

SEEDS – EXPLORATIVE CASE STUDIES

CATALONIA

HUMPOLEC - JUNE 2007

We have selected two schools: a primary school and a secondary school. Both belong to the key competencies net of schools and, as far as possible, they are engaged in projects that have to do with citizenship education at schools. In a series of meeting with the school management team we have identified specific projects on citizenship in each school. Then we have collected all the information needed in two different ways

- Direct observation of those activities connected to citizenship projects
- Interviews with the whole educational community (teachers, parents, students and so on) to discover to what extent participation is allowed and/or encouraged, what kind of relationships are established among the different actors present at the school, to what extent responsibility is shared. In particular, our aim was to investigate the culture of the school focusing on active participation, collaborative work, common aspirations, sense of belonging, respect for the others, integration, active citizenship and so on.

At the same time and while observing directly the different activities carried on in each school we have produced two videos.

We will present in the Humpolec meeting the video on the primary school.

GENERAL OBJECTIVES – CEIP Joan Miró – Project on Citizenship

The education for citizenship is not to be seen as the task of a particular area or the core of a one-hour-class every week. To educate democratic, participatory, responsible citizens implies a project that make the students learn by practice. If we want our students to be respectful, to discuss in order to solve conflict, to be responsible when exercising their rights problems, and to carry out their duties as citizens, we must give them situations where they can exercise and develop the skills they are going to need.

The school Joan Miró integrates in its everyday routine activities in which the whole educational community participates and which give the students the opportunity to experiment participation directly

Emotional education

The school integrates in its tutorial classes specific work on emotional education.

To know our own possibilities, to be aware of our own skills and difficulties, to control one's emotions makes it possible a satisfactory relation to others, the participation and interaction. (TO LEARN TO BE)

Dialogue, responsibility and so on are explicitly worked on in the tutorial classes, and the school organises the contents according to the age and psychological development of the students. In the video is shown only a particular activity, one of the many they do. This is part of a specific work trying to accompany students in their personal evolution during the years they spent on the primary school.

Students commission on values

Students of every school year among 8 and 12 years old form it. They pass on everything their classmates want to be discussed in the commission and participate in the process of taking decisions. One of the members of the school management and one of the monitors of the school canteen also participate and moderate this commission. Everybody works together. The values of this commission we want to emphasise are:

All the students participate in a responsible way through their representatives in the commission.

The participation is linked to concrete objectives that had been agreed upon at the beginning of the school year.

Those who take part in the commission on values have a work to do in the group they represent and they must know how to express what their class group want, and what they have done. He/ she must keep in mind that the representative does not talk for himself but for the whole group.

This activity educates on the democratic spirit, responsibility and commitment.

Cultural Week

The school agrees on a topic every year, normally related to a country or a zone in the world (China or The Mediterranean are some examples of the topics they have devoted a year to). They distribute the different tasks and every level work on different aspects, which are worked according to the age of the students.

This school year, they have chosen the Amazon. They are convinced that the only way to be able to understand other ways to see the world, one must have some knowledge of different cultures. Diversity makes our living together richer, but we must know and understand difference.

This activity has a lot of values, among many, the following:

To learn how to participate, learn to live together, to know other cultures

The whole school takes part in an activity planned as a whole. Every group has a task according to its possibilities and age. Nevertheless, the work of every group is essential to the whole and makes it possible for everyone to enjoy and spend some time together during a week. The activity, then, has a broader perspective.

The friendly way

The school Joan Miró works together with a group of school and civic institutions of its neighbourhood trying to make it a better place to live in and to create a space to live together.

This activity promotes also a lot of values in the students:

- The participation of students not only in the school but also out , in the neighbourhood, which is the next step for its spiral into a broader world, First they must know the neighbourhood, then the city, the country and the world. This must begin to build a multiple citizenship in the mind of the students
- The students make proposals that do not fall on deaf ears. Of course, not all of them are carried out, but some of them are and the students can see it. This helps the students to begin to understand that some things are possible

and others are not, even if they can be desirable. It is not a fake participation in the civic life of the neighbourhood but a real one.

Public audience

The school works together with a group of other school with the town council. It is another step to open up their minds to a broader world.

The values that activity promotes are these:

- The work in the school depends of its participation in a bigger group. The students learn to work not only according to their own interests but taking into account the interests of a bigger group.
- The work of the school belongs to a bigger group
- In the meeting with other schools, every one can see the work they have done. They debate and agree on the content of the proposals they have to read in front of the mayor of the city.
- They work with the municipality

Agenda 21

REMA Projects (REusing of the school MAterial)

These are the values we have seen in this activity:

- The families made a proposal referring to the reusing of school material. The school accepted it. Nowadays, the families and the students are directly involved in this activity, helping to sort out and fix the materials and the books.
- The activity helps to educate in a responsible consume through taking good care and reusing school material. The students take care of material because they know it will pass to others and, for their part, they are also using recycled material used by students older than they are.

Solidarity: School material is cheaper for everyone. With REMA the families share costs. More than that, by means of reusing material, we encourage a responsible attitude towards a sustainable environment.

Day for Non-violence and Peace

The school works the whole year through on peace and non-violence. Nevertheless, every year they celebrate the day, on which Ghandi died with a festival, where they show the work they have done in that particular year. Each year is devoted to a concrete aspect, which is worked upon in the different classes. This year they have worked on the Declaration for the Children Rights. The day is celebrated in the school but in the afternoon they open the school to the families.

The values we have noticed in this activity are:

- Working together for a common target.
- Educating for peace, the values of living in a peaceful world.
- Active participation of students, teachers, monitors and parents

Activities for this day

- One of the activities consists on a set of games related to the topic. At that moment older students act as “godfathers” of younger ones. This helps them to know and help each other, they learn to accept each other. Older students had a very positive attitude towards the younger ones.
- “Collective” Breakfast: They share the breakfast that everybody has brought during the week. Everybody in the school eats together. We want to emphasise that the students are very “civilised” and orderly when they pick up breakfast. There was no adult reminding rules. To us that show the students are used to share, to give and receive. It is another example of what the school promotes – working together for a common objective.

- The students draw themselves. Then, with the drawings they do a very long chain of boys and girls, putting them on the walls of the staircases. Every student is represented next to other students (never next to other in their classrooms). This helps to create a feeling of community
- Each class creates the lyrics of a song from a set of common verses given to all of them dealing with the topic chosen for that particular year. Each class sings the part they have done with the rest of the school They do it in front of the parents in a show in the playground of the school.
- Moneybox for solidarity: Each student puts money in a moneybox from his or her own allowance. The students decide every year how is the money to be used. Every year the students received an account of what is done with the money they have given the previous year. This year the money is to be given to the school Salvador Gavina, in one of the poorest areas of the city and to one project of a NGO called "Solidarity with the Peruvian Amazon" related to children in that part of the world. In this way they try to have a gesture of solidarity not only with the needs we have near and those there are in distant parts of the world. The school tries to show students that solidarity is not charity.