

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

SCUOLA DELLE DONNE DEL PILASTRO

1. THE FRAMEWORK OF INTERVENTION/EXPERIENCE

Title of the intervention/experience	SCUOLA DELLE DONNE DEL PILASTRO
Start of experience	2014
End of experience	In progress without planned end
Country	Italy
City/Cities/Region(s)	Bologna
Implementing organization	Associazione CESD – Centro Educazione e Studi sulla Discriminazione e SEST San Donato/San Vitale
Address	cesd.org@gmail.com Via Polese 17-19 - Bologna
Type of implementing organization	<i>Please select one or more boxes:</i> <ul style="list-style-type: none"><input type="radio"/> Governamental<input type="radio"/> Non governamental<input type="radio"/> Private sector<input type="radio"/> Public sector<input checked="" type="radio"/> Non-profit sector<input type="radio"/> International<input checked="" type="radio"/> Local authority<input type="radio"/> Other (please specify)
Contact person(s) information	CESD: Fulvia Antonelli Mail: fulvia.antonelli@yahoo.it SEST San Donato/San Vitale: Vincenzo Savini Mail: vincenzo.savini@comune.bologna.it
Partner organization	The SEST (educational and scholastic territorial services) San Donato / San Vitale are responsible for the experience. The CESD, social promotion association is responsible for the workshops and activities carried out within the Scuola delle Donne del Pilastro. CESD, through calls and different financing and through the voluntary work of its members, supports the activities of the Women's School. The evaluation and monitoring of the experience is carried out by the SEST services and by its educators.
Funding sources	The CESD finances the activity through the participation in public or private calls for the financing of the activities of social and cultural promotion, social inclusion and prevention of early school leaving.

Available financial resources	The amount of the loan is not stable. Specific activities are organized based on the resources. The SEST co-funds and supports the project by providing the premises and materials necessary for carrying out the activities free of charge.
Non-monetary resources	Volunteering of the CESD activists, voluntary service of migrant families and women, donations.
Target groups	Families in conditions of social vulnerability; migrant women; boys and girls in school dropout; inhabitants of the San Donato / San Vitale district.
Size of target group	About 50 people

2. DESCRIPTION OF THE EXPERIENCE/INTERVENTION

Justification of the intervention	The project was born on the need detected following a research-action conducted by the University of Bologna - chair of cultural anthropology - on the issues of school dropout. The intervention unfolds within a highly problematic peripheral territorial area, the Pilastro zone, within the San Donato district. The intervention is structured as an experience of community work aimed particularly at women, mothers, girls and children in the area.
Description of the intervention	The Scuola delle donne del Pilastro carries out the following actions: <ul style="list-style-type: none"> - parenting support; - orientation to social, educational and health services in the area; - literacy and Italian language school for migrant women; - construction of paths against school drop-out aimed at girls and boys of secondary school of first and second degree; - development and implementation of inclusive and cross-cultural community development actions; - community health education workshops; - educational workshops on affectivity and management of sexuality aimed at adolescents; - training workshops for women at risk of economic and social exclusion; - gender violence prevention workshops.
Key objectives	The intervention aims to intervene in an area of urban and social exclusion with a high risk of social stigmatization, involving families - in particular women - in ways of social, cultural and economic community empowerment.
Activities:	The women's school opens two/three mornings a week from 8.30 to

	<p>12.30 and inside are conducted:</p> <ul style="list-style-type: none"> - Literacy and Italian laboratories - routes to accompany local services (meetings with educators, social workers, nurses, gynecologists) - health education seminars - school re-motivation and reorientation workshops for girls in school dropout - tailoring course with women and girls together - participation in artistic and cultural projects
Figures of the intervention	<p>1 Educator 1 Anthropologist/school teacher/mediator 1 seamstress 2 volunteers from the CESD association trainee educators 1 midwife 1 nurse</p>
Methodologies	<p>The intervention methodologies used are inspired by the experience of the 150-hour school in Italy, the "popular pedagogy" of Freinet, the "pedagogy of the oppressed" of Freire; the community work practices and participatory development models developed in Italy by Cepas and Adriano Olivetti.</p> <p>The women's school aims to work on intergenerational groups of women; to encourage the creation of self-help networks within the neighborhood and the city; to support young people and their scholastic paths through the organization of formal and informal learning spaces.</p>
Tools and methods	<p>The women's school builds all its tools - books, alphabets, image albums that facilitate language learning - in an artisanal way.</p> <p>Within the individual artisan laboratories different materials and tools are used - drawing and painting materials; materials for molding ceramics; fabrics; sewing machines, etc. - depending on the activity performed.</p> <p>The structuring of the activities is continuously adapted to the groups present in the school and their needs. In addition to the two opening days of the school, the project includes individual accompaniment to social or health services, individual assistance to the study, educational and training orientation, trips and participation in cultural events (street parties, neighborhood lunches, parties in educational centers , theatrical or musical projects involving women's school, etc.) that are interesting for women and young people in the school.</p>
Outputs	<p>The school carries out its activities from September to June with two regular weekly openings and various openings or accessory activities during the year depending on the needs, requests and cultural activities that are developed thanks to the group's initiative (preparation and participation in a parade / street party in the neighborhood, participation in a theatrical project aimed at women, screen printing workshops for</p>

	the creation of a book of stories and narratives of women with a publishing house, etc.).
Outcomes	<ul style="list-style-type: none"> • Increase the ability of mothers to follow their children's schooling; • Scholastic re-motivation and reorientation; • Increase capacity for young people to live in a group dimension; • Foster the ability to listen and meet transcultural and transgenerational among people; • Prevent social and educational discomfort by increasing collective well-being; • Encourage the development of educating communities.
Impacts	The women's school has concretely implemented actions to combat scholastic and formative dispersion; has raised the degree of cultural and social integration of migrant women living in the territory; it is an instrument to accompany families in a particularly difficult territory and with families struggling with a variety of economic and social problems. The school of women has favored the civic participation of women in the life of the neighborhood.

3. PROCESS FACTOR AND INTERVENTION ASSESSMENT

Intervention design	The school of women is a project developed after a year of anthropological action research conducted in the district and in some schools of the city. During the course of the research, adolescents and preadolescents, teachers, families, educators, social workers, librarians, managers of the educational services of the neighborhood and the city, members of associations for social and cultural promotion were heard and involved. Only after a long period of ethnographic observation and confrontation with all these social actors the project of the school of women has been designed. The strong response in terms of participation and the structuring of activities through a continuous dialogue among all the participants of the school has continually led to redefine the activities and organization of the school.
Equipe intervention: composition and relations	The school has frequent spaces for comparison and connection with the operators in charge of the various laboratories, with the subjects and with the institutions - schools, teachers, educators, and social workers - involved in the network. With the internal group of the school, meetings are held between educators, operators in the laboratories, women and children together. Outwardly, educators and social workers are often invited to participate in school activities for a few days in order to understand and interact with people in a more horizontal way.
Intervention assessment	Periodic meeting with managers of the educational services; periodic meeting with school of youngsters that attend the school of woman.

<p>Strengths and weakness</p>	<p>The strengths of the intervention are those of having managed to create a meaningful reality for the district, a space of relationship with the most fragile families, outside the stigma of social assistance. Another strong point was that of having created a place where genres, generations, cultures and knowledge can engage in dialogue starting from common practice in a neighborhood with a high socio-economic segregation.</p> <p>one of the significant elements is not having focused the intervention as aimed at specific target groups (migrant women, families followed by social service, young people in sciatica dispersion, etc.), but having addressed it to people and the whole community , aiming to build a common living space in which problems are analyzed and tackled together, building bonds of mutuality.</p> <p>The shortcomings of the intervention are mainly due to the precariousness of the economic resources and the need for a broader structuring of the activities and collaborations that maintain a high level of informality.</p>
<p>Success factors</p>	<ul style="list-style-type: none"> - constant presence of people in school activities - constant presence of young people in training agreements with schools - improvement of the behavior of young people - ability of mothers to better understand the functioning of the school system - greater ability on the part of mothers to accompany the choice of secondary school for their children
<p>Transferability</p>	<p>The transferability of the experience is possible, but adapting the model to the different territorial realities</p>
<p>Sustainability</p>	<p>Has there been a follow-up of the project or will the project continue after its present funding is discontinued?</p> <p>We do not know in this moment.</p>