

Congreso  
**BRIGHTER FUTURE**  
Final Conference

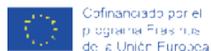
# Transformando la escuela

Santiago de Compostela  
9 y 10 de febrero 2023



Facultade de Ciencias da Educación - USC  
Salón de Actos

Inscripción gratuita. Más información: [www.brighterfutureproject.eu](http://www.brighterfutureproject.eu)



Cofinanciado por el  
programa Erasmus+  
de la Unión Europea

**BRIGHTER FUTURE**  
Innovative tools for developing full  
potential after early adversity

Participan



Colaboran



Organizan



## BRIGHTER FUTURE FINAL CONFERENCE Transforming schools

The final conference of the BRIGHTER FUTURE project will be held on 9 and 10 February 2023 at the Faculty of Education Sciences of the University of Santiago de Compostela, with the aim of presenting and discussing with professionals and experts the results of the project BRIGHTER FUTURE: Innovative tools for developing full potential after early adversity.

On the afternoon of Friday, 10 February, three free simultaneous workshops will take place with a duration of 90 minutes and a maximum of 20 participants per workshop. Registration for both the conference and the workshops is free of charge, but advance registration is required.

Simultaneous translation (English-Spanish-English) will be provided.

[Further information and registration](#)

### PROGRAM

Thursday 9 February

**09:00**

**Registration**

**09:30**

**Opening session**

**10:00**

**BRIGHTER FUTURE: School as a space for resilience**

**Beatriz San Román**

**Autonomous University of Barcelona**

For three years, the international team of the BRIGHTER FUTURE project has been working to identify the challenges faced in the schooling of children and adolescents who have suffered various forms of early adversity and who live or have lived in state care. In this session, the results and materials developed by the project are presented, including a training module for education professionals and an online library with information and resources.

**11:00**

**Working with the school as a community to improve student learning and wellbeing**

**Anna de Haan and Marjolein Keij  
Pharos Foundation (Utrecht, The Netherlands)**

Working with the school as a community means that all parts of the school work effectively as an organisation and in this way contribute to the well-being of everyone in the school. Essential elements of this approach are the importance of socio-emotional aspects, the early identification of challenges (including those related to the well-being of teaching staff) and the definition of appropriate solutions, as well as collaboration not only with families but also with professionals and organisations in the local community. It is about making the school a place where differences are accepted and celebrated.

**12:00**

**Coffee break**

**12:30**

**Welcoming children with diverse family belongings at school**

**Federica de Cordova and Chiara Sità  
University of Verona (Italy)**

For children who have experienced early adversity and complex family and residential trajectories, school can be a welcoming and protective environment, but it can also become a context of loneliness and obstacles, putting full participation and learning at risk. School staff can promote well-being in the school environment by working on some key aspects such as paying attention to language and its uses in the classroom, attending to children's relationships, promoting care for their personal histories or establishing collaborative relationships between teachers and caregivers.

**15:30**

**Roundtable: Contrasting Perspectives on the Education System**

This roundtable brings together the perspectives of different actors on the responses of the education system to children and adolescents living in state care, whether in foster families or residential centres, as well as those who have been adopted. Participants are still to be confirmed.

**16:30**

**Contributions to an inclusive school from partnership and professional practice**

**Chus Vázquez and Águeda Ruibal  
Education Commission of Manaia, Asociación Galega de Adopción e Acollemento**

From the dual perspective as teachers and as members of the Education Commission of Manaia, the speakers reflect on the collaboration between families and schools to provide a space for growth and well-being for those who have suffered adverse situations in the early years of life.

**17:30**

**Coffee break**

**18:00**

**FAS at school (working title)**

**Carmen Villar  
Manaia, Asociación Galega de Adopción e Acollemento**

Friday 10 February

**09:00**

**How to develop informed and affirming care for queer young people**

**Mónica López López  
University of Groningen (The Netherlands)**

Based on the knowledge originated in the Audre (Netherlands) and Firmus (Cantabria, Spain) projects, this presentation aims to explore how LGTBQIA+ young people in the protection system could benefit more from the social support of their peers or teachers than from their family, as well as the positive impact that activism can have on their mental health and well-being. During the presentation, we will reflect on how to implement the accumulated knowledge to make foster care systems more supportive and affirming.

**10:00**

**The Family Programme, an innovative experience**

**Antón Mouriz and Sergio Puga  
Manaia, Asociación Galega de Adopción e Acollemento/ Faiben Fundación de Apoio á Infancia e ao Benestar**

In this session we will present "En Familia", a foster care project with an inclusive approach focused on children and adolescents and what are the keys that make it different from others.

**10:30**

**Back to the origins: encounters and misunderstandings in intercountry adoptions**

**Chandra Kala Clemente Martínez  
Autonomous University of Barcelona**

Searches for origins in intercountry adoptions have gained a certain presence in the debates in adop-

tive communities and in society at large. Such searches, which include not only new information but also new relationships, bring with them doubts, uncertainties and changes. This session will present experiences of adoptees who have searched for their origins and what the encounters and misunderstandings have meant during the process.

**11:00**

### **Early adversity and learning processes**

**Ana M<sup>a</sup> Linares Alonso**

**CORA/ Catholic University of Avila**

Early childhood is a critical time of development both structurally and emotionally. Early adverse experiences marked by prenatal exposure to toxic substances combined with adverse emotional experiences with caregivers who do not guarantee the physical and/or emotional integrity of the child generate significant neurological damage with direct and relevant consequences on learning processes. Knowing about these types of injuries as well as their manifestations in the classroom will allow teachers to understand each student and deploy different tools to facilitate a more comprehensive and inclusive educational environment.

**12:00**

**Coffee break**

**12:30**

### **Young refugees: lived experiences and self-perception of Syrian children in the Netherlands.**

**Abduhalim Albakkor**

**University of Groningen (The Netherlands)**

Over the past ten years, the Netherlands has witnessed an increase in the number of migrants from Syria. Their experiences with the country are

marked by lengthy asylum procedures, followed by longer waiting periods for accommodation. As a result, refugees spend a long time in camps and face additional difficulties in accessing services and/or entering the labour market in professions that match their level of skills and education. This presentation focuses on understanding the impact of young migrants' experiences on their well-being and sense of belonging and the mechanisms through which they create a supportive social network that fosters a sense of belonging.

**13:30**

### **Mapping the past to shape the future: what I have learned in 37 and a half years in the child and adolescent protection system**

**Leo Wieldraaijer-Vincent**

**Cornerstones Youth Care**

Leo Wieldraaijer-Vincent has been involved with the protection system for almost forty years, first as a person under guardianship and then as a professional. In this session he will present the key learnings accumulated in this time.

## **Workshops**

**16:00 -17:30**

### **Not without us: How to promote the participation of children and adolescents**

**Aida Urrea-Monclús**

**University of Lleida**

The importance of giving children and adolescents a voice and taking them into account is increasingly recognised. However, this participation is sometimes limited by the lack of strategies on the part of adults to involve them. In this workshop we will learn about experiences in which children and

adolescents are active agents in their own lives and we will put some participatory strategies into practice.

### **The child's story at school**

**Federica de Cordova and Chiara Sità**

**University of Verona (Italy)**

How can teachers and school staff take care of creating a welcoming environment for children who have experienced early adversity? During this session, we will explore and discuss strategies and tools based on a case study that will allow us to understand how the educational context can promote care for the child's personal history, foster peer relationships and build meaningful relationships with caregivers.

\* This workshop will be delivered in English and Spanish.

### **Intersectionality and educational equity**

**Gaby Martínez**

**University of Groningen (The Netherlands)**

In order to guarantee equal opportunities, it is important to bear in mind that the identity of children and adolescents is not defined by a single characteristic. Elements such as class, ethnicity, race, sexual orientation, gender identity or (dis)ability combine. This workshop reflects on the ways in which these elements are intersected by power dynamics that affect their experiences in intertwined ways, rather than as separate systems of oppression, with the aim of developing inclusive educational practices from an intersectional perspective.