

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;
- analyse 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 analyse 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

CITTA' e SCUOLA - WORKSHOPS MANAGED BY PARENTS

1. THE FRAMEWORK OF INTERVENTION/EXPERIENCE

Title of the intervention/experience	CITTA' e SCUOLA - WORKSHOPS MANAGED BY PARENTS
Start of experience	The experience began in the 2007-2008 school year
End of experience	The experience is renewed every year since 2008; takes place throughout the school year (September to June)
Country	ITALY
City/Cities/Region(s)	MODENA
Implementing organization	Association "Città & Scuola"
Address	Via Divisione Acqui 160 41122 Modena- Italy http://www.cittaescuola.it/
Type of implementing organization	<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 checked="" type="radio"/> Non-profit sector<input type="radio"/> International<input type="radio"/> Local authority<input type="radio"/> Other (please specify)
Contact person(s) information	Name: Pialisa Surname: Ardeni Email: pialisa.ardeni@gmail.com Telephone: +39 348 700 6000 Function or position in the experience: Coordinatrice
Partner organization	<ul style="list-style-type: none">• Middle schools of Modena (managers and teachers)• Middle school parent committees• Department of Education and Social Services of the Municipality of Modena periodically: <ul style="list-style-type: none">• Cassa di Risparmio di Modena Foundation;• Emilia Romagna region

Funding sources	None
Available financial resources	None
Non-monetary resources	Volunteer parents of each school, with the guidance of volunteers from the Association “Associations of artisans” involved in voluntary actions.
Target groups	Middle school students of the city of Modena
Size of target group	On average, for each school year, 1500 students of middle school

2. DESCRIPTION OF THE EXPERIENCE/INTERVENTION

Justification of the intervention	The initiative is part of the set of actions to prevent school problems, to contrast dispersion and promote the well-being of students
Description of the intervention	<p>We organize workshops in the city's middle schools to provide students with manual skills and skills, in collaboration with teachers and with the help of around 250 family members (parents and grandparents).</p> <p>Laboratory characteristics:</p> <ul style="list-style-type: none"> - the laboratories are the most varied: kitchen, bicycle repair, carpentry, mathematical games, decoupage, music, first aid, embroidery and sewing, electric circuits, photography, etc. - during the workshops, the students have the opportunity to express skills and abilities that are not always able to emerge in the classroom and thus compensate for frustrations and "defeats", demonstrating to themselves and others their value - laboratories are designed and managed by parents in collaboration with an expert, especially if there are students with strong relational, social and cognitive problems - the workshops take place in the afternoon, giving the opportunity for students to live an educational experience that complements the classroom works, and for adults to live the school from within
Key objectives	<ul style="list-style-type: none"> • • Improve the quality of students' school life, reducing school distress. • • Contrast the phenomenon of school drop-out (increasingly worrying) and offer a significant contribution to the local community, in terms of prevention and safety.

	<ul style="list-style-type: none"> • • Implement synergies between teachers, parents and volunteers of the Association on a daily basis, as a source of good socialization practices and renewed interpersonal relationships. • • To achieve educational, social and educational goals together with schools and families. • • Encourage the active participation of parents in the school life, involving them in the first person, thus facilitate the building of positive relationships with the teachers and educators of the school, also as a response to the need for conscious parenting.
<p>Activities:</p>	<p>The activities of the laboratories must be organized in strict agreement between a group of parents and a group of teachers who take care of the general organization of the laboratories: they take care of the relations with the secretary, prepare the cost estimate for the materials and the accounts.</p> <p>The parents' committee of the school intervenes to support the expenses related to the purchase of the easy-to-use materials necessary for the realization of the laboratories.</p> <p>The teachers take care of the insertion in the laboratories of the students with difficulty and report to the teachers of the morning the progress of their participation, they also deliver to the teachers of the morning the final evaluation.</p> <p>Every academic year a general presentation is given on the project and on the workshops in the meeting of the Headmaster with parents and first year students. The Dean communicates the day of the week in which the workshops will be held and explains the importance of parental participation.</p> <ol style="list-style-type: none"> 1) Within the second ten days of October a communication is sent to all parents requesting the availability of active participation in the laboratories. The date of the first meeting is indicated in the press release. 2) By mid-November a meeting of the organizing committee with the parents available to the implementation of the various workshops is held to define the details of the organization. The registration procedures, the duration of each workshop and, for those with a shorter duration, the possibility of repeating several meetings modules are established. 3) By the end of November the organizing committee draws up the list of available persons and the laboratories that can be activated. 4) Within the first week of January, a group of parents takes out the registration and prepares a list. Based on the tables prepared by the parents, the teachers who take part in the organizing committee form the groups and check that students with

	<p>difficulties are included in the appropriate laboratories.</p> <ol style="list-style-type: none"> 5) An operative meeting with parents is held by December 15th 6) By January 15th the request for authorization to attend the school is sent to the families. 7) On the basis of the authorizations, the general calendar is updated. Notice is given to the tenants who can proceed with the purchase of the required material, according to the number of participants in the laboratory. 8) The calendar is completed. 9) A written communication is delivered to the teachers of the school with the announcement of the beginning of the workshops: this communication contains an explanation of the meaning of the laboratories and their educational value. <p>During the workshops it is necessary the presence of a teacher who supervises the progress of the activities and collaborates with the conductors of the laboratories.</p> <p>The teacher also collects the students' attendance at the various laboratories and verifies the nature of the eventual absence (illness, trip or otherwise). In this way it's possible to monitor the frequency of the boys and communicate any repeated absences to class teachers.</p> <p>During the activities of the laboratories it is advisable that there is a constant relationship between the teachers of the morning and the coordinator of the afternoon laboratories, so that they can identify together the opportune moments to enhance what is done by the single student in the laboratory. This enhancement activity is agreed between the teachers who take care of the laboratories and the teachers of the class.</p>
<p>Figures of the intervention</p>	<ul style="list-style-type: none"> • Referent teacher; • Volunteer parents who coordinate the whole activity; • Volunteer parent conductors of the laboratories; • Volunteer parents who help the conductors; • Volunteers of the City & School Association for the coordination of the city activities.
<p>Methodologies</p>	<p>Each laboratory (depending on the activities proposed) has its own methodological and organizational characteristics.</p> <p>In general:</p> <ul style="list-style-type: none"> • Proposal for practical and manual activities • Illustration of the specific techniques and instruments suitable for the realization of a typical product of the activity undertaken • Number of participants in the laboratory functional to the activity • Use of the spaces and equipment of the school or of equipment and materials made available by the volunteer conductors, • Low cost, limited to easy consumption

Tools and methods	Technologies and methods typical of practical activity. Generally: small group; typical methods of the artisan workshop.
Outputs	Each activity has its specific methods and timing. On average, each workshop lasts 3-4 meetings of two hours each. It is normally carried out within the school, but visits or field experiences are not excluded.
Outcomes	The expected results are those of facilitating a climate of well-being in the school, encouraging socialization and enhancing the abilities of each child, helping to respond to the need for parenting aware of parents. The results are often achieved with satisfaction, verifiable both by the answers given by the participants at the end of the workshop and by the impressions received from the hosts and the organizers.
Impacts	The experience, started eleven years ago, has maintained its effectiveness and is still welcomed with enthusiasm by the participating boys. Even for volunteer parents, the experience is an opportunity for meeting, for a better knowledge of the school and of the children of their own children.

3. PROCESS FACTOR AND INTERVENTION ASSESSMENT

Intervention design	<p>The design is based on the experience gained over the years. Materials and manuals have been developed for the organization of new experiences.</p> <p>The individual workshops are organized on the basis of the conductor's skills for the implementation part; for the educational and relational aspects the design is based on the indications of the Association and the observations of the referent teachers.</p>
Equipe intervention: composition and relations	<ul style="list-style-type: none"> • • At least one referent teacher for each institution. • • Voluntary parents who coordinate the whole activity (at least 3 parents with this role). • • Voluntary parent conductors of the laboratories (1 conductor per laboratory). • • Volunteer parents who help the conductors (depending on the number of participants, so that each adult has to deal with no more than 5 students). • • Volunteers of City & School for the coordination of the city activities.
Intervention assessment	<ul style="list-style-type: none"> • • Appreciation questionnaires - collected and evaluated by the Association, • • Periodic meetings with the leaders for focus groups on the

	achievements.
Strenghts and weakness	<ul style="list-style-type: none"> • • Implementation of highly motivating and practical activities; to the execution of concrete products. • • Difficulty: every year the overall organization for the turnover of the students attending the secondary school (whose duration is only 3 years) must be restarted from the beginning
Success factors	<ul style="list-style-type: none"> • • Spread over the years to all middle schools in the city • • Always very high participation in the proposals • • Satisfaction of the participating students • • General ease of involvement even of the most difficult students • • Satisfaction of volunteer parents
Transferability	<p>The Association has illustrated on several occasions (conferences or other) the initiative and has published, on its website, the manual for the organization accompanied by materials for the organization itself. In this way, in any other school the experience could be easily replicated, also because the volunteers of the association are available to follow firsthand the new experiences to be implemented.</p>
Sustainability	<p>More than specific economic resources, the condition sine qua non for the continuation of the activity, together with the presence of an adequate number of volunteer parents, is the availability of the schools to make available the premises and a referent teacher for the operations of control, coordination and transmission of information about the participation and the results achieved by the students.</p>