Abstract

In order to offer an adequate educational program to foreign children, it is necessary to understand the world which they and their families come from, and to create a dialogue with the latter, the responsibility for which lies with the school. It was with this perspective that an exploratory survey with selected immigrant families in Italy (6) and Spain (6) was carried out, in order to gather descriptions concerning expectations, lived experiences and representations regarding the world of school. The reason for carrying out an initial exploratory survey that begins with immigrant parents was twofold: knowledge-gathering and political-transformational. As per knowledge-gathering, the intent was to investigate from within, to give parents a voice regarding their representations, lived experiences and expectations of school. From a political-transformational point of view, interviews were used as a generative space for reflection, where it was made possible for them to recover certain implicit elements which are at work in a family’s actions, and for the gathering of further knowledge and its diffusion. Analysis highlighted recurring and transversal elements within the statements of the 12 families interviewed, and offered ideas for further research aimed at rethinking teachers’ and institutions’ ways of acting.