

SMILE - Kick-off Meeting Minutes

Participants

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Presentation of partners

- IES ALBAYZÍN: It is the public high school in the historic and popular neighborhood of Albayzín. It has different degrees, from compulsory secondary education, pre-university education (bachiller) and professional training in audiovisual specialities. Like the neighborhood itself, it has a very heterogeneous population of students with very different problems. Therefore its interest in the project has to do with dropout prevention through the inclusion of diversity.
- STEPS: design and manages projects answering the needs of growth from people, organisations and territory. They can help the partnership in design of common practice due the experience in innovative projects to empowerment of skills, professional qualification of teachers, analysis of new learning methodologies and integration of the weak target groups.

- LICEO SCIENTIFICO ROMITA: It is the biggest school in Molise Region. They are interested in balance curricular and extracurricular activities to prevent drop-out. Students come from different area of the region and belong to different social classes. The phenomenon of dropout is not serious, while some students generally move to other schools when they find out it's not the right one for them. The schools has different experiences of looking for solutions and integration of students with special needs with the help of an equipe of psychologists. We have a plan for BES (students with special needs).
- TEdu HELSINKI UNIVERSITY: The *Technology in Education Research Group (TEdu)* investigates the usage of the newest Web-based technologies in educational practices. The group is multidisciplinary by nature with researchers representing expertise in psychology, education and cognitive science. Regarding the SMILE project, TEdu can support the partnership in the analysis of technology-enhanced pedagogical and knowledge practices in educational settings to fight against drop-out.
- ZAHAREÑA CONOCIMIENTO: It is a private company expert in knowledge management in organisation. They are interesting in the integration of different culture and knowledges in an organisation in order to create a common organisational culture. It is similar in an enterprises or in an educational centre.
- KARSIYAKA IMEM: It is the public body under the Turkish Ministry of Education, responsible for coordinating all educational centers Karsikaya, a district of Izmir Province with a population of more than 300,000 inhabitants. There are 13 district in Izmir, the 3rd bigger province in Turkey. Karsiyaka IMEM coordinate more than 75 public schools, 135 private educational centres, 40,000 students in school age and 15,000 teachers. The fight against school dropout is one of its priorities.
- GRAAFSCHAP SCHOOL: Provides (vocational) education for an average of 9400 young people and adults (8500 students in vocational courses and over 900 students in general education) in 3 locations: Doetinchen, Groenlo and Winterswijk. The experience they incorporate to SMILE project is the Student Service Centre, with different lines from extra-educational actions to prevent dropout, a fulltimer school for 900 students to help them to return to education and achieve the compulsory education degree and post-educational support to integrate in labour market.

Partners ask to exchange the presentations used during the meeting. It will be collect in this common folder:

<https://drive.google.com/folderview?id=0B8w7qKI3v5hINVpyV2pVVEdIRTQ&usp=sharing>

Analysis of expected results and activities financed

The partnership agrees that the expected results of the project can be achieved also if there is not funding for Intellectual Outputs. A new objective is agreed by partners: to involve all the school community in the project from the beginning.

It is detected the different experience and local reality about dropout as a project value:

- Dropout as an individual problem with individual solutions in Finland

- The experience of Graafschap in Netherland to recover students who have already suffered for school leavers, in order to help them to complete their compulsory education with special curricula.
- The experience of Campobasso as a referral centre in the Region integrating curricular and extracurricular activities in order to prevent dropout.
- The experience of IES Albayzin in integration of heterogeneous population and problematics also with a prevention approach.

Maximize the reality of this partnership should be the first objective of the project. Therefore, it is decided to define in more detail the approach and the configuration of the final results of the first two activities:

1. The **Regional Dropout Diagnostic** has to be based not in statistical features, but in the recognition of the different definition of school dropout in regional (legislation), institutional (schools) and practical (teachers, families,...) levels. The aim of this activity is to create a common conceptual framework about dropout. This research can be done by student in each school.
2. As consequence of those different conceptions about dropout, the analysis of **Local Practices and Strategies** has to be focus not in the success but in the problems each experience want to solve. Therefore the final result will not be a collection of good practices but different problems, strategies and solutions, validated in different contexts. We don't speak about good practices but *Interesting Practices*.

To develop those activities is define a Workplan in three phases:

Operative Approach (until September):

- Based in simple templates proposed by IES Albayzin (Dropout Diagnostic) and TEdu (Local Practices and Strategies)
- With a continuous exchange of information and feedback (using collaborative tools)
- Focus in Problem Solving

Practical Approach (from September to December):

- Involving teachers and students in research
- Definition of the experimental activities as a practical simulation of different experiences in the local in order to define:
 - A practical experimentation during the 2nd year.
 - A final activity to develop in a week during the abroad schools visit.

Experimental Activities (2nd year):

- Students and teachers involved in the exchange define what they want to analyze from the other countries Learning Activities (what we want to know after the exchange) and collect previous information using collaborative technological tools of the project.
- During the exchange in the Learning Activities will be the moment of a final field research to evaluate the local experiences.

Management Plan and collaborative tools

The Management Plan is approved and partners indicate the interest to use collaborative clouding instruments not only among the partners, but also as a possibility to test new tools in schools in the activities with students and teachers.

The tools that definitely will be used are:

1. *Google Groups* form mailing list and internal communications:
 - Common site: <https://groups.google.com/forum/#!forum/smileproject>
 - Mailing List: smileproject@googlegroups.com
2. *Google Drive* as Cloud Common Folder. The URL of this folder is: <https://drive.google.com/folderview?id=0B4A5KZIJNSPXajdfMTFtX1VJalE&usp=sharing>
3. *Google Docs* and *Google Sheets* to create collaborative documents.
4. *Trello* as project management tool:
 - URL of our project canvas is: <https://trello.com/b/A48Lk5xH/smile-project>
 - URL to suscribe new members: <https://trello.com/invite/smileproject/764a5c2b86f9982f6b249a5449754393>
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In the final version of the Management Plan there will be a detailed explanation of each tool and the rules to use them.

Administrative and financial documents and doubts

- Zahareña presents the administrative rules of the project, that are established in the articles *II.16.2.5 Key Action 2 – Strategic Partnerships* of the *GfNA-II-B-Erasmus+ Grant agreement multi beneficiary – 2015* that are exactly collected in the project agreement signed with the Spanish National Agency.
- Karsikaya IMEM has detected a problem with the first advance payment. They have received the amount of University of Helsinki. This problem will be solve in the next weeks.
- The new administrative conditions of Erasmus+ determine that the initial Mandate Letter is the official agreement between partners and coordinator, and all the contractual rules are established in the agreement between the coordinator and its National Agency, in this case IES Albayzín and Spanish National Agency. However, University of Helsinki need a contract to open the project. The Coordinator will propose an specific agreement to this partner in order to help them in their internal organisational conditions.
- The official templates of the Certificates of Attendance to the different projects activities are in the common project folder (https://drive.google.com/folderview?id=0B8w7qKI3v5hIMFZRTDdFcHIYTV&usp=s_haring). IES Albayzín, as meeting host has delivered a personal certificate of attendance to each participant.

Communication and Dissemination Plan

The *Communication and Dissemination Plan* will be develop after the second meeting, in order to verify the scope of the first researches and better define the Dissemination objectives. In any case, 3 decision are taken about communication actions:

1. The *Project Logo* will be designed with a *contest* in the 3 Schools:
 - a. There will be common rules to participate, principally regarding to design technical conditions. IES Albayzin will prepare these bases.
 - b. Each school will organize a local contest to select 3 candidates per school.
 - c. The final decision will be make by hole partnership during the 2nd meeting.
2. IES Albayzín will propose a *web site* design to be validated during the 2nd meeting.
3. STEPS will propose an Excel Table that they are using in other projects to *register differents dissemination activitiesthat* partners can do. Is a good tool to control all the communication efforts (formal and informal) and it is useful to verify possible dissemination approaches that we can introduce in the final Communication Plan.

Decision of the 2nd meeting date

Next meeting will be hold by TEdu in University of Helsinki (Finland) on 20-21 September. TEdu will organize a visit to local schools in Finland during the meeting.

The partnership take a preliminary decision also about the 3rd meeting, in Campobasso (Italy) on 15-16 December 2016.

Work planning until the 2nd Meeting

Who	What	How	When
<i>Zahareña</i>	Kickoff meeting minutes	Send Minutes to all partners	ASAP
<i>Zahareña</i>	Collaborative Tools	Creation and distribution of all Collaborative tools	Done
<i>All participants in Kickoff Meeting</i>	Validation of Minutes	Make corrections, comments and additions to the minutes	Before 20/04/16
<i>All participants in Kickoff Meeting</i>	Presentations used in KoM	Introduce presentations in https://drive.google.com/folderview?id=0B8w7qKl3v5hINVpyV2pVVEdlRTQ&usp=sharing	Before 20/04/16
<i>All participants in Smile</i>	Users data for Collaborative Tools	Validate/Introduce users data in a table that there is in the Minutes	Before 20/04/16
<i>Zahareña</i>	Final Management Plan	Integration with a detailed explanation of each collaborative tool and the rules to use them.	Before end of April
<i>IES Albayzín</i>	Advance Payments	Transfer of pending foundings to Karsiyaka IMEM and TEdu	Before end of April
<i>Zahareña</i>	Particular Agreement IES Albayzín and University of Helsinki	Propose a particular agreement between coordinator and TEdu to facilitate TEdu administrative conditions	Before 20/04/16
<i>IES Albayzín and TEdu</i>	Validation and sign of Particular Agreement	Revision, validation and sign of the agreement	Before end of April
<i>TEdu</i>	Basic Template for describing best practices for SMILE	Send link to Google Doc	Done
<i>IES Albayzín, Liceo Romita, Graafschap College and Karsiyaka IMEM</i>	Recognition of Practices	Elaboration of, at least 5 practices according the template. It could be internal (school) or external (other school or regional institution)	Before end of June
<i>TEdu and STEPS</i>	Validation of Practices	Feedback about all the practices. They can ask for more information.	Before the 2nd Meeting

			(20-21/09)
<i>IES Albayzín</i>	Basic Template for Dropout Diagnostic	Send link to Google Doc	Before 20/04/16
<i>IES Albayzín, Liceo Romita, Graafschap College and Karsiyaka IMEM</i>	Design of local Dropout Diagnostic research	Define the local research activity with teachers and students using a Google Docs document	Before end of April
<i>IES Albayzín, Liceo Romita, Graafschap College and Karsiyaka IMEM</i>	Local Dropout Diagnostic research	Development of the research with students and teachers	Before end of June (end of this course)
<i>IES Albayzín</i>	Final Dropout Diagnostic Report	Integration of all Desk Researches	Before the 2nd Meeting (20-21/09)
<i>STEPS</i>	Table for Dissemination Activities	Using a Google Sheet	
<i>All partners</i>	Registration of any dissemination action	Using the Dissemination Activities Google Sheet	During all the project
<i>IES Albayzín</i>	Technical Conditions for Logo Contest	Send the design technical conditions to all the schools	Before end of April
<i>IES Albayzín, Liceo Romita and Graafschap College</i>	Local Logo Contest	Selection of 3 proposal of students for Project Logo	Before end of June (end of this course)
<i>All partners</i>	Selection of Logo	Decision of the final logo with the 9 final proposals (3 per school)	During 2nd meeting
<i>IES Albayzín</i>	Project Website proposal	Preliminary version to be validate by all partners	Before the 2nd Meeting (20-21/09)
<i>TEdu</i>	Host 2nd Meeting	Organisation of 2nd project meeting	20-21/09/2016
<i>All partners</i>	Participation in 2nd meeting	Participation according the number of participants funding by the project	20-21/09/2016

