Siree Partner Event

**11 dec 2018**

**Notes on the ideas**

**How might we identify one issue to tackle in the school?**

The Coat Rack.

Remember the theory of change. You have structural barriers. We make a picture of each barrier. We invite groups to discuss each image and what this specific barrier means to them by having them put post-its or stickers on the image. This way we find out what the psecific challenges are. We ask the participants what the main challenge is they want to tackle in the learning community. The next session you continue with the image and the barrier that received the most notes of the participants.

Reactions:

what about illiterates? - We use emoji faces so that you can express your feelings with those, and people can write in their native language. If you have smart phones you could use google translate.

Would you come back to this in each session? - you can draw something like this on a big poster so you can get back to the overview and keep track of what has been discussed in earlier sessions.

What do we do if more than one topic has the same amount of votes? - vote again, allow more post-its to be stuck

**How might we learn the most from each other?**

The Internation Event.

We host a big event in one of our countries. There would be food from our countries, places to dance, a fountain etc. The idea is to have fun, but also to share. Everyone is welcome, participants of the learning communities, schools etc.

Test:

How do we break the language barriers? - volunteers help us talk to each other

How do we fund? - can the project fund?

How do we evaluate? - forms

Reactions

How do we fund? - The project budget does not allow this. We do these events within the countries. It can serve as a dissemination moment.

**How might we design the first meeting of the learning community  so that parents feel co-owners of the process?**

1. Warming-up by telling one unique thing about your child. This way we can get people to connect with each other.
2. picture language to get people to communicate their needs and life
3. instruction to make a maquette or drawing of your ideal school
4. A plan is made from what is learned.

Test question: is the concept language barrier-proof?

Reactions:

It is doable. We can get people to share without having to talk much.

We need to keep in mind of what the exact target group is like. The pictures in the photo language are crucial and need to reflect the diversity.

**How might we mobilise parents especially those for whom the school is difficult to access?**

We use facebook and post a little video picturing what the session could look like with lego men.

Test question: Do people understand what we are trying to say? Can we reach the target group this way? How do get the call to action across? How do people register for the session? What words do we use to describe what we are inviting them for?

There are probably parent facebook groups. People can be asked to contact the school if they want to join.

Schools need to take a role in selecting people.

It might be an idea to invite everyone in the hope that migrant students join as well.

**How might we design the first meeting of the learning community  so that teachers feel co-owners of the process?**

The idea is that the head of the school will invite teachers to partake in the project. If he enforces it, it might lead to a negative cycle. So we want to create a positive vibe. We want to develop an information package with video, brochures, etc. We want to stress what might be benefits. And we want to discuss possible barriers that teachers might feel. There also needs to be constant evaluation and constant guidance in the project.

Test: what exactly should be in the information package? It should be light enough, but also have compelling information so that people want to join the project.

Reactions:

we can’t develop a package that is usable for each school. There are different barriers in each school. It needs to be clear that we have same goals. Teachers may feel threatened. It is important to take that into account.

Who should develop this package - ideally it should come from the partners and everyone should be able to tailor to the needs of the specific school. And translate to the local language. Teachers need to know that there is someone there to support them.

Don’t call evaluation ‘evaluation’.

It is a good idea because it is more than ‘just’ emails. A communication package allow people to reflect on the idea. We can leave it with teachers and to just show the plan and the invitation to help drive the project forward. Also it reflects that there is a big EU-project that can really help you. The overall ambition makes it universal, but shows also that we all need an individual direction.

Peter and ? from Midway have something developed allready. It focusses on how you may build relationships. They go to teachers direclty and ask them to convince the head of school. You need to know who are the influencers in your school.

It can be a powerpoint as well that we present to the teachers. The professionals are not the central actors, the migrant community is. The method is more important than the actual outcome.  We need to strive to develop tools that help the process so that people can continue the work after we leave.

**How might we design the first meeting of the learning community  so that studenrs feel co-owners of the process?**

The idea is that we use a schoolmap as a framework (in lego or a school plan) to learn about the different experiences on each aspect of the school. We’d do this with the other target groups as well. We can use the map to ‘walk’ through the school. We can add pictures. The goal is to have a wall of improvements in the school so that everyone can witness the process.

We can ask: where are you going in the school? where do you feel good? where do you feel bad?

Test:

can a wall of improvement stimulate to come to the learning community?

Can we tackle all the challenges?

Can we find out this way what is really important for everybody?

For a school for children with special needs: is it not too abstract?

Is it stimulating enough or is it too sterile?

Questions:

who makes the map? The school? - that is an option. It could be used in different schools. It could also be something digital. We want to focus on what happens in the class room, but also on the school administration, etc. The group decides how they visualise the issues of the school.

How do you get the things that happen in the class room?  - we can ask students to make pictures of what they find important, like, don’t like, etc. Different empathy tools can be used. Moodboards on pinterest, shadowing, etc. We can compare the pupils and teachers version.

It can be used on the first phase of the design process. Later on it can visualise what is going on in the school.

the focus is on the school itself. Some problems start at home for instance. This can be added to the map. It makes us think of the onion model with the class in the centre of the map.

In the beginning we work apart, then we bring it together.

You need trust in the group so that people feel comfortable to share. We can’t go too fast and take time to build trust.