

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

UNA SFIDA COMUNE. Sostenere le competenze educative genitoriali

1. THE FRAMEWORK OF INTERVENTION/EXPERIENCE

Title of the intervention/experience	UNA SFIDA COMUNE. Sostenere le competenze educative genitoriali
Start of experience	01/10/2017
End of experience	31/07/2018
Country	Italy
City/Cities/Region(s)	Bologna – Emilia Romagna
Implementing organization	COMUNE DI BOLOGNA - AREA EDUCAZIONE, ISTRUZIONE E NUOVE GENERAZIONI - UI SISTEMA FORMATIVO INTEGRATO INFANZIA E ADOLESCENZA - CENTRO RiESco
Address	cdleisegreteria@comune.bologna.it www.comune.bologna.it/cdle 051-6443360-346-319
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 checked="" type="radio"/> Public sector<input type="radio"/> Non-profit sector<input type="radio"/> International<input checked="" type="radio"/> Local authority
Contact person(s) information	cdleisegreteria@comune.bologna.it www.comune.bologna.it/cdle 051-6443360-346-319
Partner organization	Network of public schools and public libraries
Funding sources	Regional and municipal funds
Available financial resources	Euro 13.900
Non-monetary resources	

Target groups	<p>Direct recipients: 100/120 mothers of foreign students and 100/120 foreign students reached</p> <p>Indirect recipients: 500 (120 members of the families of the women participating in the courses, 180 parents-teachers-educators involved in the return events, 200 users of audio-visual and paper documentation on the project)</p>
Size of target group	See above

2. DESCRIPTION OF THE EXPERIENCE/INTERVENTION

Justification of the intervention	<p>The proposal envisages the implementation of actions in middle and upper secondary schools, in particular professional or technical institutes, where that process of training of foreigners occurs, as described in the last MIUR report ("Alumni with non-Italian citizenship. The multicultural school in local contexts National Report "as 2014-15, page 69), which assigns the concentration of foreign students to family choices, which for foreign children are more oriented to the frequency of professionalized training chains and disincentive to access to high school paths. In these institutes, however, despite the fact that current data are not available at the moment, a failure rate and relative abandonment was observed among foreign students: the selection in the first two years of high school reaches peaks of even 50% of students of non-Italian citizenship. These data and the resulting concern push to re-evaluate the urgency of actions aimed at creating a formative pact with the families, which, if more involved in the training path of the child, can count on more tools to understand their efforts, to give value to its path because they are not strangers, and therefore to support it.</p>
Description of the intervention	<p>The Project foresees the realization of different phases that contemplate actions addressed to the whole community educational and in particular of mothers. The project aims to create an offer able to involve all the territories for the creation of information and training points designed to "hook" women, mothers of adolescent students. A coordination table will be created at city level, which will have the same purpose of guaranteeing the monitoring, the definition of methodological guidelines aimed above all at identifying outreach strategies, i.e. contact and engagement with families. The fundamental characteristic of these paths therefore lies in the great attention to cultural and linguistic mediation. The project is not limited to proposing Italian courses for mothers, but to create the conditions for women with great difficulties in non-family social relationships to participate. To do this we rely on mediators with experience in education and school, able to identify the needs of families, of a linguistic, educational and socio-cultural nature, starting</p>

	<p>from the enhancement of the cultures they belong to. The characteristic of these paths therefore lies in the attention to the enhancement of skills, also linked to traditional knowledge, in order to convey messages of recognition, without which it is very difficult to obtain a full understanding of the intrinsic value of participation by mothers and their husbands, and therefore provide continuity in the frequency.</p>
<p>Key objectives</p>	<ul style="list-style-type: none"> • 1) to bring mothers closer to their children's educational path, offering them tools to understand and make their own objectives of school success in a perspective of "mediation" with the expectations for the sustenance of family income; • 2) allowing mothers access to extra-domestic relationships through participation in training courses at the institutions' offices in collaboration and with the presence of expert cultural mediators; • 3) offer opportunities for training and qualification, as well as contact and knowledge of the services offered by the territory, both for orientation to work and for health and care; • 4) to offer mothers, and therefore families, opportunities to participate in the public life of the territory or of the educational community of reference; • 5) to enhance the parental figure in the eyes of the children with a view to mutual recognition. <p>All these objectives contribute to the pursuit of the purpose of the wellbeing of children of foreign origin and non-Italian or non-native family, of support to the family network and therefore of appreciation of the cultures of belonging, an indispensable step to guarantee equal opportunities for young students to succeed.</p>
<p>Activities:</p>	<p>PHASE 1: PROGRAMMING, GOVERNANCE AND DEFINITION OF THE TASKS OF THE SUBJECTS</p> <ol style="list-style-type: none"> 1. Agreements and programming with schools, sharing principles and guidelines for the implementation of the training paths 2. Establishment of a coordination table made up of representatives of the Municipality of Bologna, of the Schools Polo, of the School Education Institution and of the subjects that will be active in the realization of the project. 3. Identification of subjects entrusted with cultural mediation and language training services 4. Locating locations 5. Sharing and implementation of tools and methods for monitoring and evaluation 6. Programming of n 6 training courses (one for the District to be carried out at school premises or, where there is a greater convenience, the headquarters of the Neighborhoods or services to the citizen of the territories (ex.: le libraries).

	<p>STEP 2: OUTREACH OF FAMILIES</p> <ol style="list-style-type: none"> 1. Creation of multilingual information material 2. Start of contacts with families, information and collection of adhesions through communication activities institutional but above all cultural mediation aimed at involving and obtaining approval to participation by mothers and the whole family, through interviews to be carried out within of the school premises but also in neutral places where the family can be reassured with respect to the participation in paths whose goal is to give value to the cultures of belonging without putting a risk belonging, traditional cultural legacies and community expectations. The RieSco Center will put to available the intercultural mediation desk at the headquarters in via Ca 'Selvatica 7, to allow the mediators to meet families in an institutional place but outside the school where the need arises. 3. Collection of registrations and registration of attendance records. <p>STEP 3: TRAINING</p> <ol style="list-style-type: none"> 1. start of courses 2. attendance monitoring, signature sheets drafting, identification of participants' problems
Figures of the intervention	Linguistic and cultural mediators, operators of the Riesco center
Methodologies	<ul style="list-style-type: none"> • cultural and linguistic mediation; • involvement of educational institutions • parental involvement • involvement of children
Tools and methods	See below
Outputs	<p>PHASE 4: DOCUMENTATION AND RETURN</p> <ol style="list-style-type: none"> 1. Realization of promotional video spots (maximum duration of 5 min) produced by young students also in mother tongue to explain to parents what opportunities the project offers. These spots will be produced and edited from the Centro RieSco which will make use of the collaboration of young people and of the mediators who will guide the student's use of the language of origin, for the languages for which it will be necessary. These videos will be offered to all schools and will be an opportunity for leadership and involvement for young people, as well as for creation of alliance between youth, family and educational community as a whole. 2. Constitution of an editorial staff of about ten young people, led by

	<p>mediators and teachers of Italian, for the creation of 6 video documentation products able to tell the path through digital languages. Through the editorial work the young people will be called to realize contents on the paths realized by the mothers, also through small interviews, aimed, among other things, to the mutual recognition of mother and child in space educational.</p> <p>3. Implementation of 6 territorial events for the return of the routes, one in each district, during which certificates will be delivered and the shorts made by the boys will be shown.</p>
Outcomes	Improvement of the educational success of young migrants; greater involvement of mothers in their children's schooling.
Impacts	<p>An element that distinguishes the proposal is the network dimension and putting in value the plurality of competences in the field of parental involvement and anti-dispersion. In particular, the project proposal is the result of the interaction of skills gained in the field of the Municipal Administration (Centro RiESco and CDLEI Documentation Center Laboratory for an Intercultural Education, Integrated Childhood and Adolescence System UI - Education, New and Generation Education Area, Educational and Scholastic Services of the Districts), of the City Schools network (in particular of the Polo Schools established by the Protocol for the reception and inclusion of foreign students "enrolled in the Comprehensive Institutes of the city of Bologna, and of the intercultural referents of Secondary Education Institutes, in particular the technical and professional of the local area) and the third sector (in particular the subjects that at the date of the proposal manage the Italian language services and cultural linguistic mediation offered by the Municipality of Bologna in primary and secondary schools of the city degree) .</p>

3. PROCESS FACTOR AND INTERVENTION ASSESSMENT

Intervention design	<p>The intervention develops in 4 phases: PHASE 1: PROGRAMMING, GOVERNANCE AND DEFINITION OF THE TASKS OF THE SUBJECTS STEP 2: OUTREACH OF FAMILIES STEP 3: TRAINING PHASE 4: DOCUMENTATION AND RETURN</p>
Intervention team: composition and relations	<p>Coordination table made up of representatives of the Municipality of Bologna, of the Polo Schools, of the School Education Institution and of the subjects who will be active in the realization of the project.</p>

Intervention assessment	the intervention is still ongoing
Strengths and weakness	<p>the strengths are:</p> <ul style="list-style-type: none"> • the involvement of migrant mothers through the school; • the involvement of the children; • the coordination between the various institutional actors and the third sector involved in the project. <p>Weaknesses are not yet assessable</p>
Success factors	The involvement of a network of highly experienced workers in the field of migration and mediation.
Transferability	will be the subject of the final evaluation at the end of the project
Sustainability	will be the subject of the final evaluation at the end of the project