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|  | PREVENTBilateral meeting report Tereza Dostálová, Ústí nad LabemTere  |  |

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# Definition of the bilateral meetings, overview

Next to Transnational meetings and exchange, bilateral meetings were another action within WP 2 defined in the Application form.

*Each city will send one or two people for 2 days in another city to analyse further a good practice and assess how it could be transferred to his city. Each partner will be free to organize the visits to be useful for it’s own work and to deepen its understanding of chosen good practice. Exchanges between meetings will also be important for the production of deliverables.*

Due to purpose of maximum efficiency of the network the partners were asked to be in regular contact with the city of Usti nad Labem, who was in charge of the global coherency of the bilateral meetings and gathering of reports.

The whole activity took place in the period starting June 2013 (partners were asked to choose to identify one good practice which had potential for replication in its city) and finished by this report in March 2015.

The bilateral meetings themselves were held between January and September 2014. All partners were involved, which means altogether 9 meetings, though two of them were associated (Tallinn and Antwerp visited Munich together in the same period).

# Partner´s choices and dates

Tallinn → Munich 14. – 17. 1. 2014

Antwerp → Munich 16. – 17. 1. 2014

Usti → Nantes 17. - 18. 2. 2014

Sofia → Antwerp 12. 3. 2014

Gijon → Sofia 28. – 29. 3. 2014

Nantes → Munich 7. – 8. 4. 2014

Hague → Stockholm 24. – 25. 4. 2014

Munich → Nantes 12. – 13. 5. 2014

Stockholm → Hague 9. – 10. 9. 2014

The most visited city for the bilateral meeting was Munich, whose best practice was chosen by three partners. In two cases Nantes was chosen. Except Usti, Tallinn and Gijon (not chosen at all), other cities were visited by one project partner.

# Main findings

This capture tries to summarize main findings from all bilateral visits, which are considered to be relevant for visiting cities (either as an inspiration or as an good practice to be transferred).

***Main findings from visiting Munich (Tallinn, Antwerp, Nantes)***

* Clear cooperation concept with the parents
* Importance of running the long day groups, parents cafes – taking in account the parents possibilities, also children can enter school on their own rhythm
* The system seems to be integrated, dynamic and opened to companies, cultural projects and dedicated projects for migrants of youngsters with handicap
* Inspiration for KAAP language lessons (e.g. more content about schools prepared with the school teachers)
* Possible transferring of „islands of competences“ to Nantes with taking in account the role of French national system

***Main findings from visiting Nantes (Usti nad Labem, Munich)***

* Parental information point that is more focused on personal competences than on formal qualification; inspirational in providing general services and serving also as an platform for the contacts
* Systematic approach within the Program of educational success (children of different ages and their parents)
* Nearly everything financed and ran by the municipality
* Inspiration in the school clubs for Usti

***Main findings from visiting Antwerp (Sofia)***

* KAAP language training and parental involvement program – very inspirational and transferrable, titles such as „parents in inter/action“, „parents achieve goals together“
* „neighborhood stewards“ as the mediators between schools and families - neither representing school nor families, general care and welfare of the child is the priority; helping overcome cultural differences (informing schools about Roma culture, helping Roma parents to enter the school) – similar to activities in Sofia LAP

***Main findings from visiting Sofia (Gijon)***

* Inspiration in the activity Familiation and possible adaptation of the guide for the teachers
* Important to include the emotional education in the programs for the teachers

***Main findings from visiting Stockholm (The Hague)***

* Interesting initiative to involve parents and then let them to teach the other parents – „pay if forward“ principle – should be easier to reach parents from all ethnicities that way
* Active collaboration with the job market, IT system sending SMS to parents when the child is registered as absent

***Main findings from visiting The Hague(Stockholm)***

* Early age divide between theoretical and vocational educational system found challenging
* Inspiration in reducing ESL by bonuses for individual schools, strict registration of pupils, home visits
* Foundation working with drop-outs often with the criminal background – started by enthusiastic couple with energy and innovative ideas

#  Bilateral meetings extract

More detailed information about key learning points and about the possible use of knowledge learned thanks to bilateral meetings offers following extract of bilateral meetings matrixes. The pattern template of bilateral meeting matrix prepared by Lead expert Ulf Hägglund is attached to this report.

Tallinn visiting Munich (15. – 17. 1. 2014)

***Key learning points:***

* the long day school is running where among others the trainings for parents take place;
* clear cooperation concept with the parents;
* parents council has been created and included in the school work; the parents cafes take place and are used actively for the communication and observing their children activities;
* the parents are included in the curriculum activities of the day-care centre and the same themes are introduced both to the parents and their children;
In addition the language learning for the parents take place

***What could be utilized in Tallin´s LAP:***

* there is a challenge for Tallinn schools how to include the parents better in their school activities;
* importance of running the long day groups/ schools and its availability taking into account the parents possibilities;
* parents cafes and cooperation with the parents within the curriculum to help their children in their learning process;
* trainings are carried out by the staff of the centre

***Contribution to the hosting organisation/activity?***

* it is possible to use the created new contacts as a basis for further cooperation and next projects.

Antwerp visiting Munich (16. – 17. 1. 2014)

***Key learning points:***

* Day care Centre & elementary school: Coffee/tea in the morning for parents who stay longer in the school (informal chat)
* Munich´s initiative ’Islands of Competence’: focus on cooperation between teachers, parents and social welfare workers for children from a deprived context; for example speech therapist and psychologist on the school floor;
* lot of respect for German tradition (crucifix) and at the same time very respectful for teachers wearing the hijab;
* very respectful for the individuality of everyone;
* sponsoring ’Tagesheim and Grundschule’ by a ’sponsor club’
* small businesses from the neighbourhood are involved in education
Relaxed an homey sphere: parents bring the children when it fits for them, breakfast at school, wearing slippers;
* lots of space to play, to move;
* two teachers in the same classroom; cooperation between teachers and educator (rich supply for the children, divers vision on the children);
* Municipal day-care centre: The way non-native parents work together with the day-care centre; they learn how their children learn and how they can help their child at home. Parents learn from the teachers and the headmaster so the involvement is very high;
* the sessions for parents are comparable with our KAAP-groups (language classes based on school life); this Munich sessions focus less on language and more on different skills; sessions are given by teacher and headmaster; this is certainly a plus;
* a structure with U3 and Kindergarten feels very natural; more possibilities and more staff thanks to inclusion; this is an important plus for the children;
* the challenge to organize a big school so that you create the feeling of living and working in small groups

***What could be utilized in Antwerp´s LAP:***

* Day care Center: No choice of school but allocation based on address;
* working more integrated in the school context;
* opportunity for children to enter school on their own rhythm;
* intense cooperation between childcare and school;
* Municapal daycare center: More content about school in the KAAP-language classes?
* to prepare this content with the schoolteachers and bring it together in a TOOLBOX EDUCATION?;
* ask the KAAP-school to organize one session for the parents;
* can we organize our ’kindergarten’ so that parents have more freedom about the time they bring their child?

***Contribution to the hosting organisation/activity?***

* It seems that the content of the parent’s sessions is delivered by the school

Usti nad Labem visiting Nantes (17. – 12. 2. 2014)

***Key learning points:***

* Program of educational success – the systematic approach with the focus on both children (different ages) and their parents;
* Club Coup Pouce as one part of the whole program – works with 1st grade children and also shows parents how they can work with their children;
* new and improved ways of communication between school and parents – school board, the results are spread among other parents by those, who are members; the possibility of meeting in the school with the headmaster and without the teachers – more trust and positive approach;
* second chance school – helping with the key competences, interesting cooperation with different private companies, relatively new project, but obviously very effective;
* Information centre for the parents – focus on extracurricular activities, also contacting parents while waiting for their children in front of the school

***What could be utilized in Usti´s LAP:***

* School clubs – both reading and discovery (the leaders won´t probably be the municipality employees though; the idea is recruiting university students e. G.)
* using some tools that could help change the school to be a more positive place that brings parents and teachers together; these tools can be regular informal meetings for parents and school staff, the creation of joint projects (parents and teachers), etc.
* Usti could also use instruments by which the city and the school involve parents in school activities.

Sofia visiting Antwerp (12. 3. 2014)

***Key learning points:***

* there were two major points within the visits: the KAAP Programme - Language training and parental involvement Programme and the Project Buurstewards od De8- a mediator’s organisation that work for Roma and education;
* the first because it is a PREVENT project good practice, and the second - because it provided more background information to the situation with Roma in education, which is a topic at the Sofia Local Action Plan;
* went to visit the Catholic Basic school De Zonnebloem (Primary School The Sunflower) and the KAAP programme first;
* the program is run by seven partners: General education policy Antwerp, Centre for language & education, Centre for adult education (CBE & CVO), House of the Dutch language, School Bridge, Schools authorities and Parents, which are working as a network;
* the other title of the KAAP programme is “Parents achieve goals together” and officially stated in 2007/2008;
* KAAP is the Antwerp translation of the concept: parents in inter/action. In 2013/2014 the Programme involves 8 primary schools, 4 teaching groups, 177 parents, 8 language teachers and 8 educational welfare workers (from SchoolBridge) which are responsible for the whole organisation; project is ran by the City of Antwerp, although the theoretical approach has been developed by University in Leuven
* a clear procedure for school to apply and be part of KAAP programme; lessons are functional and based on school life
* Project Buurstewards at Antwerp Integration Centre De8- it is an expert and innovator in the positive management of ethno cultural diversity;
* the most important touchstone for De8 work is the needs, wants and experiences of ethno-cultural minorities;
* the mission statement of the organization is strives for a society that diversity used as an added value, where discrimination is not tolerated, that equal participation of ethnic minorities and ensure that guarantees social rights;
* well established partnership with ethnic minority groups, organizations and policies; De8 working on acculturalization by setting up, organizing or supporting projects, networks and services with the aim of structural change in organizations, services and realize in society;
* a discussion about the educational system and the tradition of parental involvement in the educational success of the children;

***What could be utilized in Sofia´s LAP:***

* parents emphasize KAAP made the difference, but KAAP makes just a little difference on parental involvement on school level: participation in school activities and school policy
* KAAP offers an answer to problems of parents: learning about school and learning Dutch in a ‘safe’ environment - this project can be transferred to other municipalities;
* De8 put these stewards especially to and caters mainly to the districts and districts with the largest Roma population;
* involvement through education in the society - similar to activities within Sofia PREVENT LAPlan - the neighborhood stewards have the role of mediators between schools and families; they represent neither the school nor the families, but just keep the general care and welfare of the child in mind

 ***Contribution to the hosting organisation/activity?***

* it is possible to use the created new contacts as a basis for further cooperation and next projects

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| Gijon visiting Sofia (28. - 29. 3. 2014)***Key learning points:**** working together Initiatives, family-school-children;
* the activity of ”Familiation”;
* the main point for working together is the communication, especially taking into account the emotional aspects.;
* very interesting teacher training seminar

***What could be utilized in Gijon´s LAP:**** Gijon would like to: adapt the guide for their teachers, to implement the activity of Familiation, to stand out the importance of setting up a network school-families-children supported by the municipality, to include emotional education in the programmes for teachers

 ***Contribution to the hosting organisation/activity?**** nothing of significance, just to have a guide for teachers translated into English and be in touch for questions and guidance
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Nantes visiting Munich (7. - 8. 4. 2014)

***Key learning points:***

* Bavarian school system: the 4 main directions: Help at an early age; Educating full time; promote the transition; school/work world. Adapt to territory;
* a very decentralized organization based on autonomy for 117 municipal schools and with important budget; early orientation at 12 years old;
* presentation of concepts ”Eltern aktiv”and ”Insulas of competence”: The long day school is running where among others the trainings for parents take place;
* clear cooperation concept with the parents; parents’ council has been created and included in the school work - only some schools are in the project ( 5 and wish to double but with the same budget of 150000€);
* general recommendations of the city and then the Islands of competence can decide how they want manage with a group of 2 teachers +2 social workers+ 2 parents of the primary school and 2 parents “day-care”;
* Integration macht Schule im Quartier”: Organized by an association (AWO) which exists since 1919 all over Germany - it’s a preventive approach for integration of migrants (intercultural project);
* only 4 nurseries and 3 primary schools until now; they would like to enlarge;
* they organize Tour of districts with parents and are attentive to the transition between nursery school and primary school and translate letters for parents in their mother language in order to help creating a confidence’s atmosphere for a good dialog; they ask parents to become some kind of “tutors” shortly paid;
* Family’s policy and parental extra vacation”: Organized by city of Munich (30000 employees); once a year an information meeting is organized to inform employees about what they can get but also the equality approach between mothers and fathers and measures to encourage it;
* Middle school ”Elisabeth Kohn”: To ”tame” parents, take the first step in translating the rules of school, evaluation; have an open and friendly space with social worker( a multidisciplinary team); German course for parents in school

***What could be utilized in Nantes´s LAP:***

* Bavarian school system: Difficult to transfer to Nantes because of French system; the only point is about day-time school;
* even there France and Bavaria are running “cross-cutting roads” the first going to shorter school time and the second on the way to full-day;
* Presentation of concepts ”Eltern aktiv” and ”Insulas of competence”: A very interesting initiative which could be transferred and adapted in Nantes but taking into account the role of french national education administration; it cannot be organized without;
* ”Integration macht Schule im Quartier”: In Nantes they speak about this kind of initiative in their LSG for including in their LAP;
* Family’s policy and parental extra vacation: Quite equivalent for rules around birth but interesting for parental extra vacation during 12th months (with a relatively high level of wages) or 14 if shared between father and mother until child is getting 8;
* Middle school ”Elisabeth Kohn”: In developing more systematic spaces for parents with ”prevention educator” like parents’ cafe which still exist in Nantes and using school for some parents’ activities;
* a very dynamic approach opened to companies, cultural projects and dedicated projects for migrants or youngsters with handicap;
* to think about translation of welcoming letter at the beginning of school year could be may be interesting as a first approach if courses of French are proposed at the same time.

 ***Contribution to the hosting organisation/activity?***

* already discussed during Bilateral visit of Munich in Nantes (12-13rd of May) 2014.

Hague visiting Stockholm (24. - 25. 4. 2014)

***Key learning points:***

* "Sweden school system: Day-care is widely available, night care is available as well, price is decided by income;
* preschool already offers a curriculum to students about taking care of each other; playing behaviour parallel to regular schools, special schools exist for children with a diagnosi;
* these schools offer special care - for children with more serious disorders;
* “Folkbildning”, Popular adult education exists systematically: e.g. parents who teach other parents;
* principles have a lot of power in the school, they answer to district superintendents;
* Hjulsta Grundskola, Tensta: Students are offered a broad range of help and career guidance in school by the social workers in school (Career guidance is a university curriculum in Sweden!);
* a lot of attention is played to intercultural communication and children are able to study their own language within the school day; they are offered a choice between Swedish as a first and second language;
* Kista Gymnasium, school with special needs, Kista: School actively organises projects with companies; E.g. Funky models, where students go to a shopping mall and choose their clothes there. Choose the music and end with a fashion show.
* another one is where students build cottages for interested buyers; these buyers can get a cottage cheap but there is no strict deadline; students build it and attend the final delivery themselves;
* Jobbtorget, Kista: 11 local coordinators exist in Stockholm for about 400 dropouts per year; they actively pursue them, contact them and offer them help; these coordinators function as a spider in the web."

***What could be utilized in Hague´s LAP:***

* "“Folkbildning”: Interesting initiative to involve parents and let them teach other parents. This creates a pay-it-forward principle from parents to parents;
* as other parents are often less threatening than a school, Hague feels that these kind of programmes can be a good way to reach parents from all ethnicities and languages;
* the special attention that is paid to career guidance is interesting, although the possibility of transferring it to a university curriculum in NL on the short term seems small;
* the group considers the translators that parents are offered as valuable but costly;
* the intercultural translators deserve attention also in The Hague; the active collaboration with the job market is interesting; especially an IT system that automatically sends parents a text message when the school registers a child as absent is useful.

***Contribution to the hosting organisation/activity?***

* noteworthy is that The Hague only offers students Dutch as a first language. This improves their knowledge of the language and can fight segregation (everybody recieves the same language).

Munich visiting Nantes (12. - 13. 5. 2014)

***Key learning points:***

* Parental information point: Three employees have to care for all four information points without clear responsibilities; interested parents are perfectly supported; more problematic with parents who are not directly interested;
* Parents cafe: Low participation of teachers despite high personal commitment of the head teacher (state does not count the engagement as work hours);
* operative level works well but there are problems in the cooperation between the institutions (municipal vs. state level); difficulties to reach fathers;
* partially combined funding by state and municipality, therefore guarantee of common political interest;
* different professions have different common rooms;
* French ”all day school” is corresponding to duration of lessons in German ”half day school”; planned French rythmication as a dogmatic organisational frame hinders the implementation of projects and the use of free time.

***What could be utilized in Munich´s LAP:***

* "Parental information point: Similar approach to Munich Bildungs Lokale;
* approach to choice of staff more goal-oriented in Nantes since the focus is less on a formal qualification and more on personal competences;
* Info point on use of general services (like purchase of bus tickets, passport services etc.); may serve as an attraction to the people and as a platform for contacts;
* Parents cafe: Better networking of already existing parents cafés with other social institutions; procedural support by social workers;
* rethinking of the proactive factor of the head teachers; expansion of the satisfaction after reaching smaller steps; providing parents with migration background counsellors for individual support.

***Contribution to the hosting organisation/activity?***

* It may be a good idea to have one defined responsible employee per info point in order to facilitate responsibilities;
* closer contact with private schools could serve as a new pool of ideas;
* strategic concept should be further developed;
* more intensive integration of fathers in parental work through gender specific topics (e.g. Sports, crafts etc.) or through specific fathers' cafés; More intensive networking among the different educational stakeholders through common rooms.

Stockholm visiting Hague (9. - 10. 9. 2014)

***Key learning points:***

* Basics: Holland divide theoretical and vocational education system at a very early age which seams challenging - necessary to have educational guidance to parents and pupils; reducing ESL by bonuses for individual schools, strict registration of pupils and home visits; great interest and good strategic work on department level for ESL initiatives;
* Sleutelen met Jongeren: foundation working with drop-outs often with the criminal background, run by enthusiastic couple with innovative ideas offering practical work and positive models; interesting and strong connection to the drop-outs families to reach results;
* The Hague Centre for Educational Advice: different strategies and ways of organising education for newly arrived children; Strategic centre to support all kinds of challenges in schools;
* Heldring VMBO: the school with very strong parental involvement, great collaboration between school and parents, focus on welfare and development of the child seen as mutual responsibility, different ways of bringing parents to school, good cooperation with local police as well.

***What could be utilized in Stockholm´s LAP:***

* Basics: better statistics and bonuses for raising the results;
* Slentelen met Jongeren: to try to be more flexible an creative to support ideas like this, to give more energy to it;
* VMBO: to have a special coordinator to invite a and help parents to structure their involvement in the school, to invite parents very natural and in a simple way, to think about the role models for the students

***Contribution to the hosting organisation/activity?***

* Sleutelen met Jongeren: Is the activity good when mixing youngsters in such a wide age range and is it better form some particular group?;
* VMBO: Is the strong gender divide between two vocational strands considered to be a challenge? What are the key decisions and key persons and how to keep the values alive?

# Conclusions

Based on the general network discussion and based on all single bilateral meetings matrixes/reports, there is no doubt this project activity was very successful and beneficial for all partners involved.

The benefits and outputs could be divided into four categories:

1. Interesting information in general

All visits made by project partners brought them very valuable information. Even if the background and current problems and level of the solution is different and some of these information are interesting though not particularly relevant for the visiting city, it doesn´t mean these information aren´t valuable.

1. Inspirations

Some of the shared knowledge, some information provided, became a real inspiration for the project partners. The good practice itself might not be exactly transferable (due to different local background, financial situation, culture differences) but serves as a real inspiration for creating own measures and actions.

1. Challenges

This category covers the good practice that could really be transferable and implemented in the “learning” city and thus means a real challenge. It may require the energy, power, strong will and political support, but is considered to be worth trying.

1. Contacts

All bilateral visits provided the participants with valuable personal contacts that can be used either in the field of Prevent project, or while dealing with some other relevant issues.

The positive characteristic of the bilateral meetings that needs to be mentioned is the time given to practical activities and discussions. While the program of regular transnational meetings is affected by necessary formal and theoretical agenda, the bilateral meetings were on 100 % focused on real practical problems, field work, seeing actions in daily practice, meeting field workers and representatives of the target group.

