

**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*

**OSSERVATORIO PERMANENTE DEL COMPORTAMENTO DEGLI ALUNNI “PASSO DOPO PASSO”**

**1. THE FRAMEWORK OF INTERVENTION/EXPERIENCE**

<b>Title of the intervention/experience</b>	<b>OSSERVATORIO PERMANENTE DEL COMPORTAMENTO DEGLI ALUNNI “PASSO DOPO PASSO”</b> - Permanent Observatory of pupils' behavior "Step by step"
<b>Start of experience</b>	Each school year is re-proposed with a new program.
<b>End of experience</b>	Without end
<b>Country</b>	Italy
<b>City/Cities/Region(s)</b>	San lazzaro di Savena (BO) – Emilia Romagna
<b>Implementing organization</b>	School ISTITUTO COMPRENSIVO N. 2 – SAN LAZZARO DI SAVENA
<b>Address</b>	Via Paolo Poggi, 5 San Lazzaro di Savena (Bo)
<b>Type of implementing organization</b>	<p><i>Please select one or more boxes:</i></p> <ul style="list-style-type: none"> <li><input type="radio"/> Governmental</li> <li><input type="radio"/> Non-governmental</li> <li><input type="radio"/> Private sector</li> <li><input checked="" type="checkbox"/> Public sector</li> <li><input type="radio"/> Non-profit sector</li> <li><input type="radio"/> International</li> <li><input type="radio"/> Local authority</li> <li><input checked="" type="checkbox"/> Other (SCUOLA)</li> </ul>
<b>Contact person(s) information</b>	<p>Name, Amneris  Surname Vigarani  Email boic882007@istruzione.it  Telephone 051 460210 - 3801442600  Function or position in the experience: Head teacher</p>
	Municipality of San Lazzaro di Savena, other local schools

<b>Partner organization</b>	
<b>Funding sources</b>	Ministry of Education (MIUR) and European Structural Funds
<b>Available financial resources</b>	€5.082,00
<b>Non-monetary resources</b>	Internal teachers and external experts (university professors, psychologists, neuropsychiatrists, pedagogues, etc.)
<b>Target groups</b>	Parents, educators, secondary of first level school students.
<b>Size of target group</b>	Variable. Between 30 and 100 depending on the topics

## 2. DESCRIPTION OF THE EXPERIENCE/INTERVENTION

<b>Justification of the intervention</b>	Create a circular and non-unilateral communication network of exchange relationships, cooperation with parents, using an expert and external mediator acting as a facilitator.
<b>Description of the intervention</b>	<p>Project group formed by parents and teachers:</p> <ul style="list-style-type: none"> <li>• focus groups to analyse real situations and emerging issues</li> <li>• identification of specific issues</li> <li>• identification of experts</li> <li>• scheduling of meetings</li> <li>• promoting scheduled events for parents, local educational agencies, schools</li> <li>• Creation of a social page managed by parents to inform and communicate</li> <li>• Conclusion of the training path with a meeting / comparison between parents and their children, mediated by a qualified expert (psychologist, pedagogue, psychotherapist, etc.).</li> </ul> <p>Within the project are organized short training courses for parents on issues such as emotions and feelings in adolescence, the digital school: instructions for use, ed. to affectivity and sexuality, etc.</p>
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>• Create moments of listening, exchange of experiences on adolescent problems seen by different optics (teachers / parents).</li> <li>• Enhance and strengthen the parental educational role, the role of teachers and institutions.</li> <li>• Creating an authentic comparison between adults, based on the reflection and questioning of the behaviours emerging from the</li> </ul>

	<p>analysis of youth reality.</p> <ul style="list-style-type: none"> <li>• Reach a constructive management of relationships even starting from different points.</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>• Meetings exchange between teachers and parents: 12 meetings of 2:30 h each</li> <li>• Conferences held by experts, with final debate: 15 evening events of 3 hours each</li> <li>• Theatre forum: a 3-hour meeting</li> <li>• Movie theme viewing, with final debate: on average 3 h for each film on the bill</li> <li>• Training course for parents, 6 meetings of 2.30pm</li> <li>• Counsellor by chance: counselling activity managed by young people with the support of an expert in the sector: a 5-h laboratory</li> <li>• Final arena: meeting / comparison of children vs parents: a 5-h workshop.</li> </ul>
<b>Figures of the intervention</b>	<p>List the professional profiles involved in the activity and his formal and informal skills.</p> <ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Psychologists and Psychotherapists, experts in the developmental age</li> <li>3. neuropsychiatrists</li> <li>4. Pedagogue and Psycho-pedagogue</li> <li>4. Sociologists</li> <li>5. Counsellor</li> <li>6. Police forces (Carabinieri, State Police, Municipal Police, Metropolitan Observatory)</li> <li>7. Experts of the public health company A.S.L</li> </ol>
<b>Methodologies</b>	<p>Study table between teachers and parents, conducted with the Brainstorming technique</p> <p>Co-design to identify the experts and create the agenda of the interventions</p> <p>Care of the communicative and informative aspect: brochure, Facebook page, School website, Municipality website, involvement of neighbouring schools, contacts with other local agencies</p> <p>The "theme evenings" are configured as groups of mutual help between Educators and Mediators</p> <p>Workshop</p> <p>Feedback management and monitoring actions, with final refund at the institutional level.</p>
<b>Tools and methods</b>	<ol style="list-style-type: none"> <li>1. Advertising of the meetings (brochures and flyers)</li> <li>2. Articulation of events: pre-contact (presentation of the expert), contact (the expert interacts with the audience), post-contact (the final debate)</li> </ol>

	<p>3. Presentations in Power Point</p> <p>4. Participated and mediated training by the expert (circle activity, small group, return to plenary)</p>
<b>Outputs</b>	<p>Study table: 12 meetings, conducted by the table coordinator</p> <p>Evening events: 15 appointments, with one or two experts</p> <p>Educational workshops for parents: 3 courses, conducted by experts</p> <p>Teatroforum: 1 meeting, conducted by a technical expert</p> <p>Cineforum: 3 meetings, conducted by experts</p> <p>Concluding events: 2</p>
<b>Outcomes</b>	<p>Expected goal: to create a school reality, able to give security and serenity to students, teachers and parents.</p> <p>Objectives achieved: to feel part of an educating community, to experiment with mutual knowledge, to reinforce educational actions, to enhance the results obtained.</p>
<b>Impacts</b>	<p>Greater sharing of views and cohesion between pupils, teachers and parents; more information in the educating community of youth issues and of the educational strategies that adults must and can put into action, enhancing the role of parents, teachers and institutions.</p>

### 3. PROCESS FACTOR AND INTERVENTION ASSESSMENT

<b>Intervention design</b>	<p>The choice of the themes put in place by the teachers / parents group starts from the analysis of the context and the problems that the students demonstrate at school and at home. The planning of interventions and activities follows an annual trend, with periodic appointments.</p> <p>The meetings with the experts start from a description of the phenomenon and give the participants the possibility to intervene with questions or experiences on which the debate is organized.</p>
<b>Intervention team: composition and relations</b>	<p>Teachers of primary school and sec. 1st grade, parents of kindergarten, primary and sec. of 1st degree in the project group.</p> <p>The experts are identified according to their professional experience, with them agreeing the modalities of their intervention and the organization of the meetings.</p> <p>The Arma dei Carabinieri and the Municipal Police for issues related to legality (bullying, cyber bullying, responsibility of the minor and parents ...) also participate in the project in free form.</p> <p>Local Health Authority for substances prevention, affective education and sexuality issues.</p> <p>The Municipality of San Lazzaro supports the project by giving</p>

	visibility to programming and intervening with institutional figures.
<b>Intervention assessment</b>	<p>Questionnaire to be submitted to parents, teachers, educators of the territory who participated in the approval and effectiveness of the project.</p> <p>Reflection on the results in the project group for programming the following year.</p> <p>Feedback through the social networks of the relapse of meetings with experts and feedback on the issues identified.</p>
<b>Strengths and weakness</b>	<p>Positive aspects: to create open discussion areas on transversal themes of educational relevance;</p> <p>Negative aspects: difficulty in communicating and disseminating the project, as well as finding and managing approval data. To study a more efficient method.</p>
<b>Success factors</b>	<ul style="list-style-type: none"> <li>- - To approach subjects with complementary educational roles, to coordinate the educational action on minors;</li> <li>- - Offer the possibility to improve the knowledge of their children / pupils</li> <li>- - Confronting on common problems;</li> <li>- - Promote the development of the cooperative style to improve personal growth and increase the awareness and importance of one's role;</li> <li>- Apply shared educational strategies to improve the understanding of their children / pupils and the quality of the relationship with them.</li> </ul>
<b>Transferability</b>	<p>The model experimented in these years can be easily transferred to other schools or educational contexts, under these conditions:</p> <ul style="list-style-type: none"> <li>• involve motivated parents and teachers as active subjects</li> <li>• to find experts in the sector, competent to deal with educational issues for children and adolescents</li> <li>• identify emerging needs to identify the issues to be addressed</li> <li>• activate training courses for parents</li> <li>• take care of the management of the Feed Back</li> <li>• find information</li> <li>• create partnerships with the Local Authority and local educational agencies.</li> </ul>
<b>Sustainability</b>	<p>Only for this Scholastic Year the Project obtained European funding, PON projects 2014-2020. On the other hand, until today the project has been lived thanks to the availability of Parents and teachers, but above all in the presence of experts, who believed the validity and effectiveness of the path, and took part free of charge. In other words,</p>

	<p>the project has a visibility and credibility that can count on the fact that it can continue without additional financing plans.</p>
--	---