NANTES’ LOCAL ACTION PLAN
I – PREVENT’S PURPOSE

II – WHY NANTES ENGAGE IN PREVENT?

III – NANTES’ LOCAL CONTEXT

IV – LOCAL ACTION PLAN’S METHODOLOGY (LAP)
1 – Nantes’ local group Le Groupe Local nantais
2 – Araïs’ methodological support
3 – The shared diagnosis

V – NANTES’ LOCAL ACTION PLAN
1 – The stakeholders system
2 – The ambitions
3 – The 11 recommandations

VI – WHAT NOW?

ACKNOWLEDGEMENTS
CONTACTS
Nantes City engaged in a strong European process carrying out the coordination of a network including 10 partners (Anvers, Catane, Gijon, La Haye, Munich, Nantes, Sofia, Stockholm, Tallinn, Usti nad Labem) in an Urbact project on parent’s involvement in early school leaving prevention. Meanwhile the City is implementing the 2020 objectives from the European Union and its own public policy in favor of educational success.

PREVENT’s partners:
- consider that parents role is essential in early school leaving prevention;
- put forth local authorities role as facilitator in implementing concrete synergies and collaborations between the different stakeholders involved in that matter on the same territory.

PREVENT enabled all partners to:
- exchange on good practices at transnational level in order to get outputs at local level;
- come up with a Local Action Plan at every city partner level thanks to the support group including professionals, associations, parents and widely all the field actors.
The City of Nantes wants to facilitate access to information for all parents and give them the means to better assist their children well-being. It also whishes to encourage all means to develop dialogue between the parents, the teachers and the students. Widely, it aims to create better conditions for a common approach and a thought sharing context between the different actors on a territory. We have to find modern ways to communicate while preserving the necessity of personalised human contacts in order to exchange experiences or benefit from an appropriate support.

We also have to keep in mind that the indicators that can be mobilized can not always be quantitative and that it is often difficult to get a direct link between an action driven to improve parents involvement and its effects in early school prevention terms. That is why a public policy in that matter must be considered as a permanent process relying on confidence principles and the belief that it is never too soon or too late to take action.

To large extent, the City of Nantes implemented its « Prevent attitude » in its educationnal success municipal public policy frame. The policy principles are written in a charter adopted on february the 28th 2014. Its permitted the implementation of the educationnal project called « Growing up well in Nantes » (19/12/14) and some Territory Educationnal Projects (TEP) made up in a co-creation spirit.
The early school leaving students and their families do not fully benefit from services offered by the City of Nantes or by the other actors mobilised on the field in this matter.

The early school leaving prevention of a child must take into account a better understanding of their reasons. This can be possible considering its familial environment, the neighbourhood where the child is living and widely its behaviour in and outside its school.

The different persons around the child, and at first the parents, must share their understanding of the situation and find together what can be the best approach and what kind of actions have to be implemented in order to avoid these early school leaving situations.

- **Coordination and collaboration between these actors must be reinforced.**
In order to formalise a Local Action Plan for the City of Nantes, which has been collectively conceived and drafted, a specific methodology was implemented in several steps (2012 – 2015):

- constitution of a Local Group (2012);
- methodological support of the group until final drafting of the LAP by a Cooperative Study and Council Office (Araïs) (2013 - 2015);
- formalisation of a shared diagnosis (assessment – expectations – needs) (2013);

Members of the group taking turns to participate to the international meetings of the PREVENT network.
The local group created in 2012, composed of members from different fields, allowed good conditions for a **co-production of the Nantes’ Action Plan for 2015**.

The group regularly met to think about the sens of the parents involvement and the way to allow them to fully play their role in a facilitated dialogue with the school also using the most adequate ressources on the territories.

All along the process, the group entertained relationships with other european actors either through remote interviews about the good practices, or through the participation to one of the network’s international meeting or to the Urbact summer University.

Two main questions appear :

- How to deal with school transition periods?
- How to assist parents in their prevention of early school leaving risks?
The City of Nantes chose to get Araïs’ methodological support in the process of implementing a Local Action Plan. Araïs is a Coopérative specialised in studies and councils in Sustainable development and Social innovation.

Araïs’ mission was to draw a framework, which allow every project’s stakeholders participation (plural expression), and to facilitate the writing and the formalisation of the Nantes’ Local Action Plan to operationnal dimensions.

The support relies on a process promoting:

- a participative and co-productive action in order to create a shared vision. Without this shared vision, it appears uneasy to lead a common and relevant action on a territory based on every group member’s involvement;
- the expression of a proper expertise (professional expertise, usage expertise);
- adapted methods and tools.
A participative and co-productive Local Action Plan

An innovative and challenging process implying everyone’s involvement in good practices and shared initiatives between actors (a group member)

A WORK GROUP gathering about twenty persons: representatives of City of Nantes’ services (educational success service, Famillial mission, childhood and youth Direction, solidarity Direction, City mission), associative and institutionnal partners (AFEV, CSF, NAP, ACCOOD, Teenagers House, National Education: College Director-Academic Direction - CAF - a regional representative of the European funds) and some parents.

A very rich diversity in the group - Interest in meeting different partners (a group member)

INVOLVEMENT AND COLLABORATION of the Local Group members through time (3 year) and in conviviality to result to a common objective: the drafting of the Nantes’ Local Action Plan. The work of the Local group was closely linked to the work done by the partners in the other European cities. There has been regular exchanges in between them all.

Contribution and role of parents in the group is to be highlighted and encouraged (a group member)

Real interest to participate (a group member)

TEN SESSIONS of the local group, held in different places, from the end of 2012 to December 2014, were necessary to the drafting of the LAP.

RELIABLE ANIMATION METHODS, TOOLS AND TECHNICS were proposed to the Local group in order to free the speech for an efficient work:
- Organisation: session facilitators, sub working groups.
- Organisation methods: brainstorming, Focus group (lead the group to discussion through themed), make choices, World Café (emergence of new ideas).
- Organisation tools: perception cardboards (to invite group members to write down their own perception of the process), Etherpad (collaborative and live word document), an influential matrix (to define an actors system), action sheets (recommandations).

A +++ methodology (a group member)
Five meetings of the Local Group were necessary to draft the shared diagnosis (from the end of 2012 to December 2013).

The sessions resulted in:
- produce **food for thoughts** around the **major questioning on parents involvement** in the struggle against early school leaving;
- evaluate and qualify some **Nantes’ and European experiences** that would answer to the parents involvement in early school leaving prevention issues and would feed in the reflection leading to the LAP;
- broaden, finalise and validate collectively the **shared diagnosis**, basis of the reflection on the LAP definition.
**Reliable experiences for the follow up of the process: in Nantes and in Europe**

The Local group has identified (observation), evaluated (leverages/obstacles) and chosen (vote) some engaged actions, or some to be engaged, involving parents on the Nantes’ and european territories which fed into the reflection around the Nantes’ Local Action Plan.

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### Nantes’ experiences (1/2)

#### NANTES PRACTICES

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<tr>
<th>ACTION UNDERTAKEN</th>
<th>SKATEHOLDERS INVOLVED</th>
<th>LEVERS</th>
<th>BRAKES</th>
<th>NEEDS / EXPECTATIONS / OBJECTIVES</th>
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<tbody>
<tr>
<td>Parents Information Point</td>
<td>Nantes city Parents Neighbourhood associations</td>
<td>Sharing a bond depending on the activity</td>
<td>Problem of investment</td>
<td>Not staying alone but being with other parents or associations</td>
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<td>A certain neutrality</td>
<td>City council is too &quot;institutional&quot;</td>
<td>Different approaches depending on the neighbourhood</td>
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<td>Stakeholders diversity</td>
<td>Lack of conviviality</td>
<td>Present in secondary school from next school year</td>
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<td>Information/Response/Follow-up Available staff</td>
<td>Lack of involvement from National Education</td>
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<td>Complementarity between mobile and fixed places</td>
<td>Involvement of parents / children welcome centres</td>
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<td>Getting to know your neighbourhood (know your secondary school neighbourhood)</td>
<td>Any new professional in contact with parents or children</td>
<td>Connecting different services</td>
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<td>Pupil support</td>
<td>Nantes city Parents Neighbourhood associations Funding: CAF (Family Allocations Office)</td>
<td>Learning to learn At the request of teachers and/or parents</td>
<td>Relation between pupil support and schools</td>
<td>Giving time to know the stakeholders</td>
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<td>Parents’ position in pupil support: system centred on children with</td>
<td>Interaction between people in the neighbourhood and stakeholders</td>
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<td>few time for parents</td>
<td>For pupils’ parents: directory with photographs of the actors at school</td>
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<tr>
<td>If parents are involved, every child can succeed</td>
<td>Nantes city Parents Neighbourhood associations National Education General Council CAF (Family Allocations Office)</td>
<td>Multidisciplinary approach Support from a researcher Parents are present in all the groups, including steering and operational groups</td>
<td>Difficulties in involving teachers Speaking a language understood by all</td>
<td>Creation of a “Kit d’atterrissage sur le Territoire” (KAT - Arrival on the territory kit)</td>
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<td>PRE (Programme for educational success)/“Coup de pouce” clubs</td>
<td>Nantes city Parents National Education General Council CAF (Family Allocations Office)</td>
<td>In common with ACCORD: working with the youth Less barriers between school hours and extracurricular activities</td>
<td>There is a profusion of actions in Nantes, but no common strategy</td>
<td>Welcoming: Importance of the function &quot;Welcome&quot; Thinking in term of audience entry and not profession entry, i.e.: - newly-arrived student during the school year - times of joy and sharing encourage professional stakeholders to participate</td>
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<tbody>
<tr>
<td><strong>How can I help my child after school?</strong></td>
<td>Nantes city</td>
<td>Parents’ demand to get the appropriate &quot;tools&quot; in order to help their children</td>
<td>Difficulties in reaching a majority of parents</td>
<td>Presenting a workshop to better meet parents’ needs (What form for the methodological guide?)</td>
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| **Introduction to Professions Projects**  
**Career Forum "Place Ô gestes"** | Nantes city  
Secondary schools  
Companies  
ADPS  
Maison de l’emploi (Jobcentre) | Reception of parents at school at the beginning of the week  
An opportunity to engage parents/child dialogue | Difficulties in involving parents  
Sharing problems and perception of their parents’ involvement by teenagers who want their independence (captive audience) | Work on the welcoming strategy of parents |
| **Le Triporteur** | Nantes city  
Associations  
Parents’ representatives  
National Education | Go to  
Come and go to school  
An easily recognisable and funny object  
Leaves no one indifferent (it’s questioning) | Always the same parents involved  
Parents living remotely are not concerned  
Defining the functions of "Le Triporteur" in the neighbourhood to enable the appropriation of the tool by stakeholders in the area | Forming a group  
Paying attention to the projects in the neighbourhood |
| **Translation of documents in several foreign languages** | AFEV (Association of the Student Foundation for the City)  
Student networks | Immediate understanding of the AFEV’s action: why students intervene at home and what can be expected from them | Depending on needs and flows | |
| **Community centres** | CAF (Family Allocations Office)  
City  
Health and social care services (social workers)  
Schools | Global offer on social life [integrate families in community and civic life] in close relation to all the stakeholders in the neighbourhood  
Reception and listening services for the community, families and parents. Paying careful attention to expectations, expressed needs and to orientate them | Due to their geographical location, these establishments may have bad connotations as causing ‘social problems’ + Increase of administration load (procedures, contracts, conventions, reports, registrations, etc.), which is necessary but to the detriment of the functions of welcoming, listening, supporting, etc., which are also necessary + Understanding more difficult due to the diversity of stakeholders and the overlapping of projects. | |
### European Experiences (1/2)

<table>
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<tr>
<th>COUNTRY</th>
<th>CITY</th>
<th>Action Undertaken</th>
<th>Stakeholders Involved</th>
<th>Levers</th>
<th>Brakes</th>
<th>Needs / Expectations / Objectives</th>
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<tr>
<td>Germany</td>
<td>Munich</td>
<td>&quot;Parents-Workers&quot; and their &quot;Proficiency Islands&quot; in primary schools - Programme to improve parents, teachers and school staff skills so that they can form partnerships</td>
<td>Origins: City of Munich Department of education (in agreement with the government’s education authority) (town financing 7,000 euros to call for a service provider). Target: Parents of primary school students (in disadvantaged areas) Schools: Teachers and school staff (volunteer members for 2 years, involved staff) The service provider is present to help members of &quot;Proficiency Islands&quot;.</td>
<td>Stakeholders’ incentives Reliability of the methods Difficulties to raise some parents awareness: - The question is how can they be motivated? (question to ask about methodology) - Training? Social and intercultural education: what is positive in this &quot;outsourcing&quot; approach (compared to social workers)?</td>
<td>Fear of contact Lack of confidence Parents’ feeling that they don’t possess the adequate tools</td>
<td>Cooperating Based on the analysis of stakeholders’ needs and wishes, establishing an operational assessment that takes into account personal, temporal and spatial characteristics - What are parents’ rights and obligations? (question to ask) - Are the aims defined in common by a parents / school partnership? - Already exists in a secondary school. - What is the purpose of the parents/children week starting in August 2014?</td>
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<tr>
<td>Belgium</td>
<td>Antwerp</td>
<td>Choose well &quot;De Schoolbrug&quot; (Schoolbridge) Project</td>
<td>Origins: CLB &amp; De Studiewijzer (Information and Counseling Centre financed by the Flemish government – future Web access financed by the City of Antwerp) Target: Parents and students of the 5th and 6th year of primary school School + Students Guidance Centre</td>
<td>What is the difference with other « standard » schools? Delivery of a brochure to give information on secondary school + individual and collective meetings with parents.</td>
<td>Difficulties to raise parents awareness: - The question is how can they be motivated? (question to ask) Difficulties to recruit Dutch-speaking teachers - Call on an adults Training Centre</td>
<td>Encouraging shared reflection between parents and children regarding educational guidance + Offering adequate information to help make the right choice + Supporting the embedding of activities at school</td>
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<td>The Netherlands</td>
<td>The Hague</td>
<td>&quot;Transfer&quot; - ESL prevention project for secondary schools</td>
<td>Origins: The Hague City Council - Implemented by the learner Target: All those applying to the entrance exam of the pre-vocational education school at The Hague (+/- 16 years old) Secondary/higher vocational education schools.</td>
<td>Individual support Time spent – A letter is sent to parents: how is this letter perceived? - The letter shows the importance of following a curriculum + induces a legally binding process (law imposes a work experience until the age of 20) - Youth under 18 must register before the deadline / The letter is sent directly to youth aged 18 to 20. 500 letters are sent (for 100 answers) then City Council services contact parents. - Problem: some parents think the City Council should not take action. - The letter allows families to resume contact with administration. - Enter a process of « going toward »: phone call + presenting possible options at home (individualized help) - The City Council has a short delay of intervention (1 week – follow up) and limited until October) - Once students have registered, the school takes over.</td>
<td>No feedback for after Preventing ESL: identification of high risk students + promoting the transition from pre-vocational secondary education (&quot;vmbo&quot;) to secondary vocational education (&quot;mbo&quot;)</td>
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<td>Spain</td>
<td>Gijon</td>
<td>Instituto de Educación Secundaria Mata Jove - Transition Plan between primary school and secondary school</td>
<td>Target: Primary schools parents and pupils</td>
<td>- Call for applications to get parents involved (end of school year) and information given about secondary school (parents' visits, main rules). - To create contact - Time spent (individual support) - Families in need receive specific support (partnership)</td>
<td>Facilitating transition between primary and secondary school + Encouraging the integration of students + Supporting the continuity process + Preventing early school leaving + Creating a good school climate</td>
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| Sweden  | Stockholm | ABC Parental support programme (offering group meetings on the efficacy of parents) | Origin: the city - Establishment of family centres that provide health support and ensure social inclusion

Target: 3 to 12 year-old children and their parents

Existing partnerships: Some teachers are trained to supervise the groups / parents as mediators (present during parents teachers meetings) | The programme is designed based on parents' needs and children's perspectives as well as research on effective parental methods (2500 parents concerned in 2 years)

- Assessment of the programme is in progress (to be published in 2014).

- Community Centres talk about the action and mobilize new parents. Parents who have already practised are the first ambassadors of the Project.

- Ability to speak to parents in different languages. | Exchanging (role-playing, film...) Informing

Main objective: Gain parents' confidence |
| Estonia | Tallinn | eKool - Web interface systematising information                                      | Origin (2002): Vaata Maailma Foundation (Look@World Foundation)

Target: School authority

Teachers

Students and their parents - Similar school system, teachers recruited by community | A way for parents to communicate (and receive information) with the school Continuous information

- Family equipment? 90% families are already equipped / 10% can access from the school

- 2% families use another software. | Establishing cooperation between stakeholders to encourage the development of children + Tools allowing parents to watch the development of their child (keeping informed) + Getting personally involved in the learning process |
Five meetings of the Local Group were necessary to formalise the Nantes’ Action Local Plan (from January to December 2014).

The sessions resulted in:
- defining the actors system concerned by the issue;
- presenting the LAP’s ambitions;
- formalising the recommandations;
- validating the LAP.
The first reflection step of the group proceeding to the formalisation of the LAP was to diagnose the actors system concerned by the issue of parental involvement in early school leaving prevention. An assessment of the stakeholders was made by the members of the group following a cross over of two criterias such as their importance and their influence regarding the subject issue.
The assessment shows...


**2 – High importance and Low influence actors:** Children and Young (students) – National Education Ministry – CAF

**3 – Low importance and High influence actors:** Regional Council – Departmental Council

**4 – Low importance and Low influence actors:** Elected parents – The Organisers (sociocultural)
The main concern regarding the Local Action Plan is to involve the parents in early school leaving prevention.

Regarding that issue, the Local Group formalised some strategic objectives set up around 4 main subjects: project steering, involvement of the stakeholders, access to information and understanding of the territory:

- Project steering: adopt a common strategy (co-working – follow up) and establish a follow up system to improve the parents’ ability to act;
- Involvement of the Stakeholders: improve involvement of all the stakeholders (support – open up – enhancement of the roles);
- Access to information: share information and make it easy to understand (support of transitions – digital technology – outline of information sharing);
- Understanding of the territory: seize the territory (support in discovering the neighborhood – lead support persons)

To achieve these strategic objectives, 11 recommandations were taken by the Local Group.
Nantes' Local Action Plan ambitions

**Establish mutual trust**

**Information access**
- Facilitate transitions (go from a school to another): reinforce, get support actions more visible
- Share information
- Offer a proper information
- Recommendations
  - Organise a school transitions support process integrated in a whole school process
  - Develop digital as a link with families
  - Harmonise dissemination plan for informations

**ISSUE: PARENTS INVOLVEMENT IN EARLY SCHOOL LEAVING PREVENTION**
- Identify actors system
- Cross over expectations and needs

**Stakeholders mobilisation**
- Enhance stakeholders involvement (parents - teachers - ...)
- Go towards parents / most remote publics
- Associate concerned stakeholders from the beginning of the action (parents - teachers ...)
- Personalise relationship (towards parents)
- Recommendations
  - Support between parents
  - Workshops on kind communication for educational actors
  - Go to meet the parents
  - Enhance child care’s role

**Support professionals in the neighborhood discovery**
**Support families in the neighborhood discovery**
**Identify resource persons (moral/ physical)**

**Knowing the territories**
- Discovery of the neighborhood by professionals thanks to the Territory Landing Kit (TLK)
- Discovery of the neighborhood by the families
IN VOLVEMENT OF THE STAKEHOLDERS

RECOMMANDATION N°1 (short term) – SUPPORT IN BETWEEN PARENTS

OPERATIONAL OBJECTIVE: Personnalise the relationship towards parents

ENTITY RESPONSIBLE FOR THE ACTION: Voluntary elected students’ parents

TARGET: New parents in the school (1st schooling or 1st enrolment in the school)

EXPECTED RESULTS:
- Understanding of the school’s expectations through support provided by parents to other parents.
- Solidarity between peers for:
  - a good integration to the neighborhood
  - mutual assistance between families and between students

DESCRIPTION OF THE ACTION (methodology and content):
- Work on a common language: gather parents words, for example when the teacher gives the school report hand to hand, which allow to exchange and makes everyone to be understandable using an understandable language
- Rely on a resource person who does not belong to any institution – Review the elected parent’s role in the transition period between school years (reinforcement training/tools)
- Organise a welcome procedure (! Include parents when updating the welcome books and procedures: description of the frame, of the collective functioning, of what is expected from the students/ from parents and a « travelling guide » of school
- Enhance positive actions led by the school (exhibition, theatre plays, students work)
- In secondary school, get out of the negative view of the relationship with the parent creating links rather than trying to resolve an issue

MEANS USED (human resources and others):
- The hole educational community, especially the secondary school class teacher (direction)
- The health education committee team, the citizen committee team and the voluntary parents team
- All the elected parents (on voluntary basis)

PARTNERSHIP (internal – external): Resource actors on the territory (Neighborhood team - ACCORD) and for the secondary school, members of the CESC

DUE DATE, DEADLINE, SCHEDULE : All year round with a specific focus on beginning and end of the school year to prepare the next year

ASSESSMENT OF THE ACTION (indicators, measures...):
- Number of parents present at the different meetings in the schools.
- Number of Elected parents and Professional involved
- Number of « sponsor » parents
- Number of parents turning « sponsors »
- Numbers of contacts between parents and schools
- Reinforcement of the relationship between parents and schools
- If parents interact between them ? (mutual assistance, project in common)
IN INVOLVEMENT OF THE STAKEHOLDERS

RECOMMANDATION N°2 *(short term)* – MEET THE PARENTS

**OPERATIONAL OBJECTIVE:** Go towards the parents/ most remote publics

**ENTITY RESPONSIBLE FOR THE ACTION:** The City of Nantes

**TARGET:** Families distant from school and which are not coming to the meetings

**EXPECTED RESULTS:**
- Acknowledgement of everyone’s role.
- Create a confidential link with parents in order to support them using the territory’s resources.

**DESCRIPTION OF THE ACTION (methodology and content)**
- Don’t wait for parents to come over to the meetings: organise out of the regular office meetings, go towards, be more visible on the public space (party time, informal moments, at the tramway station...):
  - Organise parties, use games
  - Use of personal phone calls (call back/raise awareness) to encourage participation and personal contacts
  - Organise meetings or regular events
  - Organise meetings around parents/children stands with dedicated spaces to allow more confidential talks
  - Think about having a specific child care area for younger brothers and sisters for parents to be more available
  - Create events to show off children’s work
  - Develop parents meeting events
  - Encourage peer to peer initiatives (between parents) especially for new comers
  - Present positive parents/children experiences overcoming similar difficulties
  - Organise volunteers/parents trainings
- Identify a trustworthy person being able to create the link with the family.

**MEANS USED (human resources and others):** Prevention team, community centre, socio cultural centre, sport instructor, street mediator, actors of the educational success.

**PARTNERSHIP (internal–external):** Ministry of National Education, mediators associations.

**DUE DATES, DEADLINE, SCHEDULE:** Run test during 2014 to 2016, evaluate and disseminate results

**ASSESSMENT OF THE ACTION (indicators, measures...)**
- Number of mobilised parents
ACCESS TO INFORMATION

RECOMMENDATION N°3 (short term) – DEVELOP DIGITAL TECHNOLOGY USE TO LINK WITH FAMILIES

OPERATIONAL OBJECTIVE: Share information
ENTITY RESPONSIBLE FOR THE ACTION: The City of Nantes
TARGET: Parents of children going to pre-school/primary school
EXPECTED RESULTS: Digital technology as an educational support and as a support in the school-families relationship.

DESCRIPTION OF THE ACTION (methodology and content):
- Educate to digital technology through creation of an Internet portal per school:
  - interactive and offering multiple supports (videos showing for example parents election or diverse events)
  - shows life at school (ads and infos presenting educational team and other professional working in the school), and also life in the neighborhood and in the city
  - identify links towards other web sites,
  - update material resources
- Develop a collaborative work plateform with moderator and create links with local news paper
- Use free of rights software
- Go from the blog to the shared space: give easy access to digitally connected places in order to reduce disparity between families, make sure theses places become places where families can get support (practical and general)
- Question the use of social networks
- Think about creating a webmaster position. The hired person will go to the different school concerned.
- Develop associative partnership
- Involve families in the website implementation (events, school trips, school events, school life, menus…); be a representative parents which participate to the website implementation (testimonies)
- A digital experimentation is on at the moment in 4 schools of the Bellevue neighborhood: an assessment will be done in order to disseminate the experiment.

MEANS USED (human resources and others):
- Teachers, parents, City of Nantes
- How to feed into the websites and support families to use these tools (associative mediation question, Accord…) => support Point Info Parents
- Refer to the City in terms of material and content linked with the neighborhood (associative information).
- Identify the referent parent and the referent teacher.

PARTNERSHIP (internal–external): Teachers, elected parents, parents, associations other actors…
Importance of the link in secondary school

DUE DATE, DEADLINE, SCHEDULE: Progressive spreading based on public targetted: year n = awareness raising/teachers training; year n+3 = families involvement

ASSESSMENT OF THE ACTION (indicators, measures…)
- Use of digital space – Visit number and frequency (cookies, click and navigation)
- Questionnaire on website’s updates and section’s relevance
- Inputs of the digital space
- Interactivity implementation
KNOWING THE TERRITORY

RECOMMANDATION N°4 (short term) – PROFESSIONAL DISCOVERING THE NEIGHBORHOOD THANKS TO THE TERRITORY LANDING KIT (TLK)

OPERATIONAL OBJECTIVES: Support professional while they discover the neighborhood and identify the resource persons

ENTITY RESPONSIBLE FOR THE ACTION: Neighborhood team, City of Nantes

TARGET:
- Primary and secondary school teams
- Neighborhood professional

Define precisely which are the targetted publics, professional or not, giving priority to new comers

EXPECTED RESULTS:
- Create a network and know the professional better:
  - During festive time
  - Issues to be worked on in already existing bodies
  - Develop acknowledgement of the neighborhood in a playful manner
  - Run a territory assessment
  - Take a group photo
  - Organise a seminar once a year (urban evolution / population portrait /etc.) with different themes every year
  - Use local newspaper
  - Presentation of the neighborhood’s equipments by professional during coffee break, lunch breaks...
  - Organise a visit every month
- Physical knowledge of the neighborhood
- Knowledge of the neighborhood evolution

DESCRIPTION OF THE ACTION (methodology and content):
- Regular meetings
- Discovering the neighborhood
- Communicate on the schools project
- Professional meals

MEANS USED (human resources and others): Points info parent, neighborhood team, elected parents, prevention assistant, education assistant, group photo (check on image rights)

PARTNERSHIP (internal – external): Educational actors of the territory

DUE DATE, DEADLINE, SCHEDULE: Experimentation on 2 neighborhoods from september 2015 – possible extension in 2016

ASSESSMENT OF THE ACTION (indicators, measures...):
- Number of professional participating to the actions
- Number of persons impacted
- Initiatives regularity
STEERING

RECOMMANDATION N°5 (medium term) – DISSEMINATE INFORMATION DESK FOR PARENTS ON ALL TERRITORIES

OPERATIONAL OBJECTIVE: Establish a follow up (information/ orientation/ assessment)
ENTITY RESPONSIBLE FOR THE ACTION : City of Nantes
TARGET: Parents
EXPECTED RESULTS:
▪ Parents autonomy while supporting educational process of their child.
▪ Adapted answers to territories and educational actors.

DESCRIPTION OF THE ACTION (methodology and content):
▪ Dissemination of Information desk for parents.
▪ Organise a network of actors to establish relays towards and with the parents.
▪ Convivial behaviour adapted to actors obligations.
▪ Create meeting places where cross knowledge and initiatives between educational actors can be discussed around early school leaving prevention topics .
▪ Interaction between action sheet n°1 and « the digital space shared with the parents ».

MEANS USED (human resources and others):
▪ Reflection/dialogue/information / decision making process between the educational actors and the parents.
▪ Groups of parents, associations of parents, other educational actors in relation with the parents.

PARTNERSHIP (internal – external)
Educational actors of the territory: internal directions of the city, associations of parents, territorial delegates of the Ministry of National Education, of the CAF, of the Departmental Council, of ACCOORD, of NAP, of associative actors of the territory...

DUE DATE, DEADLINE, SCHEDULE: 2014-2020 Municipal Mandate for a progressive and adapted dissemination of the process on the territory, for the progression of the missions and the creation of the Information desks for parents.

ASSESSMENT OF THE ACTION (indicators, measures...)
▪ Territorial development of the venues and parents participation.
OPERATIONAL OBJECTIVES: Associate stakeholders from the beginning of the action

ENTITY RESPONSIBLE FOR THE ACTION: Pre-school Director, City of Nantes coordination services

TARGET: Parents

EXPECTED RESULTS:
- Successful transition to schooling
- Inform parents on the roles they can play in school, prepare them following a long term process to learning processes and to orientation.

DESCRIPTION OF THE ACTION (*methodology and content)*:
- Create a beforehand step to entering school: make the children come to school regularly before they actually have to go to school
- Create workshops to prepare parents of what is expected of the children at school
- Enhance and inform about the places where children and parents can get support (LAEP in French Lieux d’accueil Enfants Parents)
- Enhance and inform about entering in pre-school
- Involve parents to help their integration at pre-school.

MEANS USED (*human resources and others)*:
- City of Nantes staff, Nantes extracurricular action services.
- Use of existing good practices.

PARTNERSHIP (*internal – external)*:
- Educational actors of the territory
- Ministry of National Education particularly the district inspector
- City of Nantes coordination services (for the link with the parents)

DUE DATE, DEADLINE, SCHEDULE: Start of the school year 2015.

ASSESSMENT OF THE ACTION (*indicators, measures…*):
- Number of pre-school involved in the process
RECOMMANDATION N°7 (medium term) – SETTING UP OF A SUPPORT PROCESS OF THE SCHOOLING TRANSITIONS IN THE OVERALL SCHOOLING PROCESS

OPERATIONAL OBJECTIVES OPÉRATIONNELS: Facilitate transitions, reinforce and make support actions understandable

ENTITY RESPONSIBLE FOR THE ACTION: Ministry of National Education

TARGET: Children and their parents, with specific actions towards different publics, ages...

EXPECTED RESULTS: Facilitate transitions between levels (entering pre-school, pre-school/primary school, primary school/secondary school, secondary school/high school...) through information spreading and a better acknowledgement of these levels, of the actors and the places.

DESCRIPTION OF THE ACTION (methodology and content):

- Formalise a support process reuniting actors from the Ministry of National Education, of the City, associations, parents...
- The process acknowledge some actions proposal. Some of them are to be linked with already existing actions.
- Make the existing offer understandable (calendar’s idea): open doors, meetings on tranversal themes between parents having children in schools of different levels – « parents coffee » model, class visiting the places within exchanges and group work, exchange on actions, school show in other schools of higher level (ex. primary school choir performing in a secondary school...)
- Use of transition support tools: discussions between students about their school curriculum, discussions between parents, patronage between students, between parents ; relay notion, from pre-school (student’s parents and student status...) relay – student’s parents associations
- Include « discovering of profession « aspect (forums, internship,...).  

MEANS USED (human resources and others):

- Directors (primary, secondary school...)
- Information desk for parents on enhancement of experience sharing actions

PARTNERSHIP (internal–external): Actors of the Nantes’ charter of educational success.

DUE DATE, DEADLINE, SCHEDULE: Necessity to prioritise, stressing on specific transitions, depending on territories and existing partnership.

ASSESSMENT OF THE ACTION (indicators, measures...)

- Number of participants to the restrained actions
ACCESS TO INFORMATION

RECOMMANDATION N°8 *(medium term)* – HARMONISE THE INFORMATION SPREADING/DISSEMINATING OUTLINE

**OPERATIONAL OBJECTIVES:** Offer and share an adequate information

**ENTITY RESPONSIBLE FOR THE ACTION:** City of Nantes

**TARGET:** Pre-school and primary school parents.

**EXPECTED RESULTS:**
- Limit actors dispersion and unite them on clearly identified issues and common actions.
- Contribute to understandability of the local action.

**DESCRIPTION OF THE ACTION** *(methodology and content):*
- Assessment of the existing
- Define tools that could be used on each territory, and when necessary, define adjustment to local context.
- Example of actions/resources which can be considered as part of the « tool box »: Parents café, Forum 4-16 (begining of school year), Cyclo parents, Information Desk Nantes Solidaire, Parents Information Desk, Early childhood care centre, CIO ...
- Places list « labelled » meeting and information places (CSC, écoles, PIP ...).

**MEANS USED** *(human resources and others)*: Territorial educational project

**PARTNERSHIP** *(internal – external):*
- Animation Ville (Parents Information Desk)
- Educational actors on the territory

**DUE DATE, DEADLINE, SCHEDULE:** 2015

**ASSESSMENT OF THE ACTION** *(indicators, measures...)*
- Number of participants to the actions
KNOWING THE TERRITORY

RECOMMANDATION N°9 (medium term) – DISCOVERY OF THE NEIGHBORHOOD BY THE FAMILIES

OPERATIONAL OBJECTIVES: Support families in the discovery of the neighborhood

ENTITY RESPONSIBLE FOR THE ACTION: Parents Information Desk

TARGET: Neighborhood families with children

EXPECTED RESULTS: physically knowing the neighborhood and its resources: connaissance physique du quartier et de ses ressources: multimedia library, gyms, schools... doctors, CMS

DESCRIPTION OF THE ACTION (methodology and content):
- Families reception: personnalise first contacts
- Organised trips in the neighborhood

MEANS USED (human resources and others):
- Parents Information Desk
- Neighborhood team
- Elected student’s parents
- Families
- The students could be the guides: importance of experience sharing

PARTNERSHIP (internal – external): Educational actors of the neighborhood

DUE DATE, DEADLINE, SCHEDULE: Experimentation start of school year 2015

ASSESSMENT OF THE ACTION (indicators, measures...)
- Number of participating families
STEERING RECOMMANDATION N°10 *(long term) – PROMOTE FAMILIES CAPACITY TO ACT IN THE EDUCATIONAL PROCESS OF THE CHILDREN AND THE YOUNG*

**OPERATIONAL OBJECTIVES:** Adopt a common strategy

**ENTITY RESPONSIBLE FOR THE ACTION:** City of Nantes

**TARGET:** Parents

**EXPECTED RESULTS:**
- Parents power to act on the training and course choices of children and young.
- Cross knowledge of educational actors of course choices process of the children and the young.

**DESCRIPTION OF THE ACTION** *(methodology and content):*
- Keep in mind real needs and parents obligations.
- Common training of the actors and the parents.
- Take inspiration from the constituting method of the Local Group Prevent, to territories scale, for a cross acknowledgement of the actors.
- Elaborate tools with parents allowing them to be resources to other parents.
- Experiment co-elaboration with Ministry of National Education: voluntary schools could work on topics such as course choice and training of children and young with their families.
- Enhance extra curricular time: theatre, choir, etc.

**MEANS USED** *(human resources and others):*
- Ministry of National Education: primary and secondary school teachers, CIO’s directions, Educational actors, medico-social actors, training and course choice actors, from school to University, entreprise, associations...
- Animation Ville in partnership with educational actors.
- Support on existing project involving parents, parents café, parents-children workshops, discovery clubs. To be worked on beforehand as a priority subject decided by the parents.
- Support and development of the relay parents network through discussion and good practices sharing.

**PARTNERSHIP** *(internal–external):* All internal direction services and all external educational actors defined in the Nantes’educational success charter and identified on the educational project on the territory.

**DUE DATE, DEADLINE, SCHEDULE:** Reflection among actors on the educational project for the territory. Progressive implementation along 2014 2015, on the territorial frame.

**ASSESSMENT OF THE ACTION** *(indicators, measures...)*
- Identify different action forms as assessment indicators: quantitative (actions, meetings, productions...) and qualitative (exchanges, progress along years, capitalisation on parents testimony)
OPERATIONAL OBJECTIVE: Enhance involvement of all stakeholders

ENTITY RESPONSIBLE FOR THE ACTION: Primary school and secondary school Director

TARGET: Parents and Professionals (teachers or not)

EXPECTED RESULTS: Express on the group

DESCRIPTION OF THE ACTION (methodology and content):
- Training to kind communication to learn how to exchange in a positive manner.
- Information and exchange discussions with educational actors on the breakage risks.

MEANS USED (human and others):
- Psychologist career counselors
- Cofinancing of training time
- Watch group

PARTNERSHIP (internal – external):
- Get external support of a kind third party from outside
- Cross professional views during a training session

DUE DATE, DEADLINE, SCHEDULE: Prevention all year round

ASSESSMENT OF THE ACTION (indicators, measures...)
- Number of participants to the workshops
Even if 11 recommendations have been formalised, the Local Group knows that not all of them will immediately be implemented. Knowing that, an operational schedule has been set up:

- **SHORT TERM** (2015/2016)
  - Recommandation n°1: Support in between parents
  - Recommandation n°2: Meet the parents
  - Recommandation n°3: Develop digital technology use to link with families
  - Recommandation n°4: Professional discovering the neighborhood thanks to the Territory Landing Kit (TLK)

- **MEDIUM TERM** (2016/2017)
  - Recommandation n°5: Disseminate information desk for parents on all territories
  - Recommandation n°6: Enhance the role of pre-school
  - Recommandation n°7: Setting up of a support process of the schooling transitions in the overall schooling process
  - Recommandation n°8: Harmonise the information spreading/disseminating outline
  - Recommandation n°9: Discovery of the neighborhood by the families

- **LONG TERM** (2017 ...)
  - Recommandation n°10: Promote families capacity to act in the educational process of the children and the young
  - Recommandation n°11: Kind communication workshop for educational actors
The City of Nantes wishes to thank all participants to the Local Group for their availability and their active participation, and most particularly the parents.
CITY OF NANTES

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- Parents Information Desk – 02 40 41 55 41
- Families Mission – 02 40 41 66 90
WITH PREVENT, EUROPE IN NANTES

Cities of Usti nad Labem and Munich meeting parents in Nantes
URBACT is a European exchange and learning programme promoting sustainable urban development. It enables cities to work together to develop solutions to major urban challenges, reaffirming the key role they play in facing increasingly complex societal challenges. It helps them to develop pragmatic solutions that are new and sustainable, and that integrate economic, social and environmental dimensions. It enables cities to share good practices and lessons learned with all professionals involved in urban policy throughout Europe. URBACT is 181 cities, 29 countries, and 5,000 active participants. URBACT is co-financed by the ERDF Funds and the Member States.