

MINUTES TRANSNATIONAL MEETING ATOMS&CO BARCELONA, 14-15 MAY 2018

Day 1, 14th May, 2018

- 1) Presentation of the program of the transnational meeting

Presentation of the program of these two days.

- 2) Approval of the minutes of the Atoms&co transnational meeting of October.

We have to add Daniel Therasse, he was present during this meeting.

Beside that, minutes are approved.

- 3) Presentation of O1 by Alessandro Tolomelli (UNIBO)

{see powerpoint in annex}

Unibo gathered all the information of the O1 (focus group, questionnaire, national report) from the three countries.

They combined all national reports in order to have a transnational report. In these reports were presented the national states of education and some bibliography.

A second aspect was the survey. The questionnaire was divided in different sections: general information, school path, ease/discomfort at school, family.

One conclusion of the survey was that most of parents had followed secondary school (60%).

Another fact that rises from this survey is a paradox: at school we foster the use of technology but in fact, it is not a good way because not everybody (family, parents) has this type of skills.

Concerning the criteria in the choice of school:

Only a partial satisfaction about the personalization of school. The school is a kind of black box for parents. The school as to share knowledge with children but parents have no knowledge of what happens in school.

Parents have to understand how it works in order to understand how the evaluation is done.

Teachers have an increased feeling that they are being watched and looked. There is also a misunderstanding between school and parents.

The passivity of parents observed in various European country seems to be fueled by the bureaucracy and the refusal of parent's presence.

Concerning the relationship school-families: one of the difference in the use of technology: in Italy and Spain they have electronic register but not all parents use it. In Belgium, that kind of register doesn't exist.

What is needed is also an education for the use of the technology: in that matter, there is a big difference between countries.

Concerning the parents' involvement in school: in Italy there are more significant participation in the existing bodies. It's very different in Belgium and Spain. In Spain it is more difficult because of the language.

Question: does this difference could be explained because of the difference in "power" (or in opposite the absence of power) of these bodies?

⇒ In Italy, the council of parents complains about the 'non power' of this body but still they participate.

About the council of participation, responses are more similar. The school organized the activities but in Italy meeting are organized with expert. In Belgium there are much more meeting for fundraising. In Spain, more activities are organized about socialization.

In this slide n°6: the % are the number of parents who knows these organs exist. The parents have a good opinion of what happens in school.

The question that parents want to talk about are almost the same: family want a more welcoming school.

⇒ One of the conclusion is the feeling of paradox about what parents really want: a friendly school and, in the meantime, a stricter, rigorous school.

The cooperation between school and families meets different kind of problem: the macro/social sphere; the Intermediary/institutional sphere; the micro/relational sphere.

4) Presentation of O2 by Massimo Peron (Gionet)

{see ppt in annex}

The aim that they had was to build a flexible device that could be tested and adapted to different environments. They combined the information they had from O1 in order to build this device.

An important feature: **co-design**. That means that the family is called to collaborate to the design and to what we are constructing. The family must be part of the construction of the device. The device must be something open, something implementable and flexible.

Tasks of today:

- 1) Think together about how we can involve the family.
- 2) What are the problems of families in each of the specific entities?
- 3) How could be our best practices divided into the 7 macro areas? We have to decide together what are the priorities.

Each macro areas will have a device, 7 chapter composed with one path (one format) and tools that could be used in function of the macro areas.

⇒ We have the task to integrate the parents in the educational learning.

End of the day: debates with all the partners around the process and the tools.

Day 2, 15th May 2018

1) Presentation of the program of the day by Eric Degimbe (CEC)

2) Presentation of Maria Grazia D'Alessandro (Gionet)

{see ppt in annex}

The focus in the process must be on the young but in symbiosis with the different actors that surround him.

All stakeholders are involved even if, in some countries, the academic's actors are separated from the social actors.

The aim of this device is to be adaptable to each local situation.

The question is: How to involved all the actors? => World café, picnic, interactive walk, etc.

What's important is that if children want to come to the activities, parents will come with them. We have to be creative in the creation of activities. In addition, we have to adapt the activities based on the public, the age, etc.

3) Presentation of Giacomo Sarti (Gionet)

{see ppt in annex}

How to work on the 7 macro areas?

For each macro areas, there is a grid/format. Inside we are going to construct the form together and validate them.

Among the proposed solutions: tutors, mediators, etc. Maybe more attention on migrant's families?

1/ Trust school-families : real partnership agreement (not a formal one).

2/ Processual learning: no more orientation on results and performance but focus on the person (and its complexity).

3/ School-families communication: it's important to have a common experience. For instance, with *teatro dell'oppresso*. We have to construct the medium of communication with families, to improve it, to make understandable and accessible institutions. We can interact with institution even if it's a formal institution.

For instance, in Barcelona there is a hospital that is directly in contact with migrants and they had pretty good results because they went directly into contact with migrants. Another example, the Esperança: they organized an experience of 'tasting'. It was really efficient and it gathered a lot of families. Another

successful experience was one in which the migrant that speaks the language is a 'transition' (vector) between everybody. For these person, that enhance their self-confidence.

4/ Participation of the family in school life: we have to insist and to remind to the school, and to the families, that school is part of the society. It is something more than a formal institution.

5/ Processual orientation: it must be thought as a process, an accompanying, not only a material support. It is a personalized help. Parents and teachers are guide not only in education's choices but also for life's choices. Everybody has an interest in the construction of future citizens.

Educational poverty= economic poverty causes educational poverty (ICE PROJECT).

6/ instruments and places of exchanges views: Build a 'mixed' place with educators, families, parents, somebody who monitored the project. Organized activities to 'activate' families for which it is more difficult to reach.

7/ Space for parents inside the school: to allow parents to meet in community and to have a place inside schools.

Activity during the presentation:

All the group splits up in small groups of +- 4 persons to do a brainstorming in order to find out activities that can help to mobilized families.

Example of activities found in group:

1st group: Let's have a tea, involving parents through kids, food meeting, have a fix group that follows different seminaries, RAP, etc.

2nd group: action to involve teachers+ Spanish experience: thematic meetings that schools propose to families. Families can choose to what activity/theme they want to participate. Another experience: it's important to have a 'support network' for everything we set up so we have to tell to all stakeholders that we need them. Another idea was to use a 'neutral' (somebody outside the direct environment) in order to invite the actors to participate.

3rd group: important to create a network. The feeling of belonging is also important and should be foster. Important to let people express themselves. But how to make the parents come? The group talked about conviviality moments, the confidence bond/relationship between actors, etc. Example of activities: the younger one design the invitation and invite all the actors, etc.

Another thing to pay attention to: it's really important to invite the teachers because sometimes they can be unwilling and reluctant to participate.

4) Presentation by Mélanie Latiers (Orchis)

{see ppt in annex}

For now, it's difficult to say how we are going to evaluate because we don't have yet the fully finished device.

Question raised: how to train? And for the training, how many people? What kind of professionals? who teach and who is trained?

Question: why 7 macro areas ? we could merge some of them (around the first one) and keep 4 or 5.

Mélanie is going to do a questionnaire from participation to co-construction and another one for families who've participated to the construction of the device.

5) Presentation by Giacomo 'Multiplier event and training activities in Bologna'

{See ppt in annex}

It will be inside the city hall with minimum 70 external people from Italy and at least 10 external persons from Belgium and Spain and other member states.

Chosen dates: 22, 23, 24 October 2018 in Bologna. Day 1 will start the afternoon, so the 10 invited persons must be there at that time. The 'gala dinner' will be organized on Monday evening.

Day 2 morning: first approach to the training. Then the afternoon we will have the steering committee (plan the next steps of the project, ...).

Day 3: visit and meeting with Atoms local network

6) Presentation of administrative and financial aspect by Eric Degimbe (CEC)

{see ppt attached}

Presentation of the deadline for intermediary report and the needed documents.

Deadlines

- Feedback of the transnational report to send to Unibo => end of May/mid-June 2018
- Gionet summarizes the work done during the presentation of the device => may/ early June 2018 and send it to every partners
- After we received the document of Gionet, every partner tries to imagine/see how the best practices could fit in and we send indication for which of the 4 areas it fits. These documents must be sent by the 20th of June.
- Gionet make a first draft of device (July) and send the first draft. We need a feedback from families and professionals. This feedback must be sent for September 2018.
- Final device (15th /20th October=> before the meeting in Bologna)
- Meeting in Bologna 22,23,24 October 2018
- Training in Belgium: 12th, 13th and 14thDecember 2018