

**TEMPLATE FOR BEST PRACTICES;**  
**Family and schools inside/outside scholastic context**

**INTRODUCTORY NOTES:**

Dear partners

the goal of this collection of good practices is to:

- select virtuous work experiences with families in different countries;
- understand what are the recurrent elements that allow the involvement of families in social and training activities;
- analyze the forms of reception of families created by the various subjects in specific interventions.

Each partner will provide a **minimum of five practices** to be analyze and reported in the final Transnational Report.

**Deadlines:** please send us back by the **4 of March 2018**.

*Please, do not hesitate to contact us for any question or clarification you might need.*

*Thanks a lot for your collaboration!*

*Unibo team*

## 1. THE FRAMEWORK OF INTERVENTION/EXPERIENCE

<b>Title of the intervention/experience</b>	<i>School and family, shared action FEAC (Família i Escola Acció Compartida)</i>
<b>Start of experience</b>	<i>1998</i>
<b>End of experience</b>	In progress without planned end
<b>Country</b>	Spain
<b>City/Cities/Region(s)</b>	Catalunya
<b>Implementing organization</b>	Fundació Escola Cristiana de Catalunya, and many schools in Catalunya, one of these schools is L'Esperança
<b>Address</b>	Fundació Escola Cristiana de Catalunya (FECC) Àngels, 18, 3r 08001 Barcelona fecc@escolacristiana.org <a href="http://www.escolacristiana.org">www.escolacristiana.org</a> <i>Fundació Escoles Parroquials- L'Esperança</i> <i>Quito 25-37</i> <i>08030 Barcelona</i> <a href="http://www.escolaesperanca.cat">www.escolaesperanca.cat</a>
<b>Type of implementing organization</b>	<i>Please select one or more boxes:</i> <input type="radio"/> Non governmental <input type="radio"/> Private sector
<b>Contact person(s) information</b>	<i>Jesús</i> <i>Abenza Pérez</i> <a href="mailto:jabenza@xtec.cat">jabenza@xtec.cat</a> <a href="mailto:dir.esperanca@fep.cat">dir.esperanca@fep.cat</a> 933457745 School director, and conductor of the families meetings
<b>Partner organization</b>	The main partner is the FECC that coordinate all the other partners, the schools that we apply the FEAC program. There are schools with economic concert with the Departament d'Ensenyament de la Generalitat de Catalunya (Public Administration), and also private schools

<b>Funding sources</b>	Each school it pays 5€ per classroom and school year that participates in the program
<b>Available financial resources</b>	It depends of the number of class groups and schools
<b>Non-monetary resources</b>	People working at the FECC who create the magazine Involved teachers at each school
<b>Target groups</b>	All families, but we can try to contact with families at school dropout risk. This is a very difficult task, because those families not always can/want to spend their time talking about the educational path of their son/daughter.
<b>Size of target group</b>	There is a lot of variability, really a few families in our school

## 2- DESCRIPTION OF THE EXPERIENCE/INTERVENTION

<b>Justification of the intervention</b>	For a long time ago, the FECC schools we see the necessity to work with families, in order to increase the trust of the family at the school and could work together with families.
<b>Description of the intervention</b>	It's a long term intervention based on the interchange of opinions and troubles, between families and school teachers, in an informal meeting.
<b>Key objectives</b>	Bring tools, and skill to the families, but not with an expertise person if not with their own experience.
<b>Activities:</b>	<ol style="list-style-type: none"> <li>1. Reading the text</li> <li>2. Work in a little group, just in order to expose the different opinions.</li> <li>3. Work in big group (not more than 15 people). Share the opinions.</li> </ol> <p>The duration of the total activity it's about 1.30h</p>

<b>Figures of the intervention</b>	<ol style="list-style-type: none"> <li>1. Dynamizer trainers</li> <li>2. Teachers, who act as dynamizers, at school</li> <li>3. Support teachers</li> </ol>
<b>Methodologies</b>	<p>Meetings with families, in reduced groups, to talk about educational themes, adapted to different ages and educational level. The dynamizer teacher (conductor) just organize the voices of the other actors, families and support teachers. He/she never expresses his/her own opinion</p>
<b>Tools and methods</b>	<ol style="list-style-type: none"> <li>1. Little magazine with different texts that they introduce educational items</li> <li>2. Families working groups by educational level of the student</li> <li>3. Each person talk about the educational item and everybody can ask or answer the families questions</li> </ol>
<b>Outputs</b>	<p>The trained staff it depends at each school. At L'Esperança, we are two people trained to act as group conductors. The program it doesn't impose a periodicity of the meetings. Each school can decide, but it's usually to have one meeting each three months.</p>
<b>Outcomes</b>	<p>The target group are all the families in the school. We usually try to contact with families with students in possible dropout risk. The main objective is that families can come into the school, not just for the academic way of their son/daughter but to share their problems with other families.</p> <p>Reality indicates that it's really difficult to work with families for a long time. There are moments with many families and other moments with a few families.</p>
<b>Impacts</b>	<p>The main impact is that some families get closer to school to share concerns.</p>

### 3- PROCESS FACTOR AND INTERVENTION ASSESSMENT

<b>Intervention design</b>	<i>Describe how the interventions are designed (bottom up? top down?); Does the design follow prefixed lines of direction or does it originate from the observation / analysis of the contexts?</i>
<b>Equipe intervention: composition and relations</b>	<i>how many and which figures are involved in the work team? in which modalities does it maintain relationships (eg educational services, social services, schools) with the project network or other formal actors? Describe the methods of coordination between the different activities and the different operators</i>
<b>Intervention assessment</b>	<i>Who guides and analyzes the effectiveness of the intervention? Are there external observers or feedback from participants?</i>
<b>Strengths and weakness</b>	<i>Please describe the strengths as well as the shortcomings of the intervention.</i>
<b>Success factors</b>	<i>Please describe up to 5 success factors based on experiences in realizing the intervention.</i>
<b>Transferability</b>	<i>Has the intervention already been transferred to other places? If yes, please shortly describe how the intervention has been transferred.</i>
<b>Sustainability</b>	<i>Has there been a follow-up of the project or will the project continue after its present funding is discontinued?</i>