



## BARCELONA MEETING MINUTES

Barcelona - Spain - November 2/5 2006

List of participants:

ITALIAN DELEGATION Giovanna Barzanò - project co-ordinator Virginia Ginesi Gianfrancesco Musumeci Emanuela Brumana Maria Cristina Zarrella Rosangela Baggio	SPANISH DELEGATION Anna Babra (chair) Xavier Buson
NORWEGIAN DELEGATION John Rullestad Per Fagerland Andreas Holvik Linda Velle Sjoen	UK DELEGATION Jane Jones Michaela Thomas
CZECH DELEGATION Vlastimil Fiala	GUESTS Carmo Climaco - Portugal Roberto Serpieri - Italy

**Thursday 2<sup>nd</sup> November**

***Welcome and orientation***

by Giovanna Barzano, introduction to the new Catalan colleagues and agreement of the agenda.

The state of the art of the Comenius 2.2 in service training course was presented and discussed. Rosangela, in charge of the contact with participants, informed that 7 requests of pre-inscription have been received (excluding Norwegian participants), of whom only 4 could be considered as potential participants (the rest decided to apply to another course or did something wrong with the application form). The possibility of cancelling the course was taken into consideration as well as the possibility of moving the course date to October.

## **Friday 3<sup>rd</sup> November**

### **Morning**

#### ***School visit***

The group was taken to the IES Bruguers Secondary school. The Headteacher made a presentation about the school and its welcoming procedures. This was very necessary given the steep rise in immigration in the country and the differing needs of the children. This was followed by a presentation about the development of citizenship education and finally by a video made by an English teacher colleague in the school about aspects of citizenship which is taught in a very interactive way and that has a large focus on Human Rights. The video showed the youngsters engaging with the topic and showed some of the graphic outcomes of their work e.g. very striking posters. Some of the pupils talked about their work to the group with enthusiasm. The group was offered hospitality by the school and the visit was enjoyed and deemed very valuable by all.

### **Afternoon**

#### ***Presentation by Catalunya***

The group was welcomed by Ms Isabel Darder, Directora General d'Ordenacio i Innovacio Educativa, who made a presentation about the Education system in Catalunya. She emphasised how the curriculum has developed a 'citizenship conscience', based on Human Rights, and the concepts of peace and solidarity. A further presentation showed how citizenship education had come about and elaborated the key strands of personal development and citizenship. Citizenship will be further embedded in the new framework that will promote citizenship in the whole school culture in all years and all areas of study. Detailed interview schedules that reflect 4 key dimensions linking with the SEEDS framework have been created for an in depth study of selected case study schools, details of which were provided and which will constitute the next stage of the project.

### ***Norway presentation***

Andreas and Linda talked about developments in the SEEDS project regarding the school self-evaluation work they have been undertaking. They have been coaching schools to be able to self-evaluate. Andreas commented that the case study work involving a range of interviews has focused on the key areas of citizenship, namely participation, responsibility, rights, relationships and 'feeling secure', and that this has increasingly been seen to be an issue emerging from the discussions with schools. Teachers were found to be a key variable. The visits, observations, questionnaire feedback and discussions have generated a large amount of data. Linda commented on the mainly positive attitudes of teachers, a willingness to learn and the concern for children's learning and wellbeing. With structures (to be understood as ways of doing and organising things) breaking down, it is essential to help colleagues to build new structures with practical tools, the next task.

### ***Czech presentation***

Vlastimil presented the results of his work with his students in having discussions with them about their role in changes in the school. The accompanying video showed lively discussions between students of the Humpolec Gymnasium. However, the students generally seemed to feel a certain helplessness and expressed a certain reluctance to engage, mainly because they thought changes should or traditionally did come from the top and they were unsure about the possibility of greater 'floor space' for themselves. They felt a little frustrated and thought that it was impossible to 'teach old dogs new tricks'. The video was interwoven with highlights from a film showing the positive impact some teachers can have on pupils but also how pupils can express their strong dissatisfaction for teachers who do not seem to care about them, an interesting comment on personal and power relations. All enjoyed the video which, it was considered, could be used in professional development courses. Roberto commented on interesting cultural issues arising from translation (the film had subtitles in English).

### ***UK Presentation***

Jane and Michaela gave a presentation about citizenship education in Northern Ireland (NI) following a recent opportunity to experience this in Belfast schools. NI provides an interesting backdrop with its history of sectarian violence where in the past, safety has been defined by community territorialism, fear and violence in the sense of keeping the 'others' out. Now safety is based on democratic laws with a new imagery and reality of both NI and the whole of Ireland. These issues became clear in Michaela's potted history of key events. This was followed by a description of key themes in the citizenship provision that has at its core Human Rights. The Northern Irish are keen to engage with the outside world and look out as global citizens as well as attend to their own internal needs. These perspectives are reflected in the schemes of work. Jane presented a simple audit that schools can use to audit their provision and then described and analysed 2 illustrative citizenship lessons she had observed. The

pupils really enjoy their lessons which are based on active learning principles. The best teaching goes beyond the transmissive (of facts) and transactional (activities) to the transformative that changes one's perceptions and deepens understanding. This is the essence of citizenship in NI.

### ***Italian Presentation of Film "The walk to school"***

The group enjoyed the latest blob film made by the Italian partners that showed interpretations on the theme of 'the walk to school'. This made a very suitable end to the day and all delegations were given a copy of the CD-Rom.

## **Saturday 4<sup>th</sup> November**

### **Morning**

#### **Italian Presentation**

Three Italian headteachers presented the main lines of their projects on citizenship. They were helped by Giovanna as a subsequent translator.

Anna Lucina Trapletti, headteacher of the Istituto Comprensivo "Rosciate" of Bergamo, presented the project "Insieme è meglio" Together is better.

The aim of the project is to strengthen the educational relationship between school and local environment, within the several educational subjects who have contact with the students.

High cohesion within the educational representatives generates high performances of the educational process. Values like sociality, dialogue and citizenship are enhanced.

This project is supported by financial subsidies the Lombardy region grants directly to the organisations of the territory which try to support the families and allow the parents to be directly involved into the educational process.

School, parents, parochial churches, voluntary, cultural and sport associations (for example the libraries), join together for common social activities.

Where you have adults who work together, there you have children that live together. The aim of the school is to conduct, to co-ordinate, to form a network which forges an alliance within the educational subjects.

Lino Ruggeri, headteacher of the Istituto Comprensivo of Fara d'Adda in the province of Bergamo, presented the project "Experience democracy: The pupils' town council".

The pupils' town council is a school of citizenship, an educative opportunity to experience democracy and participation.

Pupils are expected to:

- confront and manage conflicts
- find solutions approved by the whole community

- express ideas, needs and wishes
- assert their own rights
- exercise their own duties
- be able to be collaborative, to participate, to be active, to listen to the others, to be able to understand the other people points of view and needs
- be called to give their own contribution in the context where they live
- be more conscious of the village where they live, pick out the problems, participate in the elaboration of a solution and in the discussion of various proposals

Virginia Ginesi headteacher and Mariacristina Zarrella of the Istituto Comprensivo of Chiuduno in the province of Bergamo, presented the project “The floor to the students”.

The core idea in the project is that co-operation, participation and learning interactions experienced by pupils in school are meaningful to the growth of their sense of citizenship in a cultural, social and political perspective. For this reason, since 2003 the school has been promoting activities that are meant to produce “real actors” as to say that teenagers must play an active role in their educational process.

Therefore, teachers, town officers, parents and co-ops educators joined together in order

- to increase students’ participation and active citizenship in school and within their home town
- to improve collaboration between adults and young
- to develop young’s assumption of responsibility
- to encourage our students to become real actor in their educational process.

#### **Whole group discussion (Jane Jones in the Chair)**

All partners were asked to share views and opinions and to then indicate their commitment for the next stage of the project. Views emerging included:

- How ‘giving the floor’ to pupils seemed to be emerging as a key theme for all partners ( Andreas and Jane )
- The need to consider the changing roles of teacher and pupil in the new school cultures we were envisaging (Jane and Carmo)
- How pupils sometimes do not want to take responsibility but in order to be able to do so, they need rules and to be able to do it in small steps (Michaela) and be given appropriate support from teachers ‘behind the curtains’ ( Xavier) not ‘on stage’
- Teachers need to listen to the pupils (Cristina), difficult in some cases where teachers do not have close contact with pupils (Vlasta)

- It takes time to become a responsible citizen but students can be involved in small ways to make small changes, and have choices and make agreements making use of portfolios and contracts (Rosangela)
- Teachers also needed to be given responsibility (Andreas)
- Roberto commented that we were developing a vocabulary of citizenship that enabled us to develop a common understanding

Giovanna asked for the commitments of each partner to be clarified.

### **Commitments**

#### *Norway*

With the range of innovations and new developments in schools, and in the light of the responses from the interviews, it was felt that old structures had broken down and that new structures were needed. A key issue was the need to change teachers' attitudes where some unlearning would be necessary to move out of traditional cultures. The starting point for the next stage of the project was the outcomes of the case studies to enable the building of new structures in terms of practical steps and tools. A continuing emphasis would be on the need to 'feel secure'.

#### *CZ*

Vlastimil would confront teachers with the findings from the interviews with the pupils. He would continue to 'give the floor' to pupils and seek to improve their sense of responsibility. The video which contained very powerful messages would be the point of departure for ongoing analysis and for generating discussion between pupils and teachers

#### *Italy*

The team would collect materials and analyse processes of cooperation. It would also provide courses for teachers. They would also look at the critical aspects of the three projects and prepare documents about the most memorable moments and reflect on the international frames of the projects.

#### *Catalunya*

Colleagues have an extensive research plan based on explorative case studies, one a primary school and one a secondary school, to include questionnaires, interviews and focus groups that will engage the whole educational community in investigating participation and responsibility as well as exploring the relations between the various stakeholders. Learning to be, to learn to live together, to learn to participate and to learn to inhabit the world relate to and reflect the SEEDs framework. The main aim will be to explore and 'discover' the culture of the school in terms of how it fosters the principles of active citizenship.

*UK*

Jane and Michaela along with Roberto Serpieri would work on the construction of a conceptual glossary of terms, drawing on the final discussion and on documents prepared by the partners to date. This would be prepared for the next meeting and would ultimately be placed on the website and act as an organisational guide to steer around the website as well as a conceptual map and vocabulary for the project. Michaela would attend to website organisation in this respect. Roberto would forward the word file of the final discussion and would ask a PhD student to transcribe the recording in order to be able to undertake a discourse analysis of the group discussion.

## **Afternoon**

### ***Giovanna-an overview***

#### *The website*

Giovanna proposed to put presentations and minutes into a closed part of the website that is accessible to project members only. The website should show different headings according to the glossary for the aspects discussed in the project and for the items that would be made available for interested parties. She invited partners to find interesting contributions for the website such as interviews with key actors in the schools to provide a context.

#### The presentations

She commented on the 'magical' presentations and how they were rooted in culture with a great many links. She considered Vlasta's film very professional and a real 'international' film with its readily recognisable irony. The issues raised were at the core of the project and should be translated into as many languages as possible. Jane suggested it be used on the course. Giovanna said that school self-evaluation was a very useful tool. Whilst giving the floor to pupils was important, she emphasised that there were other actors involved and that, as Jane and Michaela's presentation had shown, historical roots are at the heart of citizenship.

### **Comment by Carmo**

Carmo talked of the need to install trust in pupils and that teachers needed to listen to pupils and that the biggest challenge was about changing mindsets. Without trust there is no democracy. Trust and quality of relationships was needed to guarantee safety and security, a concern of many partners.

Jane said we needed to give teachers and pupils time to think and to be able to reflect on these issues.

**Sunday 5<sup>th</sup> November**

**Morning**

***Organisational issues - The progress report***

Gianfranco took team members through financial issues and asked for receipts to be sent to him as soon as possible. He reminded that the project progressive report must be sent to Brussels by the end of December, so invited all the partners to provide financial reports and documentation as soon as possible.

As for the Comenius 2.2 course, it was agreed to continue publicizing the course in order to find more participants. The final decision on the running of the course will be taken within a couple of months, according to the final number of participants. Rosangela will check the new rules for Comenius 2.2 courses from 2007 on, in order to verify if it is the case to offer a new course in October 2007.

Giovanna proposed also to consider the idea of engaging our schools in an exercise of describing themselves, referring to the topic of the project, in order of being understood by an external audience. As a matter of fact schools, for being inclusive, must be 'understandable'.

Carmo Climaco, as External Evaluator, said that the previous questionnaire prepared for Karmoy would not be repeated in this form. Rather she would generate a set of questions that would discover strengths and weaknesses, views and concerns. The questions would be clustered thematically and would be sent to partners in 3 weeks. She asked for these to be returned two weeks thereafter. She emphasised the need to send materials to her as early as possible, prior to a meeting. This time she had not received anything in advance which had made the evaluation of the learning as it unfurled throughout the meeting difficult. She said that our findings so far should be the starting point for the next stage.

***Dates for next meetings***

9th-10th February 2007 subgroup meeting in London or Bergamo to finalise the course organisation and materials.

19th-22nd 2007 either in Montegrotto (Italy) or Humpolec (CZ) for planning the following phase of the project.

### ***Conclusion***

Giovanna said we should continue our spiral of learning and possibly get some videos of key people in schools describing their experiences as if to interested outsiders.

Giovanna stressed how much she had enjoyed all the presentations and that the enjoyment of participants in making them was evident. She thanked everybody very much and our Catalan colleagues for their organisation and hospitality. All partners agreed the meeting had been very enjoyable and very productive.

Jane Jones, proposed and seconded as Minute-taker

November 2006