

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

Title of the intervention/experience	Gypsy school promoter
Start of experience	October 2016
End of experience	In progress without planned end
Country	Spain
City/Cities/Region(s)	Barcelona
Implementing organization	Fundació Privada Pere Closa Barcelona Educational Consortium (town hall + Generalitat de Catalunya education department) CEB
Address	Carrer de Francesc Macià, 36, 08912 Barcelona 933 89 33 41 www.ccfundacions.cat/fundacions/fundacio-privada-pere-closa
Type of implementing organization	<i>Please select one or more boxes:</i> <ul style="list-style-type: none"> <input type="radio"/> Governmental <input type="radio"/> Non governmental <input type="radio"/> Private sector <input type="radio"/> Public sector <input type="radio"/> Non-profit sector <input type="radio"/> International <input type="radio"/> Local authority <input type="radio"/> It's a collaboration between governmental and non governmental, plus public and private sector
Contact person(s) information	<p>Isaac Heredia da Silva iheredi2@xtec.cat Gypsy promoter at Baró de Viver and Bon Pastor (Barcelona)</p> <p>Jesús Abenza Pérez T-933457745 jabenza@xtec.cat L'Esperança, director</p>

Partner organization	<p>CEB-public administration. Funding and evaluation</p> <p>Fundació Privada Pere Closa. They provide the promoters, all them gypsy people with success in their social integration.</p> <p>Escola Baró de Viver-public school</p> <p>Institut Escola El Til·ler-public school</p> <p>Fundació Escoles Parroquials Escola Bon Pastor, private and concerted school.</p> <p>Fundació Escoles Parroquials Escola L'Esperança, private and concerted school.</p> <p>The four schools we work together with the promoter and gypsy families</p>
Funding sources	Public funding
Available financial resources	We don't have available this information
Non-monetary resources	Fundació Pere Closa brings human resources, and also activities in the schools to increase the knowledge about gypsy country, language and culture
Target groups	Gypsy families, especially those that have students with dropout risk
Size of target group	<p>At the school L'Esperança there are four families in that target group, so it means there are 8 students.</p> <p>I don't know the exact number at the other schools, but it should be more or less the same. So the global target group it's about 25 students</p>

2- DESCRIPTION OF THE EXPERIENCE/INTERVENTION

Justification of the intervention	Gypsy families doesn't give importance to the education. So it's difficult the assistance at school, especially at secondary school. That's a problem in Baró de Viver and Bon Pastor, two neighbourhoods in Barcelona, with many gypsy families.
Description of the intervention	<p>The gypsy promoter stays 1 day a week at each school and we coordinate the families he should work with.</p> <p>If there is any urgency, the school can ask the promoter if he is able to do an intervention.</p>

Key objectives	Social and school integration of gypsy students and their families. Give an extra value to the school for this target group.
Activities:	Individual interview between promoter and gypsy student/family Interview between promoter, family and school(teacher or director) Coordination between school and promoter Knowledge of the gypsy culture (usually with games, short stories, and other activities with all a classroom group)
Figures of the intervention	The gypsy promoter Education Inspection Psych pedagogical counselling team Social Services Teachers School direction
Methodologies	It's not a special methodology. It depends on each gypsy family and their characteristics. It's really important the individual interview between the promoter and the gypsy parents.
Tools and methods	The promoter can use all the technologic structure at the school
Outputs	In the first year, at L'Esperança, it has been 2 gypsy students that they come each day, at time, to the school, and they have improve their academic path.
Outcomes	It's really difficult to work with some gypsy families, because their culture doesn't give value at the education.
Impacts	It's to short time to know the long term impact. But it will be a good impact if a few gypsy families could have an academic path from primary and secondary school.

3- PROCESS FACTOR AND INTERVENTION ASSESSMENT

<p>Intervention design</p>	<p>The observation of the gypsy families, and their unsuccessfully school / social integration is the main key for the intervention. So the design changes in each case.</p>
<p>Equipe intervention: composition and relations</p>	<p>The gypsy promoter Education Inspection Psych pedagogical counselling team Social Services Teachers School direction There is a Social Commission at each school to coordinate the action.</p>
<p>Intervention assessment</p>	<p>There is an absenteeism commission at the district, and at the city of Barcelona, and also the Social Services and the Education Inspection they do the evaluation each school year.</p>
<p>Strengths and weakness</p>	<p>The first and most important strength is that the promoter is a gypsy people with a successfully social promotion.</p>
<p>Success factors</p>	<p>It's to short time running the project in order to know the success factors. The personal experience of people working in this areas is that gypsy families are really difficult to work with them about the school time of their son/daughter</p>
<p>Transferability</p>	<p>First of all, the experience was done in other neighbourhoods in Barcelona, and it was transfer to Baró de Viver and Bon Pastor</p>

Sustainability

The project will continue