



## Sustainability plan of P2P Project

### IIS Casagrande Cesi

Casagrande Cesi is the leading organization, so obviously it has been implementing all the foreseen actions for a long time, reaching complete integration within the curricular and extra-curricular activities organized within the school that are as follows:

Organizational structure and operational procedures:

The Peer Tutoring project was developed with a clear organizational structure:

- a project team, responsible for defining the general methodological and organizational plan;
- groups of tutor students (6to7) for each first and second class (14 to 16), each coordinated by a teacher (who is also the coordinator for all the other school activities concerning the class) involved both in organizing and in experimenting operating paths;
- active involvement of the Headmaster and his staff for support to the implementation, development and dissemination of the project

The operating procedures can be summed up as follows:

- training meetings of teachers who are willing to become senior tutor teachers (before the end of the year preceding the one in which the activities have to be implemented) in which you should spread the main concepts of guidance teaching by finding the right way to do so (making simplifications by ppt presentations, preparing simple booklets, making movies...)
- training meetings of junior tutor students (before the end of the year preceding the one in which the activities have to be implemented (in this case it is necessary to go around before the end of the year, collect adhesions and mail addresses of the children and call them at the end of August, before school starts, to train them - for the training we simply follow the junior guidelines, with simple and operational indications such as does and dongs/at the beginning of the following/during the whole year
- division of junior tutors into groups of 7 children, one of whom is in charge of the whole group as a coordinator and reports to the Senior Tutor, assigning each group to a first class, with the coordination of



one senior tutor, for the activities taking place during the morning (going to first classes during students' assemblies or during the break, helping them solve their problems, observing if there are any bullies in the class (if so try and find strategies to control their behavior and report the senior tutor) helping shy students to socialize, etc.)

- gathering the availability of students willing to do study support activities in the afternoon (for individuals or small groups, at school or at their homes if school is too far or closed): go into the first/second classes (but this activity is also good for all the classes) and find children who are competent in one specific subject; invite them to make a lesson for small groups of students who have problems in that subject: they are often better than teachers to explain their peers!
- (optional) gather the availability of children to make voluntary activities with local associations. If the school has a network of connections/wants to make a network with local associations. The procedure is the following: make contacts with a local association, collect students' (over 16) adhesion, organize a timetable for this activity (ex: we have students who go to the local poor cookhouse and serve at tables/go to the association who helps children with speech or writing deficiencies/become blood donors, etc.)
- make customer satisfaction questionnaires to get feedback on the positivity of the actions implemented
- make and maintain a blog on the school site ([inx.casagrande-cesi.it](http://inx.casagrande-cesi.it) - "Tutor's Blog") for the circulation of information and visibility of the project.
- Organize meetings with local stakeholders (line committees)
- Disseminate at local, national and international level by means of newspapers, videos, multimedia, personal contacts

Some additional actions to the ones mentioned is, in a view of the sustainability, the attempt to involve other schools and create a net for the sharing and common implementation of the project and its main principles, though adapting it to one's own background and the further adaptation of the training tools to reach the highest possible number of trainees by means of social media and the internet.

All the partner organizations seem to go to the same direction introducing further applications to the ones envisaged by the project, such as P2P actions in the field of the protection of the environment and the involvement of other stakeholders among volunteering associations.

### **Pantanelli –Monnet**

Students have taken part in this methodology are more and more aware of the values of sharing experiences, making a common objective of all their specific actions and tasks. Students who had never met in the school before, have socialized thanks to this experience and have become friends, meeting



outside school in other social contexts, interacting more easily with the peers and adults too, not only teachers. The collaborations and partnerships with local businesses, associations and local institutions have proved to be deeply positive, not only for the students, the families seeing their children “involved” in something positive, the school community, but also for the social and economic context itself, that has been enriched by the working with young people, their inner strength, their straightforwardness and their individual and professional skills. As general results of all the actions that have been taken through the methodology of Life skills activation and peer tutoring, there have been more punctuality at school , a more regular frequency in attending school, more motivation and interest in school learning activities.

The success of such actions leads the school to consider the efficacy of this methodology. In this sense, an improvement of the planning of peer-to-peer-based activities throughout the current school year will be the natural result of what has been done before. The school will go on with the activation of training action toward students and teachers (tutors) on the topics of inclusiveness and development of life skills, in order to activate peer tutoring in the morning.

As foreseen in the three-year-school plan, there should be the possibility of having after-school activities of support and strengthening for weaker students, carried out by peers.

Students will also be engaged in projects involving the participation of external institutions (both private and public, going on, for instance, with the project of peer tutoring related to the information about STDs), in order to feel themselves not only members of the same school, but of a local community. The projects will be related about the development of creativity, of the sense of responsibility and awareness toward the environment, the commitment in social (the school training of our students in the labour market in local businesses) and voluntary activities and projects, together with cultural associations (local boards, Social Community Forum, the Bank of time ecc.). The partnership with these institutions is marked by a constant care toward students’ inclusion, involvement, in order to prevent isolation and loneliness, growth as individuals, citizens and professionals.

### **Nene Hatun**

A) P2P strategies will be developed and included in the school program by involving the ideas in school strategical plan of 5 years. This means the implementations will continue at school at least for five years (in the meantime it will be a part of system and will probably go on) and the results will be evaluated in end-of-the term reports.

B) The idea can be presented in Best Practices Conference in Ankara. There is a competition among schools that wants to share their good practices and new ideas. The translation of Tutor and Teacher Guidelines can be copied and shared in this conference.



## OPAL happy kids

Peer 2 Peer methodology is successful and it will go on by:

- Experimentation with disabled groups: Peers will be trained and they will help personal development of disadvantaged groups. OPAL Ltd. mostly work for disadvantaged groups and their organisations like disability associations, federations and confederations;
- Structured Courses and in-service trainings will be organised "P2P Methodology for Dropouts from Vocational Schools" OPAL and Nene Hatun Vocational and Technical School will go on sharing their experiences from the P2P Transfer of Innovation Project. And also Erasmus+ KA-1 courses will be organised for EU Trainers and teachers.
- Applying local community funds for youth leaders of NGOs and implementing.

With Italian partners Opal Happy Kids is planning on KA-2 projects and create toolkits for real problems in schools (Bullying, antisocial behavior, confusion in problem-solving, school-dropping out, isolation / withdrawal) and local community for anti-addiction.

## Provincia di Perugia

Apart from *P2P*, two other Projects have recently been organized by the Province of Perugia, in the didactics field: "*Pari e sicuri: lavoro, stereotipi e pari opportunità*" (Peer and safe: work, stereotype and equal opportunity") and "*Leg@lMente*" ("Legally"), both of them devoted to meetings with some schools of the provincial territory. The subjects of these two Projects (both of them already finished in 2014) were, respectively, the first one on the recognition and respect of the differences with the aim of prevent and hinder all forms of discrimination; the second one on the acquisition of awareness of one's one rights and on the importance of the principle of legality.

A possible follow up of Project P2P could be the inclusion of the Project model in the Regional Catalogue of courses for the recognition of the specific competence acquired in the course of P2P Project activities and by means of the widening spread of it to different subjects. The Region of Umbria could be, in this case, contacted to explain the content of the new Project (at a regional-ranging this time), suggesting the activity elaborated in P2P and its widening at different levels and/or stakeholders.



## **Frontiera Lavoro**

Frontiera Lavoro permanently involves young people, from 11 to 14 years, old in extra school time activities. We support youth in doing their homework and to attend their school examinations. Our work is a daily activity. Since we have observed a positive impact coming from the methodology application inside our groups, we intend to permanently adopt it, in the next years.

We suppose that it should be proper to modify and adapt the methodology application on the basis of the characteristics manifested by the target group. The future adaptability will be based on the results of the periodical monitoring activities.

Since we work with at least three groups of 15 youths, the P2P methodology will be targeted on 45 persons per year. We charge on its implementation at least 6 professionals.

The dissemination activities towards other schools will be granted by our formal connection (Agreements for implementation of services in the field of education) with 5 Secondary Schools: Ist Comprensivo Bonfigli di Corciano; Ist Omnicomprensivo Mazzini di Magione; Ist Comprensivo Calvino di Città della Pieve; Ist Comprensivo Birago di Passignano; Istituto Comprensivo Perugia 11 - G. Pascoli

## **“Henri Coanda” Technical High School**

- training for teachers and students who are interested to be peer tutoring both in our school and in others high schools that have the same problems
- peer tutoring in “after school” programme for students from the first class of high school ( in doing their homework)
- In outside activities organised by school, will be involved tutor’s students (teamworking, competitions, debates about the teenager problems)
- the tutor’s activities will be promote in the school web site, local newspaper and in the school Annuar
- tutors teachers from Liceul Tehnologic “Henri Coanda” will be the resources in aplying the methodology for others teachers interested
- dissemination the results of the project at the county level and to all stakeholders (parents, local representants, representants of the economical enterprises)
- adapted guide for teachers and students will be upload on the school website
- partnerships with technological high schools county of Sibiu who are interested in the methodology.



### **School inspectorate county of Sibiu**

- promoting the results of the project on the network yahoo group of inspectors from all the country
- valorisation the methodology at the annual conference organised by Energetic Technical High School in partnership with School Inspectorate County of Sibiu
- dissemination the exemple of good practice at the Erasmusplus Conference organised by School Inspectorate county of Sibiu in every school year.
- organise two information seminar (first will be in November 2 in this year) and other in february 2016 with exemple of good practice in peer to peer methodology.