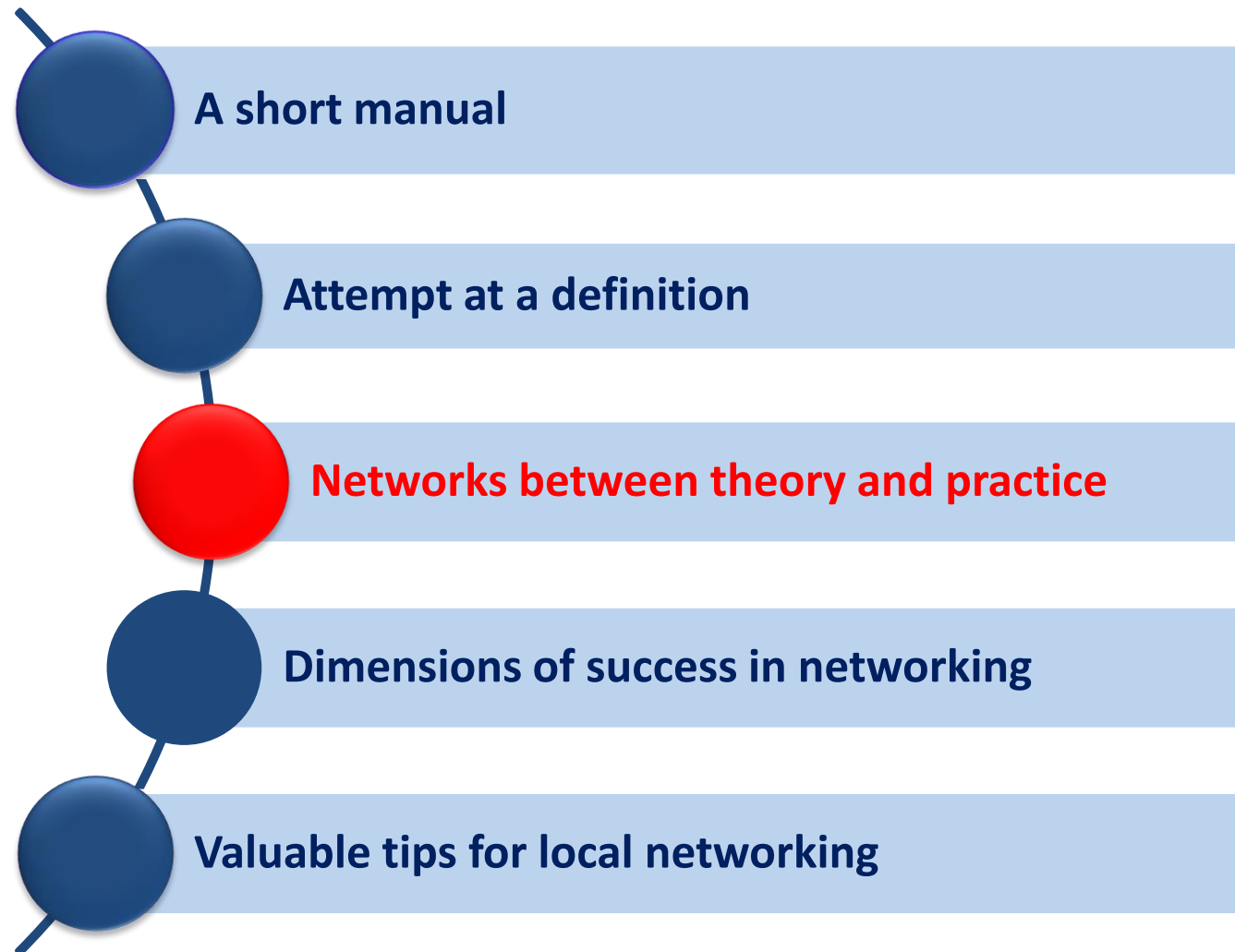
## Networks are

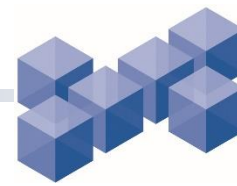
unlimited...

- ...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.



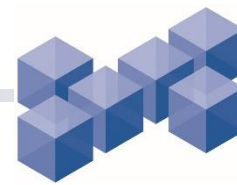
# Agenda





## A warning message based on personal experience...

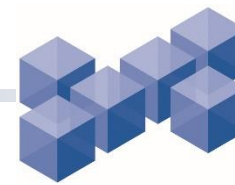
- working for basic education in the municipality:  
chronically underfunded and underrepresented
- the panacea: Let's start a network! Do networks boom  
because they are so wonderfully informal?
- the trouble is: even basic education networks need  
resources to be successful.
- class instead of mass?:  
50 sleeping members better than 5 active supporters?
- networks as (research-)objects of desire:  
the (pseudo-)academization of networking



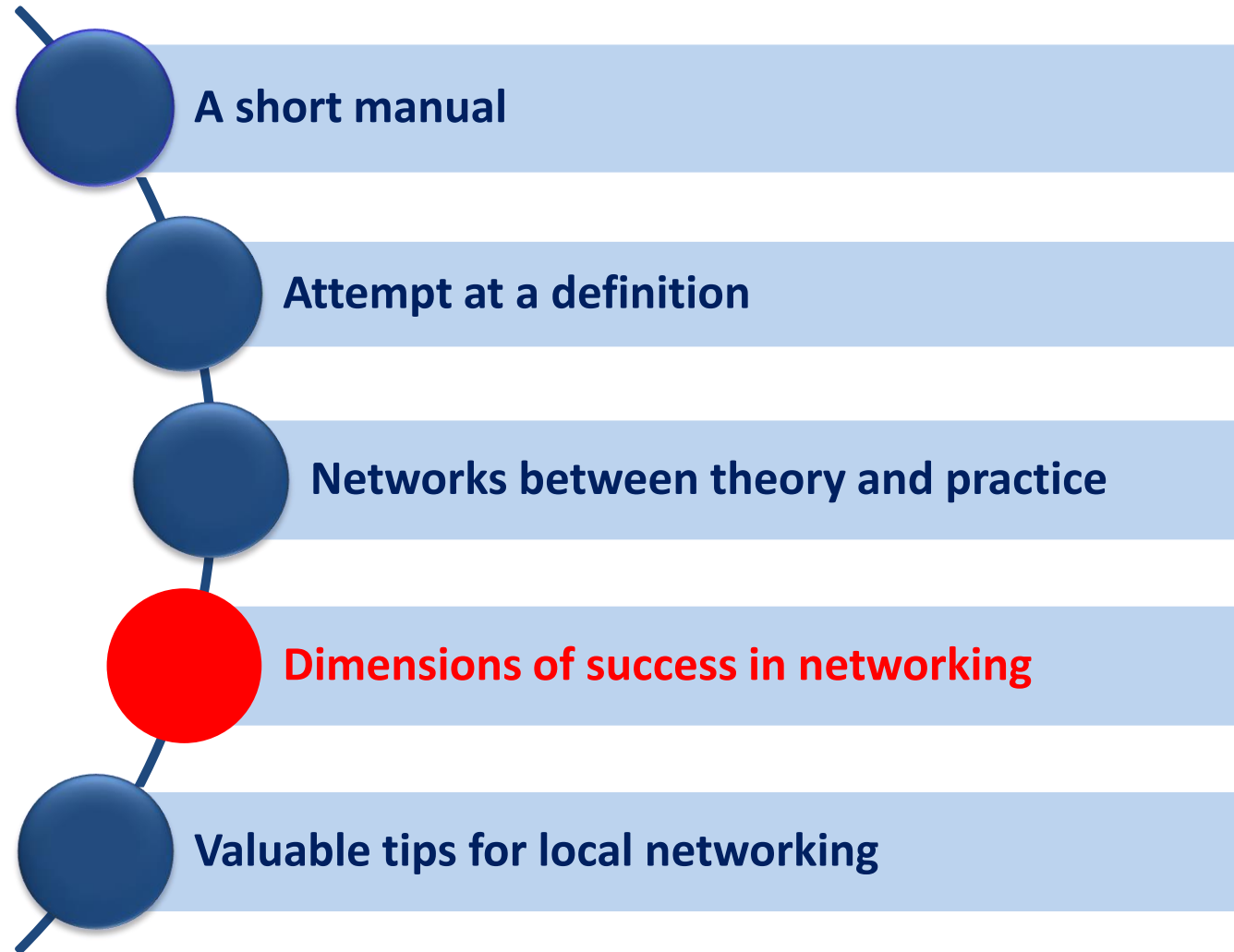
## Basic education in regional networks

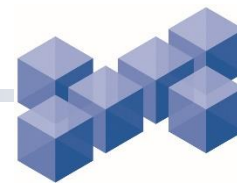
- Basic education is an interdisciplinary topic, but that doesn't mean everyone feels equally responsible
- Traditionally educational infrastructures are focused on the school system. Viewed from this perspective other settings like day nurseries, youth institutions or adult education are seen as „the outside world“.
- On the municipal level these systems compete for resources and are at the same time 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.





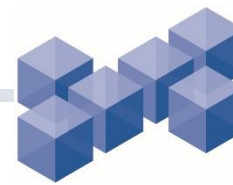
# Agenda



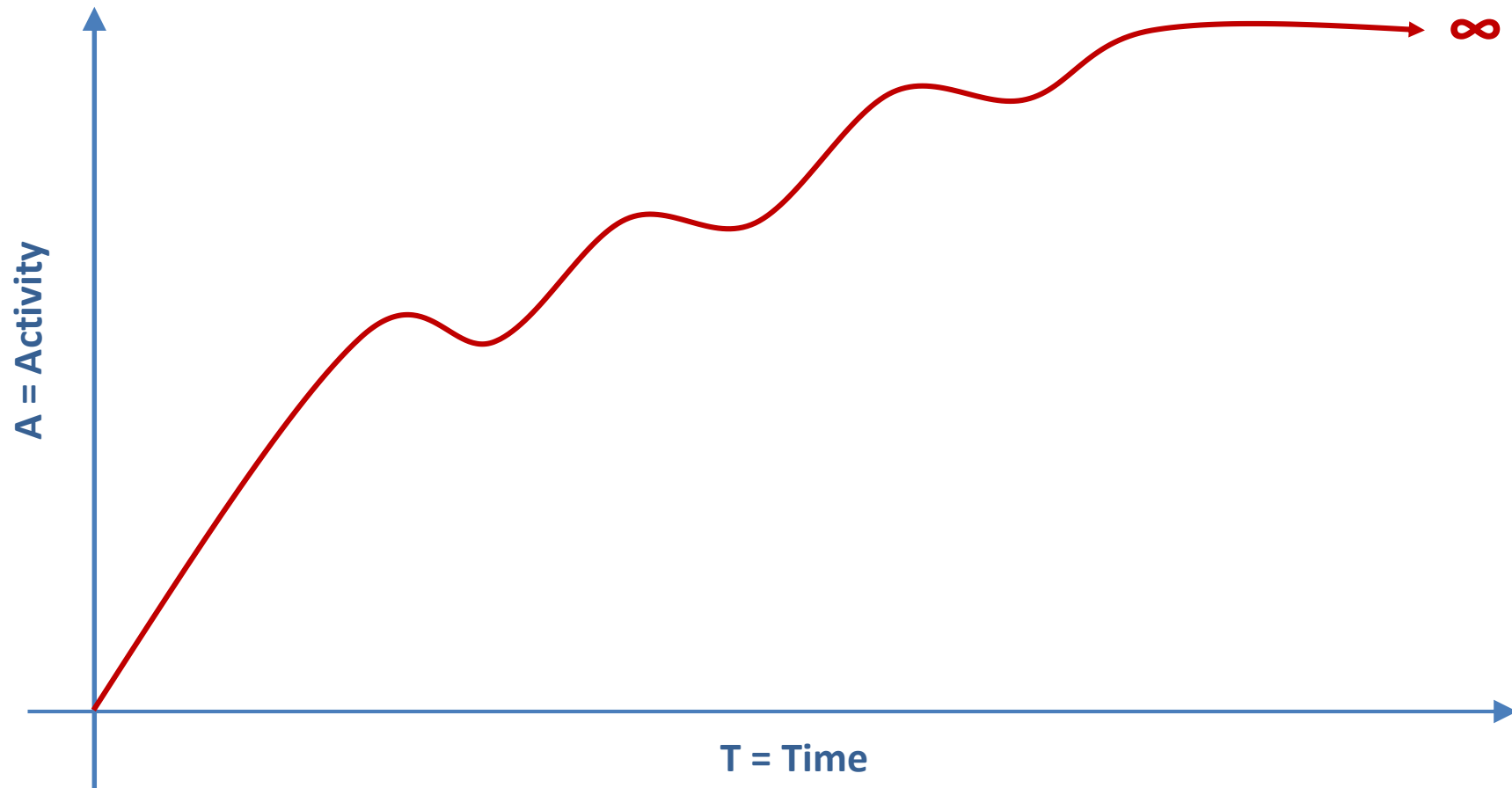


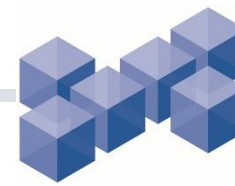
## Successful strategies for networks

- 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

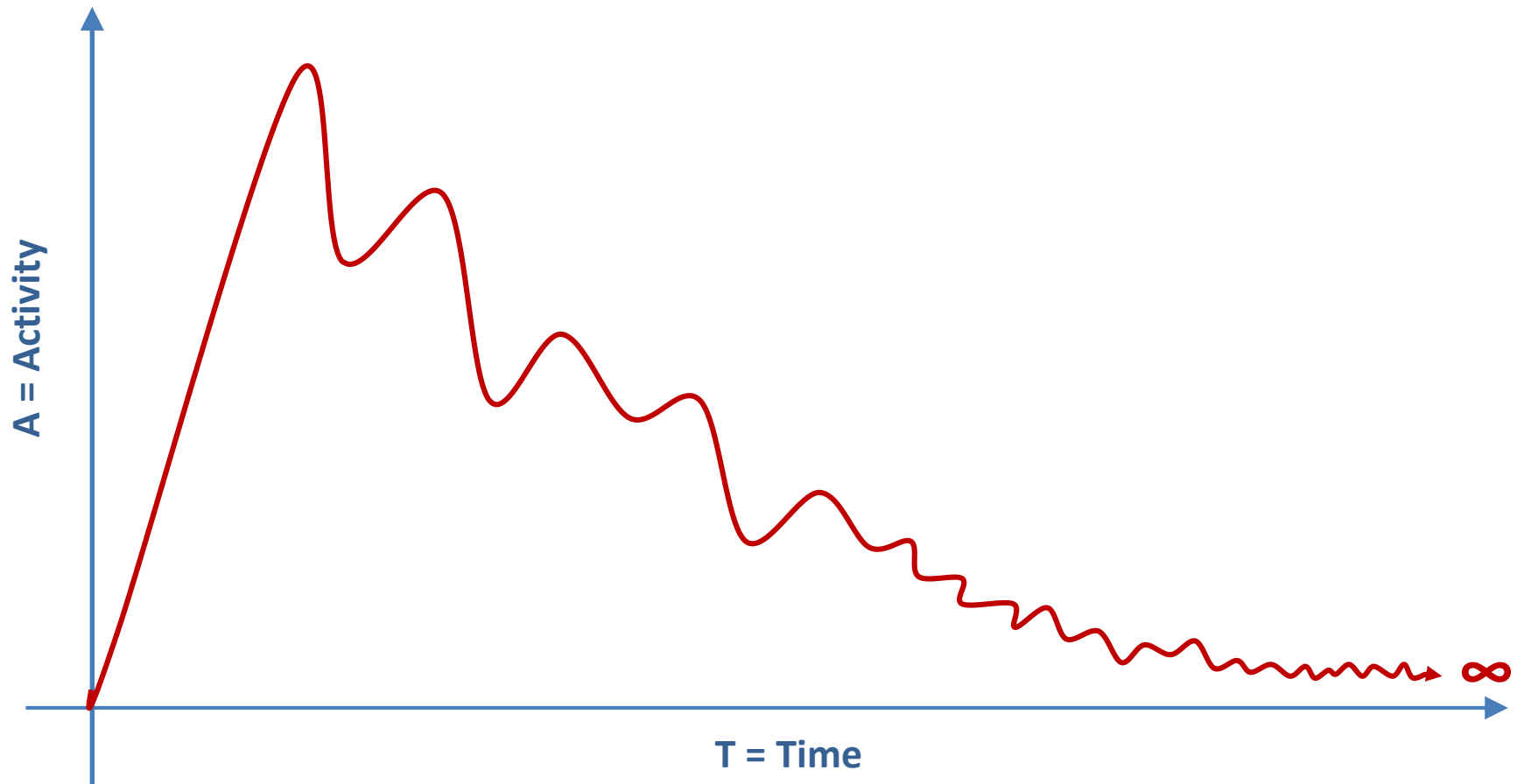


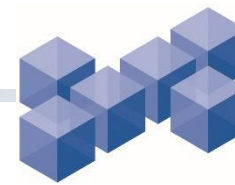
# Optimal lifecycle of a network



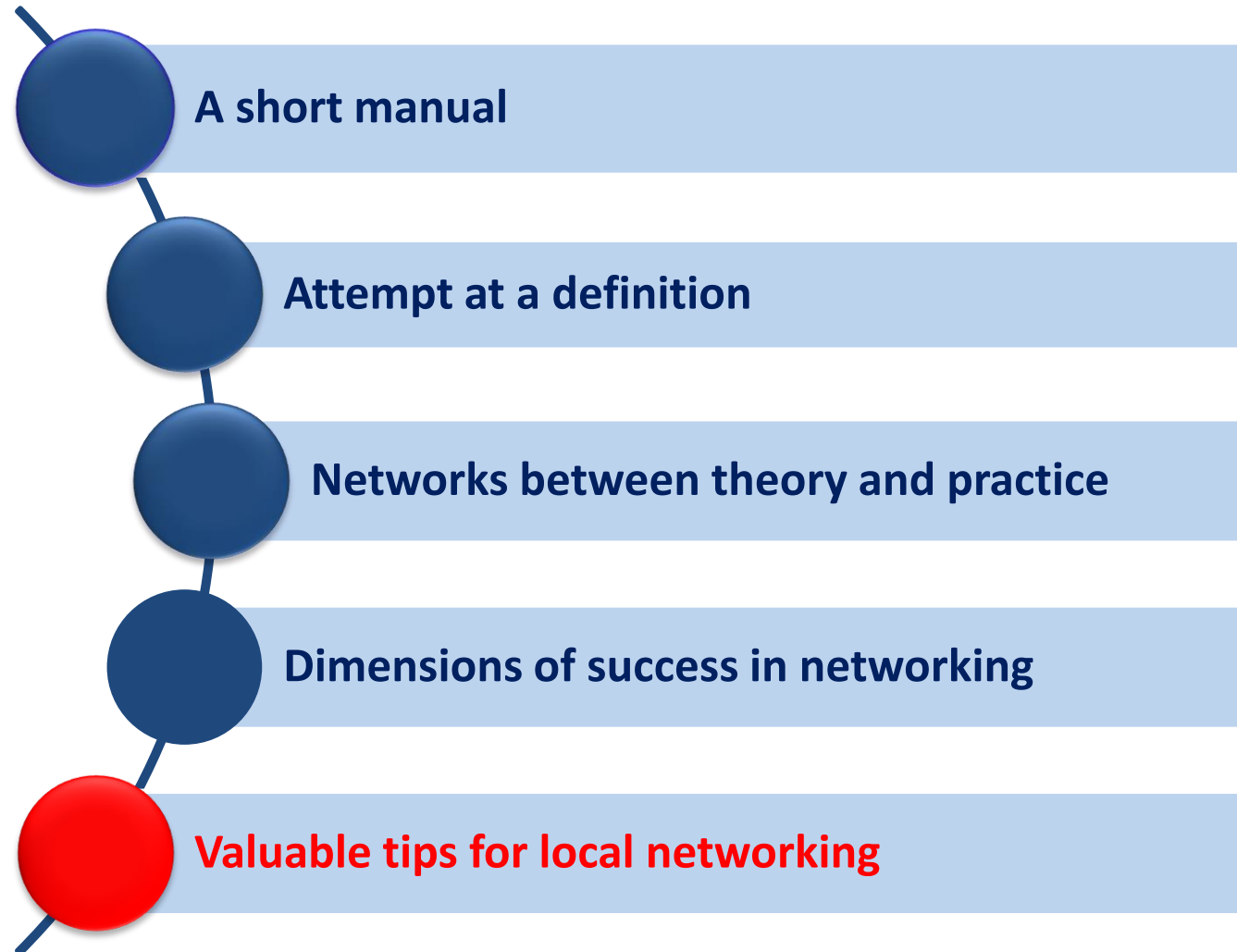


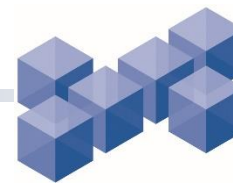
# Non-optimal lifecycle of a network





# Agenda





# Typology of networkers I

## The caring one:

Motivation: Responsibility

Motto: „...because no one else dares“

## The cosy one:

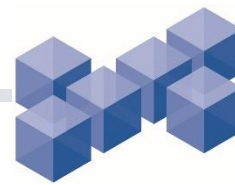
Motivation: Confidence

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:

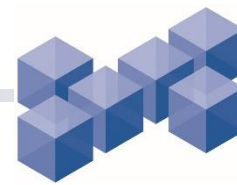
Motivation: Resources

Motto: „...it's money that matters“

### The system changer:

Motivation: Power

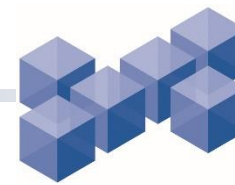
Motto: „...all alone they wear you down “



## 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**