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ATOMS&CO DEVICE

Device to Facilitating School-Family relationship

Carried out by
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SUMMARY OF THE DEVICE

The device is an intervention scheme that combines methodological suggestions and operational tools to support a positive relationship between school and family, as a protective factor against the risk of dropping out within the Erasmus Plus Atoms & Co. project.
In the construction of the device, the working group started from the observation at the European level of a widespread "difficult relationship" between school and family, despite the presence of local good practices and positive experimental experiences carried out by different schools and associations.
The device then aims to create opportunities for interaction and discussion between schools / families / territories to develop a shared vision of inclusive educational processes.

The device is based on some premises:
- must be adapted to any local context;
- is based on an approach characterized on the sharing of points of view between school and family and on the recognition of mutual expectations;
- promotes the co-planning and experimentation of participatory paths that can actively influence the quality of school life.

From the operational point of view, the device is centered on two phases.

The first phase promotes the active participation of families through meeting, sharing needs and knowledge between school and family, networking with the community and its resources. In this sense it supports the reconstruction of bonds of trust through the drafting of "pacts of educational alliance". In the "pacts of educational alliance" every year will be declared the objectives, the reflections and the actions that parents and teachers will undertake to carry forward in a joint manner.

The second phase, through the processes of co-designing between school, family and territory, aims to test specific interventions on the needs identified in the previous phase and implement the pact.

For each of the two phases, within the device, a series of participation methodologies and examples of actions already carried out in the countries participating in the project are collected.

In summary, the Atoms & CO device for the construction of a positive school / family relationship and for the promotion of active participation in the life of the educational institution, is a repertoire of concrete examples that have been collected to support experimentation in schools. Therefore it is not proposed as a vademecum of practices to be replicated but as a collection of actions and methodologies to be inspired to act in their own contexts.
We must therefore understand it a "wide mesh" device, built around the characteristics of FLEXIBILITY, ADAPTABILITY and CONSTRUCTION IN ITINERE, and this nature allows its use in different contexts and its stay always open to innovation.

DEVICE FOR FACILITATING SCHOOL-FAMILY RELATIONSHIPS - GENERAL GUIDELINES

PREAMBLE - CULTURAL REFERENCES OF THE PROPOSAL

Aims and objectives

This device was created within the framework of the Erasmus Plus Atoms & Co project with the aim of identifying an intervention framework available for educational contexts in various European countries. The main objective is to initiate pathways to build a positive relationship between school and family as a significant protective factor against school drop-out, as described in the introductory chapter by the working group of the Department of Education Sciences of the University of Bologna, to which we refer for theoretical insights.

Several studies on the subject of school drop-out highlight the central role of FAMILIES, their ability to be an active interlocutor in the dialogue with school organizations, and subject of study, reflection and experimentation of innovative practices to prevent the phenomenon of school drop-out, which, though decreasing, still remains an unsolved problem both in terms of individual schools and also national and pan-European education systems.

The device, to be used with care and after appropriate training and in-depth study by workers with expertise in the fields of education and orientation, aims at some macro objectives which will then be unpacked, explored in depth and shared by all the actors involved in the practicalities at local level where the school-community relationship begins to take on very different and specific traits and characteristics:

- Promoting an active approach by the school, families and local communities with regard to the identification of pathways for involvement of families as a decisive factor in the learning and training processes of students
- Promoting the active participation of families, especially those with less rich social capital, in school life
- Promoting the active role of the school as an important place/actor in the development of local communities
- Creating places and facilitate processes for the co-planning of interventions with families, starting from listening to and enhancing their perspectives/strengths
- Enabling the school community (systematically) to use a range of tools to actively address the problems that make the relationship between families and the school difficult
- Experimenting with and validating an organised set of tools to activate families' participatory processes and develop pathways for tackling macro-themes (such as school/family trust and communication, processual orientation and role of families, participation of families in school life) considered today significant in the school/family relationship

Proposal - Origins

The device was created as part of an Erasmus Plus project explicitly dedicated to the subject of how to combat school drop-out and how a positive and participatory school-family relationship can be a protective factor against dropping out and for promoting the well-being of students.

The method of participatory construction of the device has been developed within the project partnership and with an explicit involvement in some significant phases of the design process of families and professionals from different countries and with different educational systems.

The device was therefore not developed by a select group of experts, but was the result of a complex and articulated path that facilitated the enhancement of different skills, experimented best

practices, tools and approaches, all collected and organized according to a precise cultural and pedagogical design.
In short, the most significant stages of co-planning were as follows:

- Background analysis on the subject, coordinated by the University of Bologna, expressed in a very rich and articulated Transnational Report, which facilitated the identification of the macro-themes around which to build the device (Phase 1), also through research tools that directly involved different families and practitioners (Questionnaire, Focus Group, World Café) and the identification of about 15 'Best Practices' on the subject collected by the partners in the respective localities.
- Macrotematics were discussed and deepened by the University of Bologna with partner Gio.net who developed a first draft of the device.
- This was discussed and enriched with all partners during the Barcelona Meeting of May 2018.
- The second draft was produced by Gio.net including a collection of tools and methodologies identified by the different partners and, as envisaged by the project, discussed with groups of families and practitioners from partner countries.
- Feedback was collected by Gio.net in this document which was presented at the intermediate project meeting in October 2018.

All this to say that the number of families, practitioners and professionals involved in the co-planning process has been really quite large and that the final result has been really a collective effort and fruit of the effective contribution of many people.

Atoms Approach - The Actors in the Process

In addition to the participatory method used for the production of the device, we would like to point out that the cultural and pedagogical background has its roots in the European ATOMS network, which over the years has developed reflections, produced tools, created a culture and an approach to the issues of combating school drop-out centered on a few elements that are only mentioned here, but that are expressed in the publication (edited by the Italian Atoms network) *Per non perdere la strada* [N.d.T.: So as not to lose our way] by Alessandro Tolomelli and Giovanna Guerzoni, Clueb 2017, which we refer you to for further information.
The trait that we are stressing here refers to the systemic/relational approach, which is summed up in the perspective of the active involvement of the actors who in various ways act (more or less consciously) in the organised and complex pathways that can lead a student to abandon his or her educational career. A complex phenomenon such as drop-out, characterized by several factors, can be responded to not by focusing on interventions with school and/or student, but by considering and involving the actors (school, family, services, volunteer work, associations) who in a locality/community can have a significant impact on different aspects of the problem, and therefore must be considered as potential resources/partners for those who have the task of combating the phenomenon as institutions.

Managing the relationship between these actors, and promoting their development and empowerment from a systemic perspective, become essential strategies to be able to tackle the problem effectively.
It is for this reason that the linchpin of the device is the active involvement of those individuals and organizations who can, more than any others, contribute to the activation of worthwhile pathways of involvement, not just formally, in the life of the school and in the educational processes and learning of students: SCHOOL INSTITUTIONS, FAMILIES, SOCIAL AND EDUCATIONAL SERVICES, TERRITORY in the broad sense (associations, voluntary work, health services, etc.).

Co-planning and participation

The second element that forms the background to the device is the concept of co-design, closely linked to that of participation.

In this case, rather than a technique, co-planning takes on the features of a strategic choice for the device that expressly envisages the active involvement in decision-making of the various stakeholders who, for various reasons, are involved in the process (school, families, services, local authorities).

The device is therefore not a 'turnkey' tool to be used in a more or less deterministic way by the school, but as a hypothesis of a path, a method to try to give an answer to the NEEDS that in the specific local/school context individuals can bring out to be addressed by toolkits and techniques which have been tested effectively in different situations.

Co-planning, therefore, as a possibility of choice, as empowerment for the locality and for the educational institutions that are called upon to take an active role in the construction of conditions of well-being for students in their studies and in their relationship with their families.

In fact, we believe that the participation of families, their active involvement in the educational process (respecting the roles of each one) can have a preventive function against dropping out of school and create more welcoming learning conditions, especially for students with difficulties in their relationship with rigid and sometimes excessively bureaucratic school contexts.

The first part of the device is made up of examples of concrete actions to initiate pathways of involvement and active participation of families in co-planning.

Device features: flexibility, openness, feasibility in different educational contexts

A last framing element of the device concerns the characteristics of the same that, in accordance with what has been expressed so far, assumes the features of FLEXIBILITY and ADAPTABILITY in very different educational and school contexts (organizational and normative).

These characteristics apply to different aspects:

- the DESIGN and therefore the possibility of adapting the device to the actual needs of the contexts,
- the possibility of using the toolkit in a flexible way, starting from the identification of some significant macro-themes determined by the project partnership,
- the possibility of using tools/methods/techniques/methodologies not included in the device, but which form part of the social and educational capital of the subjects involved in the intervention, in order to meet identified needs and objectives,
- OPEN SOURCE characteristic of the device that can therefore be enriched over time with practices, tools, techniques, contributions that refer to a common vision and strategy of action.

PHASE 1 - PARTICIPATORY CO-PLANNING OF ACTIVITIES

Phase 1 refers to the CO-PLANNING process that commits the different ACTORS (schools, services, families, associations) to the definition of a shared project/path that starts from the identification of the specific NEEDS of the context and ends with the foreshadowing of some actions that can change/improve the situation regarding the involvement of families in school life and the co-definition of learning conditions that can encourage the permanence of students in the educational system.

In concrete terms, it provides local work groups with a toolkit (tested, designed, collected by the transnational partnership) to facilitate the active involvement of the various actors (especially families) in the process of co-planning and therefore of identifying specific needs, objectives, actions to be implemented to improve the participation of families, the relationship with the school and then the reception and stay of students in the education system.

The task of the territorial working group is therefore to identify the most suitable instruments for the situation (or to create/identify new ones to be included in the device) and to plan their provision.

Co-planning must then develop in relation to the macro-areas that have been identified as the most significant in the research phase that preceded the development of the device:

- TRUST AND COMMUNICATION SCHOOL/FAMILY
- PROCESSUAL LEARNING
- PROCESSUAL ORIENTATION
- PARTICIPATION
- SCHOOL AS A SPACE FOR FAMILIES.

To simplify the work, the device identifies some OUTPUTs for the co-planning process to be used by local groups to collect the results of the process itself:

- EDUCATIONAL ALLIANCE PACT

The OUTPUT document represents the shared reference point for the activation of specific actions under PHASE 2 of IMPLEMENTATION.

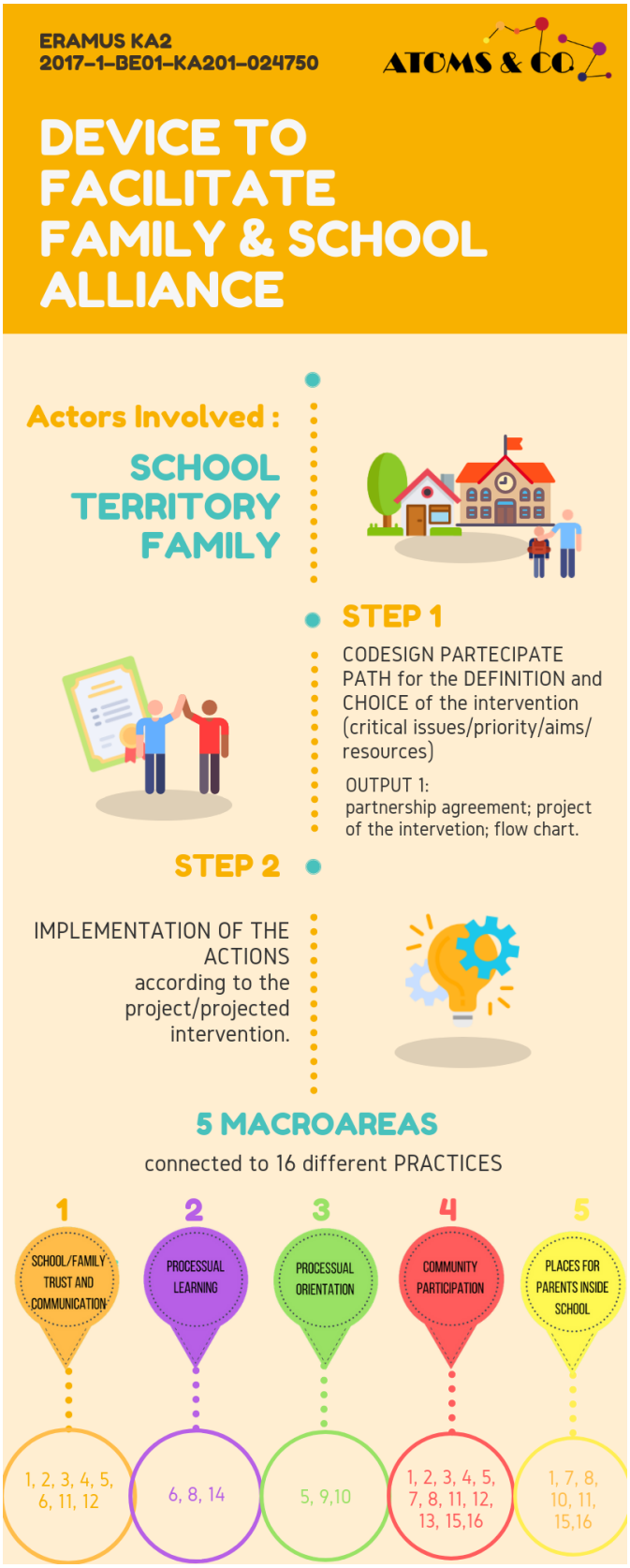
PHASE 2 - IMPLEMENTATION OF ACTIONS

The phase represents the heart of the device and consists in the concrete implementation of the actions co-planned in the previous phase and collected in one of the three OUTPUTs described.
Being built on the specific needs of each situation, this phase will assume different operating modes depending on the context, but with reference to the macro-areas identified by the device. Projects may refer to one or more areas in a flexible manner that can be adapted to the objectives shared by the territorial working groups.
Operationally, the device offers an organized spectrum of actions (development of macro-areas objectives) that territorial groups can use/adapt/implement in relation to the co-designed OUTPUT on the territory.
The reference for the implementation of the actions is therefore represented by the following macro-areas: SCHOOL/FAMILY TRUST AND COMMUNICATION, PROCESSUAL LEARNING, PROCESSUAL ORIENTATION, PARTICIPATION, SCHOOL AS A SPACE FOR FAMILIES. These are described through a FORMAT that facilitates the organization and implementation of actions and that is articulated as follows:

- Description of the area (main descriptive elements for understanding the sense of the area)
- Key objectives
- Participants
- Human Resources (to carry out the activities)
- Methodologies to be used
- Tools.

Each AREA is combined with a set of operational tools to be used for the development of the objectives of the area itself, as described in the OUTPUT of the co-planning process.
The tools are suggestions that will have to be adapted to the specific context, that will not be exhaustive, but that could be extended by the experimentation groups in a perspective of OPEN SOURCE of the device.

GRAFICH LAYOUT



STEP 1 - LIST OF POSSIBLE PRACTICES and TOOLS

1.A - TITLE: School-community table

DESCRIPTION OF THE ACTION	The school organizes a school-community table. Through the table, on a regular basis, educational services (educational centers, educators, community minors, etc.), social (social workers) and cultural (libraries, associations of social and cultural promotion, senior centers, theaters, sports centers, etc .) of the territory together with representatives of teachers, parents and students meet to exchange information on mutual initiatives, network their activities, share resources and planning, analyze the needs of the community and the specific territory in which the school operates, with a special focus on children and adolescents and their educational and training needs. At each table meeting they must be elected: - a moderator who comes from a different field of intervention (it is important that it is not only the institutional actors who lead the discussions that take place in the community table), - a secretary who keeps track of the discussion that takes place through the table and collects the proposals, - a communication officer who collects the contacts of the participants and sends them the minutes of the meeting and the list of decisions taken after the meeting. All meetings take place at school to encourage the entry of local actors into the school social space and encourage the construction of a space inside the school dedicated to the relationship with everything that lives outside the school.
KEY OBJECTIVES	To favor the construction of educational communities on the territory on the initiative of the school; create spaces for the meeting, discussion and participation in the life of the community of professionals, activists of associations, young people and families; favor the relationship of the school with everything that lives outside of it; to promote the idea of a plurality of places and forms of education and learning inside / outside the school, to encourage the innovation of school teaching through this meeting.
PARTICIPANTS	Educational services (educational centers, educators, community mi
ACTIVITIES	Periodic meetings ; activities, projects and events open to all built by the community table
HUMAN RESOURCES	Teachers dedicated to the care of relationships with the community; representatives of parents, activists and volunteers from local associations; representatives of social and educational services; parents' representatives; student representatives
METHODOLOGIES	The methodologies for carrying out the community table must be participatory; they must stimulate the wording of non-institutional actors; guided by the self-management and cooperation of the participating actors. The communication of the decisions and discussions carried out on the table must be little bureaucratic, streamlined and carried out through a digital mailing list, physically exposed in a bulletin board at school and in places of greater life and frequentation of the territory.
TOOLS & METHODS	Open Space Technology; brainstorming; councils, etc.

1.B - TITLE: WORLD CAFE

DESCRIPTION OF THE ACTION	The World Café is a simple and effective method to create informal, lively and constructive conversations about issues that affect the life of an organization or community. The intimate and welcoming setting of a café is recreated, with round tables suitable to accommodate everyone from 4 to 6 people. The tables are arranged freely in a room and are equipped with materials to annotate, draw, write, in other words, to fix the ideas..
KEY OBJECTIVES	The general objective of the world café is to generate ideas and proposals, directly involving a large number of people belonging to different targets (families, teachers, educators, services) in an informal but guided way. -At the end of the world café you will get an overview of needs expressed by all the parties involved, general ideas for reflection, ideas and concrete operational proposals. -For Phase 0 of the Atoms device, the world café can be an effective methodology to informally involve parents and teachers, to facilitate communication and to create a climate of trust, with the aim of jointly planning the activities to be carried out.
PARTICIPANTS	40 – 70 partecipants between: parents, students. Teacher, tutor, mediator
ACTIVITIES	Preliminarily, the organizers plan the questions to be asked during the world café (generally 3), starting from the needs that need to be pointed out and from the specific objectives of the event. At the start, each participant is given a badge (or post-it) of a different color depending on the target to which he belongs; the badge must be easily visible from the others to allow immediate recognition (parent, teacher ...). The setting of the hall should recreate the atmosphere of the cafe / bar; tablecloths or placemats will have to be placed on the tables, or billboards that will be useful for everyone to write notes, ideas, but also to scribble freely . The tables must not be too close to avoid disturbing the groups of participants. Participants are invited to sit down at the tables, trying to mix as much as possible the different targets (parents, teachers, educators, etc.). At each table there is a "host", (a moderator), who asks the questions, summarizes the contents / ideas that emerge, watches for everyone to have the opportunity to express themselves, intervenes to moderate the conversation without making judgments. All the participants are confronted on the topic posed with the first question for about 25/30 minutes, at the same time in each table, with the ability to write on the placemats and to pin down the ideas and reflections on post-it placed on the tables. During the discussion it is possible to drink and eat at the buffet. Once the session is over, the participants rotate to the next table; the hosts always remain at the same table, briefly summarize what emerged and place the second question to the new group. Passing from one table to the other, participants "add" ideas or integrate shared ideas that have already emerged from the previous discussion, both verbally and by writing on the table tablecloth. After the end of the discussions (3 questions), the participants are invited to take a break (15/20 minutes): the organizers summarize what emerged and, at the end, we meet in plenary to socialize and validate the results.
HUMAN RESOURCES	mediators that facilitate conversation at the tables; logistic organizer; coordinator who opens and closes the work
METHODOLOGIES	Group work; Co-design
TOOLS & METHODS	Duration: 3 hours Place equipped with tables and chairs (ideal for 7/10 people) Facilitates the informality of the use of drinks and food that can recreate the atmosphere of a «bar / coffee»: drinks, biscuits, snacks etc. Tablecloths on which it is possible to write and draw (paper), felt-tip pens, pencils, colors, posters to hang on the walls, post-it.

1.C - TITLE: PARTECIPATIVE ACTION RESEARCH (R.A.P)

DESCRIPTION OF THE ACTION	Participative Action Research (R.A.P) : brief method
KEY OBJECTIVES	The pursued aims are the following: Emergence Within individuals and social groups are buried significant resources, powers, skills, potentials, passions. We do not deny the problems, but we look at them through forces we consider upset. But we must first detect and release those powers/energies. Expertise Individuals and tangible social groups have a vision of the past, present and future and, in a latent way, the ability to understand situations and to propose adapted transformations thanks to this awareness. However for many this cross-border between past, present et future is yet to build. It is at the base of citizenship. Transaction Individuals and tangible social groups who become authors, designers and actors again, move beyond individual interest to enter general interest. They discover progressively that they are not only actors in the "living for them", but they are also actors in the "living with others" in society, going as far as rallying for those without a face. They discover that they have a place in the framework, the organization of the together living without being manipulated. This approach aims at freeing, enhancing et refresh the power of individuals, belonging groups, associations, professionals and politics…, clarifying the actors' game and the decision making process. Strategies It is only after combining the three previous elements that it would be possible to build, rebuild a story, a possible fantasy, to overcome "restricted chaos", to plan in a good way, by being in position each in his role while respecting the subsidiarity principle: do not do at upper level what can be done at lower level.
PARTICIPANTS	The constitution of « sample» groups depends on the original question, on the « social order». Generally, we rely on 4 sample groups - young people – adults – social workers – politicians. This template can be transposed and adapted to the pattern of education or the problematic situation: for example, we could imagine groups: young people-parents-teachers-social workers.
ACTIVITIES	To successfully complete the participative approach, the process is built around several steps. 1 Problematization. What is the question? Who carries the social order? Who is the sender? Who is the recipient? 2. Constitution of sample units. A first listening is conducted with the sample units composed of four groups of actors : children and young people adults (parents...) Stakeholders participating directly or indirectly to the situation (« large » network: social workers, teachers, social workers in life-long education, police officials…) Elected stakeholders or having responsibilities with the decision power (aldermen, former mayor, housing company director…) 3. Conception of an interview guide. The interview of the participants occurs around the same questioning (cf. 1 topic). An interview guide (questions…) is developed in order to ease the emergence of content. 4. Listening of the sample unit.

	Each participant is being listened and, as far as possible, in order to ease the content analysis, the interview has been recorder with the participants' permission. 5. Content analysis The statements collected and recorded (if possible, otherwise, written summary) have been transcribed in order to proceed to a content analysis. The inclusion of those data's allows the preparation of a summary document which is presented to the various sample groups. 6. Animation-Reflect – Restitution. The data collected throughout the interviews will be returned respectively to the various sample units. The reflect-animation has three essential tasks: To verify the accuracy of the content analysis. To clarify some specific aspects, arguments and thesis. To identify guidelines 7. Meeting-Debate. Based on the specific content summary analysis of the 4 sample groups, a debate-meeting with all of the participants will be organised in order to make actual and achievable offers surface The aim is to formulate action recommendations or proposals.
HUMAN RESOURCES	A small support group of the R.A.P. device. A few social workers (if possible, with no structural connections to the people in the sample group) to interview people from the sample groups. A few social workers charged with the animation of the different collective stages.
METHODOLOGIES	Implementation of preparatory research-action aimed to define the challenges in order to better build adapted transformations to social reality on the ground – problematic question. Methodology. PHASE I - Going from interview of four sample groups (approximatively 30): one group of "deciders", one group of social actors, one group of local adults and one group of local children. Participants are chosen in accordance with their abilities, even reduced, to "see" beyond their selves, in a positive way and with perspective. Each interview will occur based on an identical questioning. PHASE II - Back to reflect-animation, one by sample group. Emergence of major challenges, bets ("what do we do now and what do we act on?"). PHASE III - Emergence of mobilising themes and collective discussion with all of the participants. Following this debate, proposition of a generative theme (a sectional axis on which everyone agrees in the long run). PHASE IV - Agreement and elaboration of a project When the purposes will be appropriated by all, and the operational goals are well identified, one or more actions "starter" (micro-actions) will be up for selection in order for each category of actors to find them useful, challenging and to commit to them at their level.
TOOLS & METHODS	A first contact is established by sending mail to the home of each person. This mail explains the framework of the research, the method and the intended objectives. A "physical" or phone contact is requested with the person to complete the information and to agree on the practicalities of the interview. The interviews happens either at the person's home, or either on their work place. It can also happen in the offices of the partner services. Before each interview, individual or collective, we allow a moment to answer questions regarding the process. An authorization request for the recording of the interview is also articulated. Each interview is conducted in pair, one person leading the interview and the other one being mindful of the technical and complementary aspects. Content analysis. Each interview is subject to an entire recording and a "word for word" transcription. This rigorous but tedious aspect of the approach allows us to work on a content collected in an objective and comprehensive way. In average, each interview (notetaking, journey, interview, transcription) demands a 12 hours work involvement.

1.D - TITLE: FOCUS GROUP

DESCRIPTION OF THE ACTION	Focus on a topic of discussion / problem and create a discussion group formed in compliance with the different positions (8-12 people) to allow interaction between the participants; The interaction between the actors: everyone must be able to express their opinion / their ideas
KEY OBJECTIVES	Through the Focus Group, it is possible to reach interesting levels of idea generation and contributions, that lead the participants to be active part and, in particular, co-responsible of the results obtained. Please give a brief and clear description of the main goals of the module
PARTICIPANTS	Teachers, teachers, school managers, students, tutors, mediators, parents and families
ACTIVITIES	The focus group is conducted by a team consisting of a moderator and assistant moderator. The moderator facilitates the discussion; the assistant takes notes and runs the tape recorder. 1. Both moderator and assistant moderator are expected to welcome participants. (5') 2. The moderator, in the opening session, clearly illustrates (15'): a) Purpose of focus groups and the topic of discussion, b) how they have been identified as those of the group (eg, for their interests, expertise and experience), c) the rules of the focus, like these: 1. WE WANT YOU TO DO THE TALKING. We would like everyone to participate. I may call on you if I haven't heard from you in a while. 2. THERE ARE NO RIGHT OR WRONG ANSWERS Every person's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions. 3. WHAT IS SAID IN THIS ROOM STAYS HERE We want folks to feel comfortable sharing when sensitive issues come up. 4. WE WILL BE TAPE RECORDING THE GROUP We want to capture everything you have to say. We don't identify anyone by name in our report. You will remain anonymous. d) the time for the session. 3. During the session (max 1 h 30') - The moderator has a responsibility to adequately cover all prepared questions within the time allotted. S/he also has aresponsibility to get all participants to talk and fully explain their answers. Some helpful probes include: "Can you talk about that more?"; "Help me understand what you mean"; "Can you give an example?" - It is good moderator practice to paraphrase and summarize long, complex or ambiguous comments. It demonstrates active listening and clarifies the comment for everyone in the group. - The moderator can use materials that can serve as a stimulus for further discussion: for example, pictures, movies, newspaper articles, excerpts from books - Because the moderator holds a position of authority and perceived influence, s/he must remain neutral, refraining from nodding/raising eyebrows, agreeing/disagreeing, or praising/denigrating any comment made. - A moderator must tactfully deal with challenging participants. Here are some appropriate strategies: Self-appointed experts: "Thank you. What do other people think?" The dominator: "Let's have some other comments." The rambler: Stop eye contact; look at your watch; jump in at their inhale. The shy participant: Make eye contact; call on them; smile atthem. The participant who talks very quietly: Ask them to repeat their response more loudly.

	4. At the end of session it's better if the moderator makes a few minutes debriefing on what emerged from the discussion, so as to help the participants to reflect on the topic discussed. (15') 5. When the focus group is complete the moderator thanks all participant
HUMAN RESOURCES	a moderator / facilitator professional (or expert), preferably has knowledge on the topic of discussion. it's better to have an assistant /observer that can take notes or use a tape recorder (audio or video)
METHODOLOGIES	The moderator is responsible for creating a climate of confidence and spontaneity, encouraging the participation of all members of the group, using simple language and understandable to all participants, avoiding to express (verbally or non-verbally) any kind of appreciation and opinion on the topic under analysis. The task of the moderator is to direct and encourage the group to reflect in depth on a range of topics that have been preliminarily established (no more than 12) and to promote the direct comparison between different points of view. The group should be composed of people who are familiar and expertise on the topic under discussion. It is preferable that the participants do not know each other, so that it is easier to express different opinions. During the session you need to follow all the precautions possible: choice and arrangement of the place, respecting the rules of interaction (preferably a place where the group can stand in a circle, to encourage interaction)
TOOLS & METHODS	Flip chart and big papers for each group marker. Recorder, whiteboard or notepad

1.E - TITLE: INVOLVING STUDENTS IN THE ORGANIZATION OF EN ACTIVITY FOR/WITH THEIR OWN FAMILIES

DESCRIPTION OF THE ACTION	Building with students of a class, (appropriately informed and involved) an action involving the families of the school, in the realization of a path of co-designin. If the proposal comes from the students, it can have greater grip on families and encourage their active participation in the path. The concrete actions must be co-designed between operators / teachers / students, and can cover any form (do not already impose a predefined idea on the kids)
KEY OBJECTIVES	Involve families in the process of a co- designing the Atoms & Co device
PARTICIPANTS	Students of one or more classes of the School invested with the task (to be evaluated through credits) to design an action able to involve parents in the co-design of the Atoms & CO device
ACTIVITIES	Identification of the class / classes to be involved - Meeting to present the proposal and feed back - Meetings of co-design and implementation of family involvement actions (with a communication strategy) - Preparation of materials - Implementation of the actions co-designed with strong protagonism of the students Verification and feed back meeting Recognition of credits in schools
HUMAN RESOURCES	Teachers of the School Third Sector Professional (figure with prevalent educational skills) Local services operators
METHODOLOGIES	Group work; Co-design
TOOLS & METHODS	Classroom / laboratory - Computer / Internet access- Stationery material -Specific materials to be defined in the co-design workList specific tools used in the activities (technologies, methods, materials etc.)

1.F - TITLE: CEREMONY OF PRESENTATION OF DISCIPLINARY PROGRAMS TO PARENTS AND STUDENTS AT THE BEGINNING OF THE SCHOOL YEARB2

DESCRIPTION OF THE ACTION	Official and convivial party at the beginning of the school year to tighten the educational agreement between school and family. The goal is to establish or make more participatory for students and families - in schools where these meetings are already present - the inauguration moment of the school year through the organization of a welcoming ceremony by the school.
KEY OBJECTIVES	Official Rite" at the beginning of the year in which each teacher presents, in an attractive and calibrated way, the program, the objectives, the teaching methods used. School is important not as a device of control, inculturation and transfer of knowledge, but as a context in which learning is promoted as a fundamental element for growth, autonomy, development of critical thinking of the young. The school also represents a learning community in which all the parties involved have a role and a responsibility. This pedagogical culture, now well established on a theoretical and ethical level, makes it difficult to establish itself on a practical level, also because there are no times when it is made explicit. In this case we want to give solemnity and importance to the commitment that school-family-students take at the beginning of the year for learning. One could develop a sort of "official rite" at the beginning of the year, using the methodology of the Legislative Theater, in which to discuss and define the "educational agreement" (the rules and values) between school and family.
PARTICIPANTS	Parents, teachers, students.
ACTIVITIES	The teachers explain the school programs to parents with participatory techniques at an early-year party .
HUMAN RESOURCES	Teachers, trainers / researchers as observers.
METHODOLOGIES	Participative and deliberative approach, active listening, Theater of the Oppressed, community development.
TOOLS & METHODS	School areas, technological tools (PC, video projector), refreshments, other collateral activities such as artistic performances, exhibitions, videos, other

1.G - TITLE: ROLE PLAY GAMES

DESCRIPTION OF THE ACTION	Meeting with families and a few number of teachers. One of the teachers acts as moderator. We choose an educational theme and give some differents roles to the families.
KEY OBJECTIVES	Share knowledge between families Get to the place of the other person Communicate assertively
PARTICIPANTS	Families and teachers
ACTIVITIES	Read a text; Watch a video; Debate
HUMAN RESOURCES	Teachers
METHODOLOGIES	Work in little group. Pick up the main ideasthat have come out. Write the ideas and post-it into a “book”.
TOOLS & METHODS	Copies of the text. Computer, projector and screen to watch the video

1.H - TITLE: CONFLICT RESOLUTION WITH CHILDREN AND PARENTS

DESCRIPTION OF THE ACTION	How is the event organized? This event is organized by the attendance of parents that have their children in school reinforce at Trinijove. They are invited for a session on which they can participate with their kids in a specific activity done in order to provide them with tools in conflict resolution. What are its different stages? On the first part they talk about what are the most common issues they find they can't solve with a proper conversation and that end up in a conflict. Then they write them down and after that they give them to other parent that might have a solution to the problem and they do it by roleplaying. Then some key tools are given to them and then they practice them with their kids. What are the specific methods of implementation? The methodology is based on the roleplaying and promoting assertive expressions and way of communication.
KEY OBJECTIVES	Conflict resolution
PARTICIPANTS	Parents and kids
ACTIVITIES	On the first part they talk about what are the most common issues they find they can't solve with a proper conversation and that end up in a conflict. Then they write them down and after that they give them to other parent that might have a solution to the problem and they do it by roleplaying. Then some key tools are given to them and then they practice them with their kids
HUMAN RESOURCES	…
METHODOLOGIES	The methodology is based on the roleplaying and promoting assertive expressions and way of communication.
TOOLS & METHODS	Number of participants (min / max): 3 parents and 3 or 6 kids. Duration: 1hour and 30 minutes. Constraints of the place: a room with enough space for moving around (15squere meters minimum)

1.I - TITLE: TABLEAU BLANC

DESCRIPTION OF THE ACTION	Exercise /practice. Board Session is a short weekly team meeting, of 15 minutes, which takes place standing up in front of a white board
KEY OBJECTIVES	The session must generate a debate. The aim is to discuss problems and questions the education faces daily, in order to work together towards improvement measures. We exchange on the results of the ideas of educational sharing and the educational visits, the collaboration with the team, the agenda for the coming weeks, the school results and the objectives of the school.
PARTICIPANTS	see attached file
ACTIVITIES	See attached file
HUMAN RESOURCES	see attached file
METHODOLOGIES	Number of participants (min / max): 5 to 9 Duration: 15 minutes Constraints of the place: Other conditions: see attached file
TOOLS & METHODS	see attached file

What is a Board Session (BS) and what is it used for?

WHAT IS A BOARD SESSION?

- A Board Session is a short weekly team meeting, of 15 minutes, which takes place standing up in front of a white board.
- The session must generate a debate. The aim is to discuss problems and questions the education faces daily, in order to work together towards improvement measures. We exchange on the results of the ideas of educational sharing and the educational visits, the collaboration with the team, the agenda for the coming weeks, the school results and the objectives of the school.
- The board gathers all the useful informations to support the team in the pursuit of the educational objectives.
- The board must be visible by all and easily accessible, for example in a staff room or the teachers' room.

« I have a restful mind: everything is on the board and we know who does what »

WHY A BOARD SESSION?

- Efficiency

  Studies show that 'face to face' focus, with visualization on a white board, is one of the forms of communication the most efficient and the most "welcoming".

- VISIBILITY

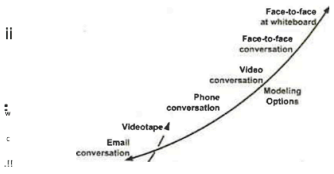
  Preview the points to elaborate in order to foster mutual aid.

  Share the points to elaborate in the interests of collaboration.

  Reveal progresses (stimulate and nurture attention).

- RHYTHM

  The weekly rhythm imposed by the Board Session, reinforce and sustain improvements (also through educational sharing and educational visits).



« I realise now that the weekly Board Session allows me to save a great amount of time during the week!"

HOW DOES A BOARD SESSION (BS) UNFOLD?

HOW TO INITIATE A BOARD SESSION?

- EACH TRANSFORMATION TEAM CREATE ITS OWN BOARD | WITH THE COACH AND THE SCHOOL MANAGEMENT
  - THE TEAM'S BOARD MUST CONTAIN WHAT'S IMPORTANT FOR THE TEAM
  - EACH TRANSFORMATION TEAM HAS ITS OWN BOARD IN A CENTRAL, VISIBLE AND STEADY PLACE
- Each team defines a settled moment of the week to conduct the weekly Board Session

"When everyone is standing up, we feel more active and the meeting is shorter."

How does a Board Session works in practice?

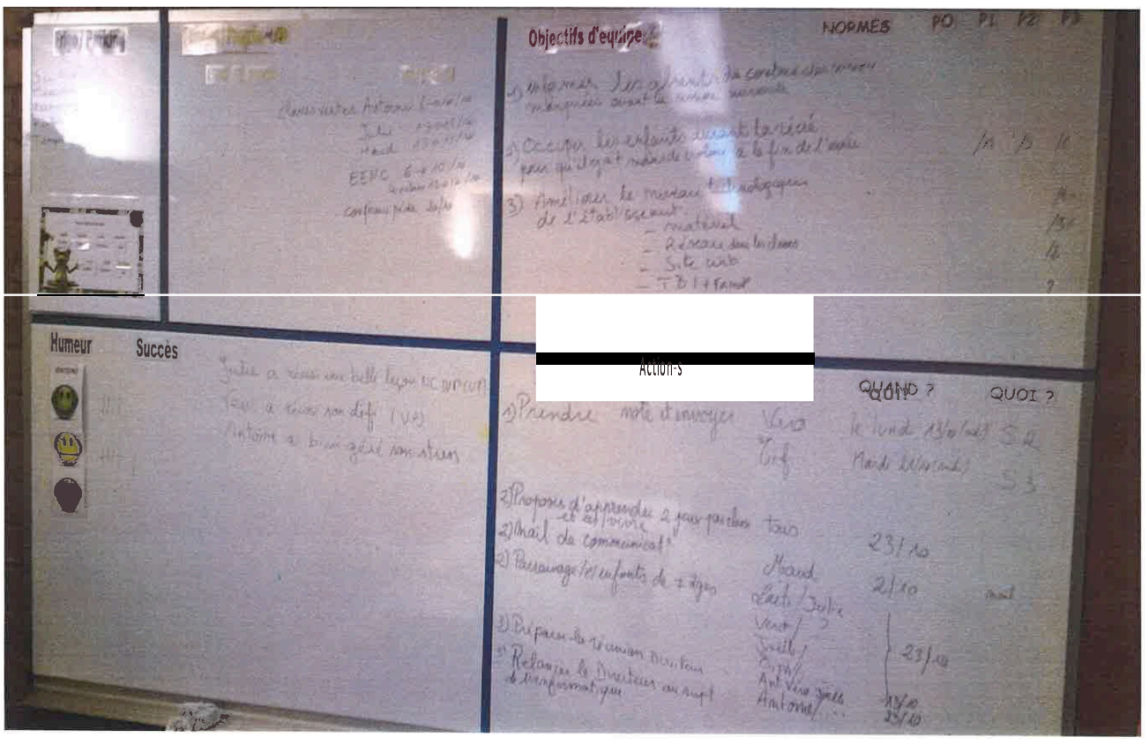
Everybody is standing up, around the board; everyone is involved

- The debate stays short (max. 15 minutes)
- The big discussions are put aside (for example on a post-it) and summarised at another time
- The team discuss around a number of key points
  - State of the art: *« How is everyone feeling? Is there still any issue that someone wants to address? »*
  - Improvement measures, conventions and points to develop from last week. Are goals achieved?
  - State of the planning and progress towards the team's objectives
  - Definition of improvement actions for the following week based on previous elements
- Write everything on the white board

"The weekly meeting and the progress review impregnate a rhythm and generate a trust and group feeling."

THE WHITE BOARD IS A KEY TOOL OF THE PROGRAM PROF'ESSOR

EXAMPLE IN A SCHOOL IN BRUSSELS



EDUCATIONAL ALLIANCE PACT –TRANSLATION

At the end of the first phase (STEP 1), which aims to promote the active participation of families through the meeting, the sharing of needs and knowledge, networking with the community and its resources, the integrated team (composed of teachers, families and actors of the territory) will have the task of designing a PACT OF EDUCATIONAL ALLIANCE that collects shared needs, objectives and actions to be implemented to facilitate the reconstruction of bonds of mutual trust and to address specific issues identified.

The described path suggests to the integrated team a working modality to get the sharing of NEEDS, OBJECTIVES, ACTIONS and a concrete work plan that will be developed in STEP 2 of this device.

Questions to ask (or in any case elements to be verified) to the group of teachers, parents, operators of the territory in the course of the methodology / action identified in step 1

1. From your point of view there are possible actions to improve the relationship between families and the school?
2. Are families willing to engage in a process to improve the situation?
3. Are the teachers and all the school staff available to work on improving the situation?
4. What is from your point of view the element that most hinders the collaboration between families and teachers (REPORTED NEEDS)?

- There are difficulties in COMMUNICATION between SCHOOL / FAMILY and lack mutual trust
- There is no school / family alliance to support the growth process of the boy / school privileges the LEARNING evaluation at the expense of the global and PROCESSUAL dimension of the youth's life
- Families do not have sufficient information to understand the orientation advice and participate in the ORIENTATION process, especially in the transition between school grades
- There are difficulties in the participation of families in school life
- The school is not open to families, does not provide SPACES (places) for activities proposed by parents
- Other (specify)

Design scheme for the construction - EDUCATIONAL ALLIANCE PACT

OPERATIONAL OBJECTIVES (based on the identified problems)

- Improve communication and the climate of trust between school and family
- Improve the family school alliance to monitor the growth and development of the young person, taking into account what happens in the life of the child in and out of school life and all the elements that facilitate or hinder learning
- Facilitate the understanding of the school system and training to effectively support the children in the phases of choice
- Support and encourage the participation of families in the life of the school
- Collaborate to make the school an open and inclusive space for families
- Other (specify)

ACTIONS (each numbered action corresponds to a detailed form / practice)

IMPROVE COMMUNICATION AND THE CLIMATE OF TRUST BETWEEN SCHOOL AND FAMILY

1_ Alliance for Responsible and Active Citizenship: Citizens Day
2_ Friendly/convivial place after school
3_ The gourmand (food lover) walk
4_ Leisure for growing confidence with schools, parents and childr
5_ Transition day from primary to 1st secondary
6_ Accompaniment and support of families and young people during contact with the school and especially parents' meetings
11_ BANK OF TIME
12 _COLLABORATIVE PATHS FOR THE RESTORATION AND MAINTENANCE OF COMMON GOODS

Improve the family school alliance to monitor the growth and development of the child, taking into account what happens in the life of the child inside and outside the school life and all the elements that facilitate or hinder learning

6_ Accompaniment and support of families and young people during contact with the school and especially parents' meetings
8_ women pilastro school
14 OPEN LESSONS FOR PARENTS (BY SCHOOL TEACHERS)
15_ PARTICIPATE IN FAMILY DAY
16_ LET'S TAKE A TEA

Facilitate the understanding of the education and training system to effectively support young people in the phases of choice

5_ Transition day from primary to 1st secondary
9_ Path "ORIENTA'TI to the future"
10_ A common challenge, sustaining parental educational skills

Support and encourage the participation of families in the life of the school

1_ Alliance for Responsible and Active Citizenship: Citizens Day
2_ Friendly/convivial place after school
3_ The gourmand (food lover) walk
4_ Leisure for growing confidence with schools, parents and childr
5_ Transition day from primary to 1st secondary
7 _Workshops managed by parents
8_ women pilastro school
11_ BANK OF TIME
12 _COLLABORATIVE PATHS FOR THE RESTORATION AND MAINTENANCE OF COMMON GOODS
13_ MERENDIAMO! UN'OCCASIONE PER VIAGGIARE A COSTO ZERO E SCOPRIRE ORIGINI DIVERSE
15_ PARTICIPATE IN FAMILY DAY

16_ LET'S TAKE A TEA

Collaborate to make the school an open and inclusive space for families

1_ Alliance for Responsible and Active Citizenship: Citizens Day 7 _Workshops managed by parents 8_ women pilastro school 10_ a common challenge, sustaining parental educational skills 11_ BANK OF TIME 15_ PARTICIPATE IN FAMILY DAY 16_ LET'S TAKE A TEA

For the identified activity (s), the integrated team identifies the RESOURCES necessary for carrying out the activity itself:

Materials

Spaces

People to involve

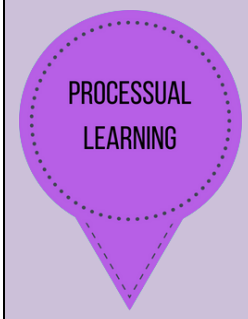
Timing and calendar

DESCRIPTION 5 MACRO AREAS

1-SCHOOL / FAMILY TRUST & COMMUNICATION

DESCRIPTION 	*This macro-area has been mentioned several times in the preparatory work for the device (Transnational Report Atoms & CO by the University of Bologna) and in the meetings with professionals and families.* *The creation of an environment of mutual trust and healthy communication seems to be a precondition for the start of participation programs with families in the life of the school, and not only in the interest of their children. The situations of greatest difficulty and misunderstanding between family and school almost always conceal a lack of trust and poor communication. Today, with the advent of computer tools (e.g. electronic Registrar in Italy), the direct teacher/parent relationship seems to take second place, just as the direct relationship appears to be confined to formal/bureaucratic points of contact: the teachers' reception, school board meetings. The area aims to promote activities, practices and tools that address the need to develop new forms of more informal and more easy-going communication and mutual trust for parents and educational organizations in which to experience relationships less determined by the role and performance of school; and one more open to an open, relaxed discussion/comparison, to mutual sharing of knowledge, mutual recognition and mutual appreciation of the tasks and roles of the various figures involved in the educational process of students.* *Techniques and tools that facilitate communication may also be developed, but the focus should be on sensing the relationship between different educational figures; on their appreciation of diversity; on a common educational partnership for the well-being of students; and for the relaunch of the school as a place of community and citizens*
KEY OBJECTIVES	*Encouraging the construction of a feeling of trust between school and family based on mutual recognition and aimed at the well-being of the student in relation to his or her own learning path.* *Facilitating school/family communication with respect to school life in general* *Developing communication and mutual dialogue skills in parents and teachers.* *Enabling parents and teachers to use techniques and tools that facilitate mutual communication*
PARTICIPANTS	*Parents, Teachers, School Directors, Administrative Personnel, Auxiliary Personnel*
HUMAN RESOURCES	*The activities of the area can be developed by different professionals, in relation to specific situations, the history of the school, its relations with the local area. Consistent with the approach of the device, we recommend the use of local resources (services, associations, Third Sector actors), which can activate wide-ranging and long-lasting interinstitutional collaborations with the objective of creating networks and empower the communities*
METHODOLOGIES	*Reference methodologies point out an active approach and development of empowerment, in which participants are not simple 'users' of a course, but protagonists in a pathway of development of skills, techniques and culture of relationship.We are not thinking, therefore, of activities centred on traditional lessons where the teacher stands in front of the pupils, but rather of methodologies centred on: simulations, use of expressive tools (e.g. Theatre of the Oppressed or other theatrical forms), role playing, action research, group and exchange work, activation of shared computer spaces, visits to significant experience locations in the local area, meetings with significant personalities. Furthermore, we should not rule out peer education among teachers/parents.*
PRACTICES	***1, 2, 3, 4, 5, 6, 11, 12***

2-PROCESSUAL LEARNING

DESCRIPTION  	*The area deals with the issue of the excessive, if not exclusive, weight given by school organizations to the assessment of PERFORMANCE, of the results in terms of cognitive learning and not to the attention paid to the student as a PERSON, to their evolutionary dimension as a growing individual who, in addition to having to develop knowledge and skills, has to deal with very complex developmental tasks. In this sense the FAMILY should find support and help from the school and not be left to fend for itself amidst a complex educational task, but should be in a partnership for the sake of the welfare of the preadolescent/adolescent/young person.* *The area therefore requires that school organizations and local networks focus on the FAMILY as a potential 'educational partner', which can make a decisive contribution to the student's development process in the school context, provided that it is recognized as a competent and active partner in the process itself. This area falls within the sphere of educational and organizational practices aimed at a PERSONALIZATION of the educational process, at taking in consideration the different dimensions of the student's growth, at reviewing the ACADEMIC ASSESSMENT not only in terms of exam results, but also in terms of processes and training with the goal of enhancing and highlighting the all-round personal development of the student. In this sense the family can be considered as an actor taking part in the assessment able to 'reconstruct' the student's pathway, connect him/her to trajectories unknown to the school, and put him/her on a pathway towards a much richer post-school life than merely the sphere of knowledge and academic results.* *Particular attention should be paid to the concept of 'MEDIATION', especially for foreign families, who are not accustomed to relating to schools, who are afraid of a negative opinion of their children, and need integration pathways that treat them as the most active protagonists in the reconstruction and enhancement of the sometimes very difficult pathways of their children.*
KEY OBJECTIVES	*Developing in school organizations a greater awareness of the opportunity to organize learning processes using processual logic which is sensitive to the complexity of the student at an age when they are developing.* *Developing in school organizations assessment practices that are not exclusively exam-based, but are enriched by a processual dimension where the student is considered in all his/her complexity and uniqueness.* *Launching empowerment processes for the family as an active participant in the academic assessment process .* *Promoting school and family mediation processes (including through the introduction of individuals from outside the school organisation), which bring them closer together, which favour mutual recognition and dialogue and processes of collaboration and integration of their respective educational roles*
PARTICIPANTS	*School organization: School directors, Teachers, Administrative Staff; Local Services (social, educational); Families of school students* *Foreign families*
HUMAN RESOURCES	*Pedagogists; Educators (tutors); Social workers; Psychologists* *Assessment experts*
METHODOLOGIES	*Psycho-pedagogical supervision; Consultancy; Comparison workshops in the school organization; Workshops for families; Introduction of educational figures in the school context (e.g. Tutors)*
PRACTICES	*6, 8, 14*

3-PROCESSUAL ORIENTATION

DESCRIPTION 	*The transition between school cycles, the process of choice, but more generally the accompaniment of the student's personal planning, all constitute an aspect to be mindful of in terms of taking effective action to combat school drop-out. Of course, the moments of transition between different school organizations are a critical step for the school curriculum, but it is apparent that there is an increase in situations where students and families are disorientated or lack a sense of perspective with regards to learning. In an increasingly complex social context, in an unpredictable labour market, students and families appear to be out of step and unable to identify meaningful pathways with regard to integration with society and the workplace. It is striking how often this lack of sense of perspective in education and work lies at the root of the exhausting journey to school dropout. Orientation, understood as a progressive accompaniment to making sense of personal trajectories and careers, takes on great importance and weight.* *In addition to encouraging local orientation services increasingly designed in line with a processual viewpoint and paying attention to the complexities of current learning and social and work integration pathways, the area focuses on the development of actions/services that address the issue of strengthening/adapting the role of the family undergoing orientation processes in a complex society such as today's.* *Basing itself on data regarding involvement of families in choice processes and undergoing processual orientation, the area intends to develop actions that make the role of the family more 'competent', that help it to define a sense of itself and of its own remit for action, and that highlight the potential risks of an excessive presence or absence in a fundamental process of the student's growth.* *The dialogue, the relationship, the correct usage of all those who could play an active part in the process (such as family, school, social services, and voluntary organizations) seems today to be an interesting development perspective for the processual orientation of learning*
KEY OBJECTIVES	*Developing skills in families to support the process of orientation of the student; Promote dialogue and relationships between those involved in the student orientation process*
PARTICIPANTS	*Families ; Those potentially involved in supporting students' orientation processes (teachers, educators, social workers, leisure organizations/associations networks); Political decision makers; Social partners/stakeholders; Officials responsible for orientation policy*
HUMAN RESOURCES	*Orientators; Pedagogists/psychologists; Experts in the organization of complex systems ; Experts in orientation policy*
METHODOLOGIES	*Small group activities for the development of orientation skills; Seminars ; Active workshops; Activation methods (e.g. theatre, world café, etc.); Individual counselling ; Organizational consulting; Action research/Participatory research*
PRACTICES	**5, 9,10**

4-COMMUNITY PARTICIPATION

DESCRIPTION 	*Family participation in school-life seems to be increasingly confined to the individual dimension where there is a direct focus on the performance of their own child. Often this kind of participation has adversarial and exploitative connotations and is poorly suited to starting along the path of dialogue and constructive discussion. Teachers and the school organization in general, whose social credibility as an educational institution itself has dwindled, seem generally to have adopted a defensive stance. Sometimes the participation by the family seems to be experienced as a burden, an intrusion to be limited if not prevented.* *This approach to participation does not seem to lead to any improvement of the school institution, whose role in education is now being increasingly questioned, as is that of the family.* *By contrast, many experiences and pathways are coming to the fore from a variety of sources, all with the aim of enhancing participation in school life as an important factor for the promotion of better learning environments, a positive climate of dialogue, and mutual trust that creates well-being for students and for the different school actors.* *The area therefore intends to address the development of family participation in school life as being of value per se as a factor to promote well-being in the school, its better functioning, and motivation in the educational staff. The issue therefore is one of how to move away from the adversarial and confrontational logic between different interests and points of view and towards a concept of participation involving such things as dialogue and activation of resources within families so as to contribute to the better functioning of the school organization. To move away, therefore, from an approach centred on the EGO (my son, my student, my interest...) to try to promote the value of participation in itself, for the well-being of all, for the enhancement of the school as a COMMON GOOD (and therefore benefitting EVERYONE).* *This might seem to be a utopian position. However, it is one that has provided, and continues to provide, empirical examples that, when they work, bring positive results to students' learning process and to the enhancement of participatory organisations in European countries that, unfortunately, over the years have become evermore formalized and ineffective.*
KEY OBJECTIVES	*Developing processes in schools for the active participation of families*; *Promoting more welcoming study and learning environments for all students; Developing families' motivation and skills for active participation in school life*; *Promoting the activation of places/opportunities for informal but active participation of families in the life of the school*; *Promoting the value of participation in the life of the school among families and professionals in the school*; *Promoting a proactive role of the school in its communities .*
PARTICIPANTS	*Families; Teaching and non-teaching staff of the school*; *School directors; Local communities*
HUMAN RESOURCES	*Experts in participatory processes* ; *Teaching and non-teaching staff of the school* ;*Motivated parents* ; *Active members of local communities*; *Local institutions (municipalities) Experts in orientation policy*
METHODOLOGIES	*Participatory action research*; *Workshops* ; *Participation pathways*; *Meetings*; *Informal meetings*; *Learning by doing pedagogy*; *Fundraising*; *Parties*
PRACTICES	***1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 15,16***

5-PLACES FOR PARENTS INSIDE SCHOOL

DESCRIPTION 	*The subject touches on opportunities for promoting the school environment as an 'access space' which is open for families and is not merely a space exclusively used for teaching their children. The idea is to encourage participation and attendance by families at the school in ways which go beyond more typical stereotypical, formal events such as parent receptions, enrolments, bureaucratic procedures, etc.* *Bringing school and family closer together, sharing spaces, fostering dialogue are ways to build a new relationship and create potential and unexpected shared pathways for working and experimentation. In a more general sense, we conceive of the school as a space and an individual part of the community, which can be visited and used by families and the local community in a completely new 'dissonant' dimension.* *We know the barriers to going in this kind of direction: permits, costs, rigid school organization. These can be overcome (as can be seen from the experience of a number of European countries), but only if the school as an institution is willing to develop self-awareness and make its presence felt in its locality using new rules and procedures.* *Making this kind of partnership a reality can be done through widely-varying real-life implementations, which take shape in the specific situation of each school according to its constraints and actual opportunities. What seems clear to us is that – quite apart from the operational methods to make it a reality – this new willingness to re-frame our understanding of school spaces opens up to the family quite unprecedented opportunities for participation and collaboration from a perspective in which one increasingly conceives of the school as a COMMON GOOD – that is to say, a good that belongs to all and can be taken care of as a point of reference for the local community.* *Of particular interest is the promotion of this type of program for communities of foreign families (especially mothers), who seem to be those furthest from and frightened by the school organization (sometimes only due to language barriers); who have no common meeting spaces (except private homes); and who are usually subject to the practice of domestic segregation which prevents them from freely leaving their confined – and confining – domestic environment.*
KEY OBJECTIVES	*Promoting pathways for families to participate in school life* *Offering families common meeting spaces* *Eliciting proposals from families to make the most of school spaces* *Changing stereotyped and widespread images of school organization among families* *Encouraging the integration and participation of mothers of foreign students in school life, with an incidental opportunity for emancipation* *Promoting the value of the school as a point of reference for the local community, a common good to be valued and cherished* .
PARTICIPANTS	*Students' families ; Foreign mothers; School director, teaching and non-teaching staff of the school; Local authorities; Local communities*
HUMAN RESOURCES	*Social workers* ; *Educators*; *Teachers*; *Political decision makers*; *Local authority officials*; *Families; Local communities*
METHODOLOGIES	*Participatory action research*; *Workshops* ; *Participation pathways*; *Meetings*; *Informal meetings*; *Learning by doing pedagogy*; *Fundraising*; *Parties*
PRACTICES	***1, 7, 8, 10, 11, 15,16***

STEP 2 - LIST OF POSSIBLE PRACTICES / INSTRUMENTS TO CO-PLANNING ACTIVITIES RELATED TO NEEDS DEFINED IN STEP 1

Output sheet Atoms&Co Device - Step 2

1_ Alliance for Responsible and Active Citizenship: Citizens Day

Tool sheet edited by: AMO Graine (BE)

- ✓ **Macro area of reference: 2 (**PROCESSUAL LEARNING); **4** (COMMUNITY PARTICIPATION)

Type of tool:

- ✓ Informal event
- ✓ Exercise od practice
- ✓ Exercise de simulation
- ✓ Play exercise

☐ Another type :

Objectives, effects or expected results with this tool :

Create a pleasant climate that stimulates/foster the "good life together" thanks to a friendly moment at the beginning of the year. This moment associates parents in a festive moment and initiate them to the democratic functioning of the school.
Present the rules that govern the school.
Awareness and create a feeling of 'ownership' about the rules of the school

Description:

In the framework of the 'citizen school' (école citoyenne), the citizen party is the moment where young people receive their 'citizenship symbol' (for instance a belt) and where the internal functioning of the 'citizen school' is explained in concrete and simple terms.

How is the event organized? The party is organized once a year and parents participate. It's the educative team of the school, the children and the workers of the AMO Graine who organize the event.
What are its different stages?
-Invite parents to this festive moment
- Make sure to present the rules (depending on the visual chosen) and involve a maximum of young people
- Place to conviviality around citizenship
What are the specific methods of implementation? This festive moment is very personalized according to the place where it takes place. The duration can vary from one hour to a few hours.
Thus, if the number of students is too important, it is possible to organize the party with the children, the teachers of the AMO and the teachers, then to invite the parents at the end of the festival ...
Example: organization of the party around a meal.
Presentation of rules in the form of sketches.
Presentation of the school delegates, etc.

Modalités techniques :

- **Number of participants (min / max):** there is no a maximum number of participants. All students and parents are invited.
- **Duration:** no defined duration.
- **Constraints of the place:** having a large enough place inside school to welcome everyone.
- **Other conditions:** presence of teachers, budgets, the motivation (or non-motivation) of the class.

Supporting materials:

Internal document of the service.
Website of the Borough Council of youth aid (CCAJ) of Tournai (http://www.caaj.cfwb.be)

Contact person in your organization for this tool:

Osseman Françoise : specialized educator. (AMO Graine)

Musy Catherine : specialized educator. (AMO Graine)

2_ Friendly/convivial place after school

Tool sheet edited by: AMO Graine (BE)
Macro area of reference: **4 -** COMMUNITY PARTICIPATION

Type of tool:

- ✓ Informal event
- ✓ Play exercise
- ✓ Another type : individual socio-educational accompaniment of young people and families.
- ✓

Implementation of collective actions (leisure activities, sports, ...) in the district of Callenelle (entity of Péruwlez) to establish contacts between the various young people and residents of the village of Callenelle.
Workshops are organized in a community area called "Le Chalet" (local and herbaceous area equipped with children's games) on Wednesday afternoons and during school holidays.
Advertisements for this space-time are distributed among others at the school.
Teachers are also invited to participate and / or to meet young people and parents in this context.

Objectives, effects or expected results with this tool :
-Restore communication between the young people but also with the inhabitants (adults) of the village, and the teachers in a playful environment outside the school;
-Create a "local" dynamic of proximity including children, parents and teachers;
-Offer a place of listening and dialogue;
Through these presences in the public space, the AMO team welcomes some young people with various difficulties. The educative team is there to listen to them and if they wish to accompany them, even offer mediation with the school and / parents.

Description:
How is the event organized? Wednesday afternoons from 13pm to 17pm from March to September
During school holidays on Mondays, Wednesdays and Thursdays from 13pm to 17pm.
Festive moments are organized (barbecue, etc.) to bring together parents, children and teachers.
What are its different stages?
1) Create/initiate a contact with teachers
2) distribution of advertisements in schools
3) Meeting with young people and parents for the organization of an event: barbecue, after-noon recreational, ...
What are the specific methods of implementation? The festive moments implemented from this structure are personalized according to the time and people.
Modalités techniques :

- **Number of participants (min / max):** undefined number.
- **Duration:** minimum 3hours.
- **Constraints of the place:** pleasant setting - greenery - secure area
- **Other conditions:** /

Supporting materials: /
Contact person in your organization for this tool:

Mahieu Murielle, social assistant (AMO Graine).

Hiroux Muriel, specialized educator (AMO Graine).

3_The gourmand (food lover) walk

Tool sheet edited by: AMO Graine (BE)
Macro area of reference: 4 COMMUNITY PARTICIPATION

Type of tool:

- ✓ Informal event

Exercise od practice
Exercise de simulation

- ✓ Play exercise

Another type :

An activity set up by the communal school of the village of Callenelle (entity of Péruwelz). AMO Graine was invited as a relay person to families and young people.

Objectives, effects or expected results with this tool :
-Establish a special relationship with teachers - a climate of trust;
-Restore communication between the young people but also with the inhabitants (adults) of the village;
-Touch a new audience;
-Create a dynamic "youth";
-Offer a place of listening and dialogue.

Description:

- **How is the event organized?** Festive moment organized in a punctual way. Participants wander the streets of the village to discover the cultural, social and associative heritage. This walk, as the name suggests, is done by tasting local products or offered by the services.
  The school makes the link between the children, the parents and the various associations present
- **What are its different stages?**
  1) Establishing contact of the school with the service
  2) AMO thought about "how to participate" and how to involve young people in our activities.
  3)distribution of advertisements
  4)Meeting with young people and parents during the event
  5)Debriefing with the school on public participation
- **What are the specific methods of implementation?** This festive moment is personalized according to the time and people present.
  Duration is defined by the organizers
  Our presence as a social worker can have a facilitating effect between school, parents and youth.
  The place of animation can thus become a place of meeting, of conviviality available for the school during a future animation.

Modalités techniques :

- **Number of participants (min / max):** no maximum.
- **Duration:** minimum 3hours.
- **Constraints of the place:** pleasant setting - greenery - secure area
- **Other conditions:** /

Supporting materials: None.
Contact person in your organization for this tool: Mahieu Murielle : social assistant (AMO Graine).

4_ Leisure for growing confidence with schools, parents and children

Tool sheet edited by: TRINIJOVE GROWING IN FAMILY (ES)
Macro area of reference: 1. COMMUNICATION AND TRUST BETWEEN SCHOOL AND FAMILY

Type of tool:

- ✓ Informal event

Exercise od practice
Exercise de simulation
Play exercise
Another type :

Objectives, effects or expected results with this tool :

- provide an informal space for exchange and knowledge with families, kids and teachers.
-Allow a more vulnerable public to get in touch with the teaching staff.
- promoting personal relationships with teachers staff and families.

Description:

- **How is the event organized?** This is a leisure event done during the end of the school year where a day out of school is organized to be held in relaxing and fun place, where they can be in a different environment that helps to create a new way of communication and a new way of perception of the others. This event is organized by Trinijove and they invite the students and teachers of the school to share a happy and productive way all together doing different organized activities that help to work in team and solve communication problems.
- **What are its different stages?**
  1) Trinijove makes an invitation to the students and teachers of the school and also for the parents of the kids. They arrange the date of the day they will do the outdoor activity.
  2) Animation of the activities that are done during the outdoor trip. This is done by the end of the scholar year.
  3) outdoor day done in cooperation with teachers and parents of the kids.
- **What are the specific methods of implementation**? These interaction allows to renew dialogue and trust between, students, family and school. Also allows to know better each other and to have a new look of them and their own selves, because they can see they can do things that they though they can't. This outdoor meeting provides them with tool that help them to solve problems and to approach in a different way to the others, finding new solutions rather than culpability when things are not working as it should. Avoid blaming the parents, the youth and /or the teacher.
  This methodology is based on the systemic orientation, and also intervention thought personal growth.

Modalités techniques :

- **Number of participants (min / max):** it depends of the group, but usually it is group of 20/30 persons .
- **Duration:** one day-from the morning to the afternoon.
- **Constraints of the place:** this activity is better to be done in a place that they usually haven't being before (open place, green space…)
- **Other conditions:** the demand is work during the year where the families and students meet with Trinijove working in family.

Supporting materials: staff involved in the project and some other small materials for specific stimulating activities.
Contact person in your organization for this tool: Elisabeth Díaz

5_ Transition day from primary to 1st secondary

Tool sheet edited by: AMO Graine (BE)
Macro area of reference: 4. COMMUNITY PARTICIPATION

Type of tool:

Informal event

- ✓ Exercise of practice

- ✓ Exercise de simulation
- ✓ Play exercise

Another type : individual socio-educational accompaniment of young people and families.

Objectives, effects or expected results with this tool :

-Inform, play down the entry in secondary

- Inform young people and parents about the different front-line services in Brunehaut and Tournai.

-Raise awareness among youth and parents about the transition from elementary school to high school.

Description:

How is the event organized? A partnership made up of the AMO, the Commune, the Public Social Action Center and schools of the Brunehaut entity organizes a day of awareness and exchange on the theme of the transition from the 6th primary to the entrance secondary school.

This day involves at different levels the young pupils of 6th primary; children, AMO social workers and parents.

What are its different stages?

a) Youth Awareness Day:

Through various activities offered by the various partners and social services of the entity, young people discover the social and associative organization existing in their immediate environment in order to enable them, if need be, to be able to contact them.

Accompanied by their teachers and specialized educators, they have the opportunity to discover various existing "front-line" help services and understand their roles and missions.

Here is the list of external partners for the day in the AMO environment: Canal J (AMO from Tournai), Masure 14 (Youth House in Tournai), The happy family (Family planning in Tournai), Infor Youth (in Tournai)

They can also discover and experience, often for the first time, public transport services: how to take a bus, how to read a timetable, how to identify a bus, how to stop.

During this day, the children are on a TEC bus and go around the various front-line services. They receive in a fun and interactive way information about these institutions.

b) Debriefing at the end of the day with the young

At the end of the day, proposition of an exchange moment with a psychologist who brought a time to let the children express themselves about the passage to secondary school. This exchange time was a "key" moment for the children as they were able to respond directly to their concerns.

The facilitator managed the exchanges with the children, remaining attentive to their questions and concerns.

c) Meeting at the end of the day with parents

A moment of exchange with the parents is also organized. In order to have a feedback on the day lived by the children. This exchange time allow to play down this particular moment of transition.

A conference cycle related to this transition was proposed at the start of the school year.

A "folder" has been distributed to the parents, which includes the services visited by the children during the day.

What are the specific methods of implementation?

See above.

Modalités techniques :

- **Number of participants (min / max):** between 60 to 100 students.
- **Duration:** one day.
- **Constraints of the place:** Visit the different services thanks to the transportation that will be used by the student (bus, bicycle, …).
- **Other conditions:** /

Supporting materials: /

Contact person in your organization for this tool:

Mahieu Murielle, social assistant (AMO Graine).

Osseman Françoise : specialized educator (AMO Graine).

Musy Catherine : specialized educator (AMO Graine).

Dubois Pauline : specialized educator (AMO Graine).

6_ Accompaniment and support of families and young people during contact with the school and especially parents' meetings

Tool sheet edited by: AMO Graine (BE)
Macro area of reference: 1. COMMUNICATION AND TRUST BETWEEN SCHOOL AND FAMILY

Type of tool:
Informal event
Exercise od practice
Exercise de simulation
Play exercise

- ✓ Another type : individual socio-educational accompaniment of young people and families.

Objectives, effects or expected results with this tool :
-Accompany and support the families and / or young people with whom we work in support of the school.
-Allow a more vulnerable public to get in touch with the teaching staff.

Description:
How is the event organized? At the request of families and / or young people, we can accompany them to parents' meetings organized in the school where the child attends.
What are its different stages?
1)Initial contact with the family and the young with our service;
2)Accompanying the family and / or the young person during a meeting or several meetings throughout the year;
3)Debrief with family and / or youth after return from this meeting;
4)Possibility to work on different issues during individual interviews.
What are the specific methods of implementation? Allow renewed dialogue and trust between family and school. Try to find solutions rather than culpability when things get worse. Avoid blaming the parents, the youth and /or the teacher.
The approach has a systemic orientation.
Modalités techniques :

- **Number of participants (min / max):** depending the demand.
- **Duration:** /
- **Constraints of the place:** /
- **Other conditions:** the demand MUST come from the family or the young.

Supporting materials: pedagogic project of the organization.
Contact person in your organization for this tool:

Osseman Françoise, specialized educator (AMO Graine).
Musy Catherine, specialized educator (AMO Graine).
Mahieu Murielle, social assistant (AMO Graine).
Flameng Xavier, social assistant (AMO Graine).
Hiroux Muriel, specialized educator (AMO Graine).
Dubois Pauline, specialized educator (AMO Graine).

7 _Workshops managed by parents

Tool sheet edited by: Association " Città & Scuola" – Italy (IT)
Macro area of reference: 4. COMMUNITY PARTICIPATION

Type of tool:

Informal event

- ✓ Exercise od practice

Exercise de simulation

Play exercise

Another type : workshops

Objectives, effects or expected results with this tool :

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.
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.

Description:

Workshps characteristics:
- the workshops 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

How is the event organized?
-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).
What are its different stages?
-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.
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.
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.
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.

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 difficulties are included in the appropriate laboratories.
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.

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.

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 possibile to monitor the frequency of the boys and communicate any repeated absences to class teachers.
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.

- What are the specific methods of implementation?
  Each laboratory (depending on the activities proposed) has its own methodological and organizational characteristics.
  In general:
  - ✓ 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

Modalités techniques :

- Number of participants (min / max): On average, for each school year, 1500 students of middle school
- Duration: school year
- Constraints of the place: the place must be suitable for the development of the specific workshop. 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.
- Other conditions:

Supporting materials:

Contact person in your organization for this tool:

Name: Pialisa Surname: Ardeni - Email: pialisa.ardeni@gmail.com - Telephone: +39 348 700 6000 - Function or position in the experience: Coordinatrice

8_ women pilastro school

Tool sheet edited by: Association CESD – Centro Europeo Studi sulla Discriminazione (IT)
Macro area of reference: 4. COMMUNITY PARTICIPATION
Type of tool:
Informal event
Exercise od practice
Exercise de simulation
Play exercise

- ✓ Another type : meetings and training workshops for mothers and girls in school dropouts

Objectives, effects or expected results with this tool :

The Scuola delle donne del Pilastro carries out the following actions:
- 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.

Description:

The women's school opens two/three mornings a week from 8.30 to 12.30 and inside are conducted:

- 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
- guidance and orientation to the educational, social and health local services for migrant women

How is the event organized?

The Scuola delle Donne del Pilastro is organized through organizational meetings of staff teams that support the women's group and a weekly assembly with all the women participating in the school. In the School each participant can make requests and express wishes for activities to be carried out or issues to be addressed according to specific needs. For girls in school dropout the project is personalized (or for a small group) and always integrated with the activities that women perform in the school.

What are its different stages?

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.

What are the specific methods of implementation?

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. 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.

Modalités techniques :

- Number of participants (min / max): 30
- Duration: school year
- Constraints of the place:
  The place must be big enough to allow the work for groups and the carrying out of different workshops (Italian school, study support, writing workshops, silk-screen printing, ceramics, tailoring)
- Other conditions:

Supporting materials: material for various craft and artistic activities: material for various craft and artistic activities

Contact person in your organization for this tool: SEST San Donato/San Vitale: Vincenzo Savini - Mail: vincenzo.savini@comune.bologna.it - CESD: Fulvia Antonelli - Mail: fulvia.antonelli@yahoo.it

9_ Path “ORIENTA’TI to the future”

Tool sheet edited by: Istituto Comprensivo 12 Bologna/Almadiploma/Unibo (IT)

Macro area of reference: 3. PROCESSUAL ORIENTATION

Type of tool:
Informal event
Exercise od practice
Exercise de simulation
Play exercise
- ✓ Another type : Percorso di accompagnamento ai genitori

D.Objectives, effects or expected results with this tool :
The proposal has the general objective of assisting parents in supporting their children's decision-making processes:

	OBIETTIVO GENERALE	OBIETTIVI SPECIFICI
I° MEETING **Classi II**	***Analyzing and recognizing the general beliefs and the evaluations of the parents regarding the different possibilities of the scholastic and professional choice of the children.***	**Objective 1A:** Define the role of the expectations and beliefs of parents in the educational process orientation of their children. **Objective 1B:** Acquire awareness of one's specific expectations regarding the educational choices of the children.
II° INCONTRO **Classi III**	***Analyze behaviors acted by the parents, more or less consciously, towards the children involved in the scholastic and professional choice.***	**Objective 2A:** Redefining the role of parents in the school choice process **Obiettivo 2B:** Rethinking their behavior: interpret reality in a functional way to action.

E.Description:

How is the event organized?
The course lasts 4 hours, divided into two sessions of 2 hours each: the first meeting for the parents of students II, the second meeting for parents of students III.
The activities are so constructed as to adapt to different size groups.
The two meetings are structured so that they can be enjoyed autonomously from each other: parents can then choose whether to participate in one or both meetings, even if the frequency of the whole path favors a richer reflection on the role that a parent can exert over the school choice process performed by their children
What are its different stages?

INCONTRO 1 classi II

GENERAL OBJECTIVE:
Define the role of the expectations and beliefs of parents in the educational process orientation of their children.
SPECIFIC OBJECTIVE 1A:
Define the role of the expectations and beliefs of parents in the educational process orientation of their children.
Activities 1A:
• Introduction to the concepts of orientation and development tasks;
• Summary of the stages of the choice process;
• Analysis of stories and compilation of the individual file "Stories - Card for the parent";
• Discussion on the role that parents' expectations and beliefs can play in the choice process.

Tools Activities 1A:
• Illustrative sheet "Guidance and Development Tasks" (Sheet 1A on PowerPoint presentation)
• Illustrative sheet "Steps towards choice" (see Sheet 1B on PowerPoint presentation)
• Individual card "Andrea's story: choices and expectations" (see Sheet 1C)
• Individual card "Stories - Card for the parent" (see Card 1D)

Description of activities:
The conductor presents the illustrative sheet "Development Guidance and Duties" (Schedule 1A) with the aim of opening the work by introducing and sharing the concepts of orientation and development tasks from childhood to adulthood. To clarify why it is important to begin to think about the choice of secondary school from class II, it is important to underline that orientation is a process that accompanies growth and as such takes time.
After this general introduction on the frame in which the "Orientàti al Futuro" path is inserted, the conductor introduces the "Steps towards the choice" sheet (Sheet 1B), which will be projected or presented as a billboard to explain that the meeting will focus on in-depth analysis of how the relationship with parents and the beliefs and expectations of the latter can intervene in each phase, from the collection of information to the definition of the objective.
The orientation process as a whole is clearly exemplified in the story of Andrea, which is distributed to all the participants (Sheet 1C). The activity concerning the story of Andrea can be conducted in two ways.
For a group of participants of 20 or more people:
By completing the individual form "Stories - Card for the parent" (Card 1D) the participants are invited to reflect in two different directions: 1) What they share or do not share the behavior of the parents of the protagonist; 2) Which elements it is good to "take note" to try not to make the same mistakes.
The card is structured in such a way as to propose to the participants an individual reflection, which can be shared with the group and provide useful ideas for the collective discussion and for concrete examples. If participants do not provide these insights, it will be the conductor to propose further examples of the elements involved with particular reference to the beliefs and expectations.
For a group of participants less than 20 people:
Participants are divided into subgroups that are asked to discuss the story and complete the "Stories - Card for the parent" sheet (1D form) together. Participants are invited to reflect in two different directions: 1) What they share or do not share in the behavior of the protagonist's parents; 2) Which elements it is good to "take note" to try not to make the same mistakes.
At the end of the individual or group work, the conductor helps the participants to reconstruct a summary of the history related to:
1. The salient episodes of history in terms of repercussions on subsequent developments;
2. The description of the protagonist of the story, especially in reference to how he makes his own decisions and how he relates to his parents;
3. The analysis of how parents are confronted with Andrea: what kind of support have they offered to their son during the choices made? What expectations do the parents of history have? What emotions from Andrea and from the parents?
4. The analysis of which strengths and criticalities can be highlighted in the proposed history;
5. The deepening of the elements that have favored / deprived the protagonist in his scholastic and professional career.

SPECIFIC OBJECTIVE 1B:
Acquire awareness of one's specific expectations regarding the educational choices of the children.
Activity 1B:
• Compilation of individual card "Credences and expectations";
• Discussion on the main types of beliefs and representations of parents regarding the choices of the children.
Tools Activity 1B:
• Individual card "Beliefs and expectations" (see Sheet 1E)
• "Parents and Guidance: What do the statistics say?" (1F sheet on PowerPoint presentation)
Description of activities
The conductor invites those present to fill in the individual form "Beliefs and espectations" (Schedule 1E). This sheet serves to make parents reflect on their beliefs in training and work, and more specifically with regard to their children's choices.
Once the individual work is finished, the host offers examples of the ways in which the different beliefs can influence the choice process, involving the parents who desire it in the story of personal experiences.
During the discussion, the conductor tries to convey the message that many representations (of the school, of work, of the different types of school) can be corrected, but it is their integration, their relative weight and the modality with which they are transmitted to the children which, in some cases, may represent an obstacle rather than a facilitation for the development of the selection process.

The meeting closes with the projection of the 1F Card in PowerPoint ("Parents and orientation: What do the statistics say?"). This slide summarizes some reflections deriving from the scientific literature and allows to share some indications that the research data highlight regarding the role of parents' beliefs and expectations in the children's educational choices.
This sheet allows you to broaden the discussion and provide some operational suggestions.

MEETING 2_classi III

GENERAL OBJECTIVE
Analyze behaviors acted by the parents, more or less consciously, towards the children involved in the scholastic and professional choice
SPECIFIC OBJECTIVE 2A:
Redefining the role of parents in the process of choice starting from the reflection on the behavior of support, influence and involvement that can be put in place.

Activity 2A:
1. First reflection on one's own attitudes through the compilation of the Individual Form "Faced with the choices of my child, I ..." (Sheet 2A);
2. Discussion of the differences between the influence, support and involvement that can be exercised with respect to the child's choices;
3. Redefinition of the behaviors implemented by each parent through the compilation of the individual form "Parental behaviors" (Sheet 2B);
Tools Activity 2A:
• Individual card "Faced with the choices of my child, I ..." (Sheet 2A)
• Individual card "Parental behaviors" (Sheet 2B)
Description of activities:
The host presents the main objectives of the meeting, that is to reflect on the behaviors that parents put in place to accompany their child in their choice, and provide an informative tool to be consulted together with their children.
The activity proceeds with the individual compilation of the 2A Form and the subsequent help by the conductor in the calculation of the scores. This allows to obtain a quantitative feedback with respect to one's tendency to put in place behaviors of involvement, support and influence. After completing the 2A form, the conductor defines what the dimensions of involvement, support and influence mean, without expressing value judgments on them.
Subsequently, the individual compilation of Form 2B allows a deepening through exemplification and evaluation of the results of their behavior.
Once the individual compilation is complete, the conductor asks the participants to share, starting from what is written in Sheet 2B, examples of these behaviors and advantages and disadvantages in implementing them.
It is possible to make participants reflect on the fact that the adoption of certain behaviors depends also on how much the parent perceives his / her child as involved, autonomous, interested ... with respect to the choice to be made. This last reflection opens the way to the second part of the meeting that focuses on the reading of the specific needs of their children and the resources that can be activated to help them in the orientation process

Strumenti Attività 2B:
- Scheda individuale “La scelta per mio/a figlio/a è…” (Scheda 2C)
- Scheda illustrativa “Insieme per scegliere” (Scheda 2D *su presentazione PowerPoint*)

SPECIFIC OBJECTIVE 2B:
Reflect on the specific needs of the child and on the contribution that all the actors (including teachers) who participate in the selection process can offer. Introduction of the "AlmaOrièntati: Towards the High School" questionnaire.
Activity 2B:
1. Reflection on thoughts and attitudes towards choice, by completing the individual form "The choice for my son / daughter is ..." (Sheet 2C);
2. Discussion on the weight attributed to aspects of the context in which the choice is placed (maturity of the boy / girl, value attributed to alternative training paths);
3. Analysis of the role of the boy / girl, parents and teachers in the selection process (2D sheet on PowerPoint presentation);
4. Presentation of contents and purposes of a questionnaire for the collection of information on study paths in upper secondary school
Tools Activity 2B:

• Individual card "The choice for my son / daughter is ..." (Card 2C)
• "Together to choose" illustrative sheet (2D sheet on PowerPoint presentation)

Description of activities:

The conductor delivers the 2C Card asking the parents to fill it out individually. This sheet allows you to express a general assessment of what you think and feel about choosing your child.

At the end of the compilation, the conductor pauses on each pair of adjectives, trying to show that the choice of secondary school can assume different connotations within individual experiences, which depend on factors such as the level of maturity of the boy / girl in dealing with the decision, the relationship between parents and children, previous school experience, etc.

The conductor can ask participants to comment on the adjectives chosen on the card, in order to bring out positive aspects and critical issues in sharing this moment with their children.

At the end of this shared reflection, the 2D Illustrative Sheet (divided into two PowerPoint slides) is projected, in order to focus attention on the 3 fundamental actors in the choice and on the consequences of their way of interacting in the decision making process (students , parents and teachers). The conductor guides the participants in reading the card, in particular focusing on three questions:

• Is it right to let the children do what they want?
• Do parents know best what is good for their children?
• Do teachers support pupils in the selection process?

The discussion is functional to the emergence of attitudes, beliefs, and any concerns about the role that parents should have the choice.

The meeting ended with the presentation of a tool to use with their children to collect information on fields of study.

What are the specific methods of implementation?

The proposal has the general objective of helping parents in supporting their children's decision-making processes.

It is therefore expected to be conducted by an expert trainer, who will be responsible for:

• Facilitate socialization among the participants;
• To favor the creation of a positive group atmosphere, which allows the exchange and interaction between the participants;
• Adjust the relationships between the participants within the group and between the group and the tenant;
• Manage intra-group dynamics;
• Present the working methods for the planned activities and guide the group in their use;
• Use the planned teaching tools.

The conductor will have to help the participants in the acquisition of information, in explaining and questioning one's ideas and the system of values related to the various scholastic paths, on the other their own experiences (emotions, expectations, fears, anxieties, etc.) related to the children's educational choices, therefore the future formative path they will face.

The learning mode through which the tenant will guide the participants and the group consists of five phases:

1. **Reconstruction**: explanation and enhancement of the point of view that characterizes each participant according to their experiences and social affiliations (attitudes, values, information, etc.).
2. **Re-elaboration**: reorganization and clarification of one's own point of view to be realized in a small unit of work (some members of the group, similar to oneself, that favor for the single participants the perception of feeling in a reassuring environment).
3. **Enlargement**: comparison with multiple points of view that can be brought by the other members of the group. Even confronting new situations (for example, guided tours) or searching for information are useful activities to encourage the enlargement of representations.
4. **Summary:** allows the tenant to trace the range of contents that emerged during the phases of the course, in order to facilitate the identification of content categories and to favor a personal synthesis for each member.
5. **Evaluation**: each subject compares the contents collected during the journey and the synthesis by the tenant with his own initial point of view (reconstruction). This operation allows to build a new conceptual map that can be used as a reference system in the orientation process.

Tecnical Aspects:

Number of participants: 10-25

Duration: 2 meetings lasting 2 hours

Constraints of the place: There are no particular constraints related to the setting, if not enough room available to carry out the activities

Other conditions: Availability of work tools: projector, flip chart, felt pens

Supporting materials: Worksheets (attached)

Contact person in your organization for this tool: Prof Alessandro Tolomelli Unibo - alessandro.tolomelli@unibo.it

10_ A common challenge, sustaining parental educational skills

Tool sheet edited by: Comune di Bologna (Area Educazione, Istruzione e Nuove Generazione) - IT
Macro area of reference: 1. COMMUNICATION AND TRUST BETWEEN SCHOOL AND FAMILY ; 5. TOOLS AND PLACES AVAILABLE TO PARENTS INSIDE THE SCHOOL

Type of tool:
Informal event
- ✓ Exercise od practice

Exercise de simulation
Play exercise
- ✓ Other : language training

Objectives, effects or expected results with this tool :
The purpose of the Project was to enable migrant mothers of young students aged 13-18 to communicate with teachers and Schools.
Specific Objectives:
1) to bring mothers closer to their daughters and sons'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.

Effects:
Thanks to the activity of cultural mediators the Project reached 107 mothers who have been contacted and informed about this specific opportunity. Of these, 70 have been participated to the courses in a regular way.
Also, different students have been involved in order to communicate to their mothers, by using their own mother tongue, the opportunity to participate to the courses. Students, with the help of cultural mediators and teachers, have worked out different typologies of materials:
- ➢ texts and images, thoughts as a sort of promotional material to be shown to the mothers
- ➢ audio messages in mother tongue to invite mothers and explain them the importance to get involved in this kind of activities
- ➢ self-produced short videos in which students try to work out a convincing messages for their parents/mothers

Also, for some schools with low tradition in this kind of activity and in multicultural welcoming in general, the Project has been important to create a good partnership and a new awareness within headteachers about the strategic role of mothers for the school success of the students and the need to promote their participation within the school.
Description:
- – *How is the event organized?*

The Project envisaged to run an Italian language course in every area of the City, in a high school or in a lower secondary school. The centre run 6 courses (one for each Area), in 6 different schools : two high schools and 4 lower secondary schools. The courses where ran by cultural mediators which could communicate also in mother tongue with the parents. Every course last 20 hours, and was scheduled once per week within the school.
- – *What are its different stages?*

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
- – What are the specific methods of implementation?

The Italian course were implemented on the basis of a methodology of teaching which was based on
- communicative methodology
- put in to value of traditional knowledges
- put in to value of mother tongue

- learning throughout experience (italian learning throughout activities like costume jewelry, cooking, tailoring)

Modalités techniques :

- Number of participants (min / max): there were no minum number. Class were open to any eligible participant, also after the starting date. Classes were composed by a minimum of 9 to a maximum of 20 mothers.
- Duration: 20 hours (10 weeks)
- Constraints of the place:
- Other conditions:

Supporting materials:

- ➢ Italian teaching material identified by the operators of the multicultural library Centre
- ➢ Materials for the production of costume jewelry and tailoring
- ➢ Materials for the cooking

Contact person in your organization for this tool:

Raffaella Pagani
Centro RiESco Comune di Bologna

11_ BANK OF TIME

Tool sheet edited by: : Cefal ER - IT
Macro area of reference: 1.COMMUNICATION AND TRUST BETWEEN SCHOOL AND FAMILY ; 4.COMMUNITY PARTICIPATION

Type of tool:

- ✓ Informal event

Exercise od practice
Exercise de simulation
Play exercise
Other

Objectives, effects or expected results with this tool :
Support parents to organise by themself by a principle of selfhelp, sharing knowledges, activities, services. Bank of time will be occasion of mutual knowledge, encouraging of bonds and mutual relationships

Description:
The Bank of Time is a means of social aggregation and stimulates knowledge and relationships.
Support parents to organize themselves according to a principle of mutual aid, exchanging knowledge, knowledge, activities, services ... The Bank of Time is an opportunity for mutual knowledge and incentives for links and social relations.

Methodologies
The BdT differs from the forms of volunteering because it does not presuppose the help of those who need support, but it puts all the participants on the same level who, according to their abilities, can contribute to the implementation of the bank itself. Also the value of the exchanged activities is not related to the quality of the intervention, but at the time made available. Therefore, all are, equally, value bearers.

Supporting materials: material for various craft and artistic activities:
Nothing

Contact person in your organization for this tool:
Maria Grazia D'Alessandro - mgdalessandro@cefal.it

12 _COLLABORATIVE PATHS FOR THE RESTORATION AND MAINTENANCE OF COMMON GOODS

Tool sheet edited by: : Cefal ER - IT
Macro area of reference: 1.COMMUNICATION AND TRUST BETWEEN SCHOOL AND FAMILY ; 4.COMMUNITY PARTICIPATION

Type of tool:
Informal event
- ✓ Exercise or practice

Exercise de simulation
Play exercise
Other

Objectives, effects or expected results with this tool :
The proposed path aims to encourage and develop in the families that participate in forms of active citizenship, through concrete activities, conducted according to the Construction Site Pedagogy. On the one hand, the path will enable people to learn through doing, becoming active actors in their own training, and thus recovering confidence in their abilities. On the other hand, through its contribution to the recovery and enhancement of a common good, the path will give participants the feeling of belonging to a community and contributing to the well - being of all.

A "pedagogical building site" is at the same time a collective production, a pedagogical support and a project of social utility. Could be considered a link between people who need a support action for inclusion (or to develop active citizenship, or training) and the needs of a community (a community / population) through a production of general interest. It is a tool for the development of the territory and social bonds.

Description:
It is also a practice of economic development intrinsically linked to the principles of social and solidarity economy, and of popular education. In our case, it involves involving families (possibly jointly with teachers and children) to actively collaborate in the care of spaces, inside or outside the school, to restore or maintain common spaces.

Methodologies
The ambition of the pedagogical project is to lead the recipients to (re) structure themselves:
- Becoming actors of a collective project for a territory;
- Participating concretely in quality work;
- Taking a cue in front of a positive work model;
- Developing relationships with others and with the surrounding environment;
- Reflecting on the construction site, on the project and on its own way of learning.

During the course the participants will be guided in acquiring the skills necessary for the construction of a site for restoration, enhancement, maintenance of a common good, in the acquisition of transversal skills and in the construction of a personalized path. The construction site will be developed around 4 pedagogical functions:

1. WELCOME
Welcoming the participants means establishing a first contact that gives reasons for entering or not in this action, at any time: informative meeting, interview, start of the construction site.

2. STARTING THE WORK
Putting the team at work means organizing the construction site in order to achieve quality work in the agreed details and allowing everyone to progress towards autonomy.

3. MONITORING OF THE SITE
Stage that consists in reviewing the work done to better understand it, to consolidate learning, and lay the foundation for the continuation of the journey.

4. COMMUNICATION WITH THE TERRITORY
Accompany the participants to appropriate the project to inform and dialogue with the territory in relation to the construction site activity.

During the workshop the participants will be able to get in touch with local associations with whom to continue the experience through the activation of "Collaboration Pacts" aimed at the realization of public utility activities

Supporting materials: material for various craft and artistic activities:
-Place's constraints: places / spaces to restore, restore, maintain (for example classrooms, spaces inside the school to be used as "parents' rooms", spaces outside the school such as gardens and green areas, etc.
-Other conditions: Constant presence of a technician who competently supports the correct execution of the work
-Work tools, materials useful for the specific site

Contact person in your organization for this tool: Maria Grazia d'Alessandro - mgdalessandro@cefal.it

13_ MERENDIAMO! UN'OCCASIONE PER VIAGGIARE A COSTO ZERO E SCOPRIRE ORIGINI DIVERSE

Tool sheet edited by: Consultant of Gio.net (Alessandro Zanchettin)
Macro area of reference: 4. COMMUNITY PARTICIPATION

Type of tool:
Informal event
Exercise od practice
- ✓ Exercise de simulation

Play exercise
Other

Objectives, effects or expected results with this tool :
Promote knowledge among families and peers of different origins by sharing a snack, to discover at the same time the same and different.
Promote the encounter and knowledge among mothers, in particular of different origin, to expand reciprocal social networks
Promote a welcoming and supportive social fabric

Description:
An exchange of snacks between the children of Pieve di Cento that come from different territories, from the 4th class of primary school to the 3th class of lower secondary school. The path includes a "twinning" between two students of the same age who invite each other to a snack at home.
The idea is to start from a simple question: "Do you want to come and have a snack at my house? I'll let you taste something typical of my country ". We believe that from a simple invitation can be born an important opportunity for knowledge and mutual exchange. What better chance to get to know each other around a table?
• PRESENTATION TO ALL THE FAMILIES OF THE PROJECT Plenary meeting at School
• WRITTEN INVITATION TO JOIN THE PROJECT TRANSLATED IN VARIOUS LANGUAGES Paper letter
• ADHESION TO THE PROJECT by the student and the family
• CREATION OF TWINSAGES BETWEEN TWO STUDENTS OF THE SAME AGE BUT OF DIFFERENT ORIGINS by the CCRR and the School
• WE MAKE A SNAKE: SHARING TWO SNACKS IN THE AFTERNOON PREPARED ACCORDING TO THE RESPECTIVE TRADITIONS. DURING THE SNACK THEIR KNOWLEDGE IS PROMOTED THROUGH THE COMPILATION OF A MAP (CARDS WITH VARIOUS QUESTIONS / INTERVIEWS AND SMALL ACTIVITIES TO BE MADE) within a set time frame for all.

• FINAL MEETING with all families and students

Methodologies
• Preparation of a video produced and presented by the CCRR Councilors in all the classes involved to promote the project
• Plenary meetings with families and students (initial)
• Activation of students and their families through the delivery of the "Map" with directions and contacts to organize the snacks.
• Final meeting with students and families for a return on the project. Through games and sensory activities both families and children (in parallel but separated) will be able to tell their experiences and impressions.

Supporting materials: material for various craft and artistic activities:
Paper, Cards, Snacks

Contact person in your organization for this tool: Maria Grazia d'Alessandro - mgdalessandro@cefal.it

14 OPEN LESSONS FOR PARENTS (BY SCHOOL TEACHERS)

Tool sheet edited by: IT
Macro area of reference: 2. PROCESSUAL LEARNING

Type of tool:
Informal event
Exercise od practice
- ✓ Exercise de simulation

Play exercise
Other

Objectives, effects or expected results with this tool :
The first goal is to make parents experience the context and content that their children encounter every day at school. In addition to foster parent-child empathic processes, it is also to show the teaching and the kind of commitment required by the school.
A second goal is to set up an educational alliance between school and family, so that on the one hand parents understand how they can help their children with respect to school expectations and on the other, that there may be a mutual recognition of responsibilities / educational difficulties. The fact of proposing an exchange of roles within the educational institution has a great symbolic value and favors the start of a collaborative process.

Description:
Disciplinary lessons in the evening for and with the participation of parents (or students and parents). With final moments of informal discussion.

Methodologies
Participative approach, active listening

Supporting materials: material for various craft and artistic activities:
School spaces (classrooms), technological tools (pc, video projector), coffee station / aperitif to conclude.

Contact person in your organization for this tool:
Alessandro Tolomelli - alessandro.tolomelli@unibo.it

15_ PARTICIPATE IN FAMILY DAY

Tool sheet edited by: Trinijove ES
Macro area of reference: 4. COMMUNITY PARTICIPATION ; 5. TOOLS AND PLACES AVAILABLE TO PARENTS INSIDE THE SCHOOL

Type of tool:

Informal event

Exercise od practice

Exercise de simulation

Play exercise

- ✓ Other : Party

Objectives, effects or expected results with this tool :

- Involve families to participate in activities into the school
- Recognise and accept other cultures
- Achieve a diferent relation between teachers and families (not only for the academic path of the students)

Description:

The school invites the families to participate in the families day. The families bring, to other families, tipical food of their countries and all together share the dishes and they explain how to cook the food. Families also show and teach other families and students to make some workshop.

Games between parents and childs
Sports circuit
Foods of the world
Artistics workshops
Write your name in other language

Methodologies:

Each family have the support of one or more teachers in the activity. Group work

Supporting materials: material for various craft and artistic activities:

School playground.
Megaphone and music team.

Contact person in your organization for this tool: Elisasabeth Diaz - ediaz@trinijove.org

16_ LET'S TAKE A TEA

Tool sheet edited by: Trinijove ES

Macro area of reference: 4. COMMUNITY PARTICIPATION ; 5. TOOLS AND PLACES AVAILABLE TO PARENTS INSIDE THE SCHOOL

Type of tool:

Informal event

Exercise od practice

Exercise de simulation

Play exercise

- ✓ Other : Party

Objectives, effects or expected results with this tool :

The key objective is that thought this activity other members can experiment through food a different way to know people from the community that are from other countries in a different way. This increases the communication and act as main changing of the stereotypes and make cohesion and group relation with the members participating in the activity.

Description:

The main idea of this activity is increase the contact and engagement with the families and the school and other members of the community. This is done through a simple invitation to the families, teachers, students and other members of the community to participate in an activity that consist of shearing typical ways of preparing tea in the

different countries of the members that participate in the activity, showing the others in a practical way how they use to make tea accompanied by the typical pastries of the country.
This activity consist on organizing a meeting call let's make a tea, that is an informal way of meeting the members of the school, the families, students and members of the community. Lead by family members and some students and teachers that will be in charge of preparing with the families different ways of making tea. Dou to the fact that is an informal way of meeting it allows knowing each other more and talking of different things that in other context won't be possible

Methodologies:
This methodology is based on an informal way of knowledge of the others in a different context that allows to see the persons in a different context in which you can deal in a different way aspects that are more difficult as engaging families and teachers as well students so they can interact in a different way, strengthen relations. This is a proved fact to provide cohesion of this groups.

Supporting materials: material for various craft and artistic activities:
Through an informal way of invitation we engage teachers, students and parents in: - Baking pastries done people from different countries - Making tea in different ways - Tools are the used for baking and making tea, that are provided by people who is supposed to bake or make the tea.

Contact person in your organization for this tool: Elizabeth DIAZ - ediaz@trinijove.org

ANNEX TO THE DEVICE

Family involvement in schools - a participatory approach

Education is a vector for personal and collective development. It has been regarded as the main instrument for social mobility and for reducing social inequalities and as such an opportunity for development. However, the education system remains marked by significant inequalities not so much directly in terms of access – after the vast process of mass schooling that has affected almost all European countries since the 1960s – but in terms of schooling trajectories.
These trajectories are marked by a series of problems, the outcomes of which – leaving school early and dropping out – are only the final stages of:

- ✓ complex **processes of social exclusion and class selection** in European societies;
- ✓ **the crisis of schooling**, its organizational system, pedagogical model and social representation;
- ✓ **changes in public welfare** and therefore in the network of services to support families and social inclusion;
- ✓ **social and cultural changes in European societies** due to intense migratory processes, crises of identity and political and institutional representation.
- ✓ **crisis in investment in schools**, both in economic-financial terms and in terms of human and professional resources.

The formal and informal relational aspects of the relationship between children's family/life contexts and institutional contexts are crucial in the expertise gained on the subject of combating dropping out. It is often in this area of contact between families and institutions – a contact sometimes lacking and progressively more difficult the further up the school grades one goes – that the drop-out rate becomes more evident mirroring a 'mis-alliance' between school, families and local authorities.

In their manifestation such 'mis-alliance' can be understood from a political point of view as a form of rejection or resistance – conscious or unconscious – to the institutional formative structures of society.

This is the case of families of students who, by not complying with their obligations, lead to intermittent school attendance by their children; of those who do not invest in education because of a substantial lack of confidence in the school's ability to influence their children's work and life pathways; and of the various forms of 'crises in parenting' that are increasingly emerging in a social context of severe economic crisis, job insecurity and precarization of welfare services. Similarly, the traditional forms of family participation in schools – committees, associations, collegiate bodies – seem to have largely lost their original role as instruments of participation and connection between schools and families and no longer fit in with the dynamics of contemporary societies. On the whole, places for collective participation and intermediate bodies seem to have lost their sense and function to the advantage of direct, individual relationships of families with the scholastic institution

based only on need. Parents are considered by and relate to the school more as clients within an education market or as users at a service counter, than as interlocutors of a shared educational process.

In general, we can see how processes of 'institutional dismantling' and disintermediation between individuals and institutions are at work in contemporary society, to the detriment, among other things, of goods and problems of general interest (De Leonardis, 2010).

Recent studies have shown that:
- when parents feel involved in their children's schooling, their children are more likely to achieve better results, have fewer problems attending school, develop better social skills, adopt more positive behaviour and attitudes towards school;
- cultural models, representations of families and students, the possibility of understanding educational outcomes and processes influence scholastic success (Ogbu 1997);
- the importance of a community-based approach (Barca, 2009) – and therefore of the formal and informal co-involvement of local and community social, educational and cultural services networks – on the issue of school drop-out rates. Schools – especially high schools – tend to structure family participation in school life within rigid spaces, while social and community actors more accustomed to community action are able to organise themselves as genuine social mediators between families, educational institutions and urban spaces.

Some premises:

The Atoms&Co project aims to draw the attention of those who work in schools and in the field of learning processes towards the **relational and social dimension of educational and schooling processes,** and considers these to be the dimensions which structure the educational partnership and the scholastic trajectory of individual students. The European project is an opportunity for teachers, educators, researchers, training professionals, representatives of education services and families to reflect on this relational dimension in the construction of pathways to combat school drop-out. The systemic relational paradigm that underpins this reflection focuses on one specific aspect of the phenomena of school drop-out – which are multiple and multifactorial and often little analyzed – namely the role of the school in the community and the degree of participation in it by families.
Schools are understood as institutions whose function of encouraging the processes of cultural transmission, citizenship education and training in general is based on the school's 'agency' capacity. In this framework, the school represents, together with the other local actors, a specific space for social inclusion, as it participates in the definition of problems and solutions of different territorial contexts.

School and families

We know that the participation of families in the their children's school is inversely proportional to educational level; that drop-out is mainly concentrated in the transition between first and second level secondary school – at a very awkward point in adolescence – during the transition from the local neighborhood school to one at city scale, and therefore during the establishment of a new relationship with urban surroundings. And all this happens at a time of important choices for the future educational orientation – and destinies – of children (Guerzoni and Tolomelli (ed.), *Per non perdere la strada. Progetto ATOMS. Fare rete tra teorie ed esperienze nel contrasto alla dispersione scolastica e formativa,* 2017*).*
As the complexity of the school experience for children increases, the presence of families in the school decreases in terms of quality and frequency of the relationship between the teaching staff

and parents. The decline in the presence of families in school life is one of the factors that increases the risks of dropping out. Students who drop out are also exposed to a number of risks linked to their social behaviour in the general disorientation they experience (e.g. dropping out of school involves a change in the routines and classic commitments of an adolescent divided between school in the morning and homework in the afternoon) and in dealing with patterns and styles of behaviour learned in the peer group that are often contradictory (e.g. alcohol and substance abuse in the group).

Joyce Epstein asks "What is the difference between a professional learning community and a school learning community? *A professional learning community* emphasizes the teamwork of principals, teachers, and staff to identify school goals, improve curriculum and instruction, reduce teachers' isolation, assess student progress, and increase the effectiveness of school programs. Professional teamwork is important and can greatly improve teaching, instruction, and professional relationships in a school, but it falls short of producing a true community of learners. In contrast, *a school learning community* includes educators, students, parents, and community partners who work together to improve the school and enhance students' learning opportunities. One component of a school learning community is an organized program of school, family, and community partnerships with activities linked to school goals. Research and fieldwork show that such programs improve schools, strengthen families, invigorate community support, and increase student achievement and success" (Epstein and Salinas, 'Partnering with Families and Communities' *in Educational leadership,* May 2004 | Volume 61 | Number 8).

The Atoms&Co project therefore aims above all at encouraging the construction of a school learning community in which a plurality of actors can collaborate in the creation of a more welcoming climate for students and families and make the schools spaces for greater participation and action for the community. For this reason, the project does not intend to provide schools with a codified and predefined procedure or a scheme of actions aimed at encouraging the involvement of families.

We believe that participation becomes effective when a 'culture of participation' is affirmed and as such is the outcome of a process of co-construction that can be done only through patient daily exercise, the genuine willingness of institutions and families to make it their practice to exchange views – something not without conflict and difficulty – and the possibility of responding in this way to needs to which there is no response solely within the family or only within the school, but which require a joint effort.

Participation is not a ritual, nor can it be treated as only as a moment of social pleasantry. In order for this to be put into practice by families who live in difficult situations with their children – and who only manage to get by by working shifts in organizations that provide fragmented and precarious employment; who must overcome linguistic and cultural obstacles in their relationship with the school; and who no longer have experience of participation in public life in collective places – participation must be a genuine way to reflect upon the needs and external available resources. It must therefore be understood as a resource for the transformative action of schools, families and communities with a view to improving individual circumstances and collective contexts. Indeed, we believe that the attempt to counter the malaise of the individual child within the school is an opportunity for the analysis and improvement not just of the educational but of the wider community; and that the resources for this process of evolution of the background to new needs expressed by students and families can only come from a broader conception of the resources already available, or which can be made available, within the relationships of the wide network of stakeholders involved formally, informally and incidentally (Colin Ward, *L'educazione incidentale,* 2018) in the educational processes.

In this sense, the development of a 'device' to involve families within Atoms&Co, rather than being regarded as a 'tool', should above all be thought of as a way of testing strategies to encourage the construction of a culture and a climate of participation between school and family (within the wider network of relationships that constitute the territorial and relational context of reference). Strategies can in fact be planned, and the recurring elements that foster success can be analysed and collected based on situational experience already gained, and can provide a valuable repository of techniques. Each strategy, however, must be adapted to the characteristics of the local school and local context, and to the needs expressed over time, from a decentralised point of view that leaves room for innovation and creativity in every context.
Within this framework, the participation of families in schools can be encouraged through a series of activities in different formats, but all aimed at a greater openness of schools to the needs of families:
- **actions in support of parenting:** aiming to help parents understand their children's problems and the growth-phases they are passing through. They support families with low social capital to find resources for their children's school support.
- **guidance actions aimed at children and families**: encouraging the dissemination and exchange of information on the functioning of school systems, the types and forms of training on offer at national and local level, and to help families visualise their children's whole educational trajectory and the key decision points.
- **school-family communication activities**: trying to improve parents' understanding and support regarding school rules and legislation, create 'slower' and more welcoming spaces for personal relationships, and aim to share educational objectives and school evaluation systems with families and students.
- joint-participation activities: involving families in school decisions and choices, while respecting their different roles.
- community activities: positioning the school within its locality, its events and its dynamics, connecting families to the resources outside the school, making the school available as space in which to cluster community activities together.

The strategies that Phase 2 of the Atoms&Co project tries to outline are the result of a collection of ***best practices***. They do not invent or codify a device, but they recast specific, contextual expertise already developed by schools and other expertise in parental involvement, and try to make them available outside the contexts from which they originated so as to encourage the transition from the practice of participation to its acculturation – which is actually the underlying purpose of the Project itself. This operation has the advantage of making these experiences intelligible in their structure, but it runs the risk of losing sight of the more subtle qualitative elements that are crucial in explaining the success or otherwise of participatory processes.
These qualitative elements concern the characteristics of the families involved, their expectations, the cultures and informal practices present in the area, the image and role that the school plays in the community (what relationship with the neighbourhood and the city?), the compactness and identity of the area in which the school is located (the old town, the outskirts, the dormitory district, etc..).
These qualitative elements that constitute the real added value of what we define as 'best practices' become visible only through careful observation focused on relationships, and through reflective analysis of experience by the participants. Only by taking these specific features into consideration rigorously is it possible to grasp what might be a reflexivity plan useful for other situations. After all, it is only the opportunity provided by the Atoms&Co project of documenting and giving visibility to

‘best practices’ that makes it possible to turn such 'best practices' into visible and shareable materials for the expertise that schools and teachers must have in their relations with families.

Some reflections on participation

Participation and participatory practices are at the heart of many public policies – especially urban ones – within institutions. While in the 1970s the practice of participation came into existence as an answer to strongly confrontational demands by vast social strata within public life for their voice to be heard, today they seem above all to be top-down forms of a process enacted by the institutions for capturing an organised consensus around their own policies. Despite the specific aspects of parents' participation in school, apparently a less politicised and confrontational field than that concerning urban planning policies (but which shares a common origin in the ‘militant school’ of the 70s, after which the ‘delegated decrees’ aimed at the participation of families in school life were born), one cannot naively consider this a ‘neutral’ field, especially considering the fact that school policies are directly connected with the wider social processes such as those of selection and class differentiation. Promoting the participation of families in school means being prepared to face conflicts, crises of legitimacy on the part of schools, questioning their own educational orientations – which may be politically more or less progressive than those of parents –, dealing with common sense regarding issues such as migration, gender education, merit, inclusiveness of teaching, evaluation, etc. The results of a disorganized participatory process can be indeed very destructive when, in the absence of common tools and knowledge for discussion and decision, they are abandoned to a generic and accidental expression of impulses and uninformed opinions. The involvement of a training and educational ‘agency’ such as the school in the processes of participation in relation to families has two dangers:

- the possibility that the prevalence of the interests of the majorities implies a deepening of expulsive and selective processes towards the minorities considered ‘unsuitable’ for school (typically parents who oppose the presence of foreign students because they accuse them of harming their children's academic performance);

- the loss of the value of ‘universality’ of cultural messages transmitted by the school in the name of particular interests and values of specific groups (the questioning of the secular nature of the school, the opposition of parents to the sexual and emotional education of their children in the school, etc.)

The best way for schools to deal with the risks of participation is to establish themselves as an ‘educational gym’ in which children, families, educators and teachers can practice mutual listening, empathy, consider the needs of minorities as primary needs for communities, establish discourses capable of dialectical synthesis.
In this sense, any strategy of school-family participation (school-family device) must be accompanied by a critical and reflexive theory of participation nourished by pedagogical thought that can direct it towards aims of emancipation for individuals and communities and not towards the creation of mental cages in which to express mutual frustration.
In addition to the procedures and methods of communication, discussion and reporting of the social actors involved, the participatory models applied to school contexts also imply an adaptation of the infrastructures of school-family participation (spaces, times, organisational methods) and a redistribution of decision-making powers among the various actors. This redistribution, which can only take place on the basis of a clear recognition of the roles and responsibilities of both the institution and families, can encourage a redefinition of the nature of problems, the construction of

a common language focused on the real needs of students, and the possibility of finding innovative solutions to the challenges of collective education and training.

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